**Teacher:** Amy Farthing, Falling Creek MS  
**Date:** 9/29/09  
**Subject/Class/Grade:** MSM1/6th grade math  
**Sped**

**Unit/Theme:** Algebra Vocabulary  
**Standard:** 6.23 C

**Content Objective (Benchmark) -**  
- Students will complete a foldable that demonstrates correct definitions of the words: equation, expression, variable, coefficient, and term.  
- Students will practice using algebraic vocabulary words.

**Language Objective (Desired Result) - TSW**  
- In their own words students will identify key elements of an equation (an equal sign), expression (math sentence with no equal sign), variable (the letter), coefficient (the number with the letter), term (anything separated by an operation sign)

### Key (Special) Vocabulary
- Expression, equation, variable, term, coefficient

### Supplementary Materials (graphs, models, visuals) (Marzano)
- Foldable, word cards, post-it note examples written by students

### Preparation /Building Background
- **Strategies** (Effective Instruction)
  - X Modeling  
  - X Guided Practice  
  - X Independent Practice  
  - X Higher Order Thinking Qs (Blooms)  
  - X Opportunities to use learning strategies (monitoring and clarifying learning; Note taking--mapping)

- **Grouping Options** (Cooperative learning: Inter/Intrapersonal)
  - X Whole Class  
  - X Small Group  
  - X Partners  
  - X Independent

### Practice/Application
- **Blooms- Application**
  - X Integration of skills  
  - X Reading  
  - X Listening  
  - X Writing  
  - X Speaking

- **Comprehensible Input**
  - X Clear explanation of tasks (explain directions)  
  - X Uses gestures demonstration; adjusts speech  
  - X Modeling, visuals, graphic organizers

- **Review/Assessment (closure)**
  - X Review of key concepts  
  - X Review of key vocabulary  
  - X Provides regular feedback  
  - X Various types of assessment  
  - X Spot checking, group response  
  - X Testing

### Procedure:
1. Warm-up – the warm-up will be review estimation word problems, exponent problems, and integer problems.  
2. **Anticipatory Set:** Reading of the book – A Gebra Named Al  
3. **Modeling:**  
   - The teachers will model the correct place to glue the foldable in the Math Talks book. We will also make sure that each
student gets his/her table of contents labeled correctly. As we work through the foldable we will be modeling the correct placement of each word.

4. **Guided Practice:**
   - Students will write the correct word on the outside of the foldable to match the already printed definition that is on the inside.
   - Students will copy examples onto the inside of the foldable.

5. **Independent Practice:**
   - In partners, students will be given a couple of post-it notes. Each pair will need to write an example that displays their understanding of each algebra vocabulary word on a separate post-it note. The students will then come and place the post-it notes on the correct vocabulary word sheet. We will be creating a math word wall of sorts.
   - HW – students will take algebra equations and identify the vocabulary words within the equation.

6. **Closure: Ticket to Roll (exit slip)** – students will answer the following 2 questions:
   1. What must an equation always have in it? (=)
   2. How is a variable always represented in algebra? (letter)

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**Reflection – Keepers? Clunkers?**