Westside High School Lesson Plan

Teacher Name:	ELHAJJ	Unit Name and #:	Logarithms
Course:	Algebra II	Dates:	March 23 - March 27

Monday	What are we learning?
	Daily Objective: SWBAT evaluate logarithms.
	TEKS/AP/Standards: 4C, 11A, 11B, 11C.
	How will we learn it?
	Learning Activities:
	1. Warm Up - Badicals
	2. Notes 7.4 - Show Examples of re-writing from logarithmic form to exponential form.
	Show examples of evaluating logarithms.
	3. Guided Practice - students will practice try problems/Check answers.
	4. Classwork - Students will work on problems p. 503 - 504 # 3 - 19.
	How will we tell if we're learning it correctly?
	Assessment Methods: teacher will circulate to check answers as students work on problems.
	Checks for Understanding: Guided Practice, teacher will check answers and circulate to
	answer guestions.
	What do I need to be successful?
	Materials: spiral notes, textbook section 7.4, pencil, graphing calculator.
	What do I need to do before next class?
	Follow Up/HW: finish p. 503 - 504 # 3 - 19.
	What are we learning?
	Daily Objective: SWBAT evaluate logarithms.
Tuesday	TEKS/AP/Standards: 4C, 11A, 11B, 11C.
	How will we learn it?
	Learning Activities:
	Warm Up – evaluate logarithms and re-write logarithms.
	2. Go over p. 503 – 504 # 3 – 19.
	3. Notes 7.4 – Show how to use the calculator to evaluate a logarithms. Discuss Natural
	logarithm. Show how to simplify logarithms. Demonstrate how to find the inverse of
	logarithms.
	4. Student Practice p. 504 # 20 – 44.
	How will we tell if we're learning it correctly?
	Assessment Methods: teacher will circulate to check answers as students are working on the
	classwork. Students will work with a partner when necessary.
	Checks for Understanding: teacher will check answers and circulate to answer questions.
	What do I need to be successful?
	Materials: spiral notes, textbook section 7.4, graphing calculator, pencil.
	What do I need to do before next class?
	Follow Up/HW: p. 504 # 20 – 44.
Wed/Thu	What are we learning?
5	Daily Objective: SWBAT evaluate and graph logarithms. SWBAT re-write logarithmic
4	expressions.
5	TEKS/AP/Standards: 4C, 11A, 11B, 11C, 2A.

Algebra 2 Lesson Plans High School

Ellsworth, Ann M.

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Resources in Education ,2001 The Science Teacher's Toolbox Tara C. Dale, Mandi S. White, 2020-04-28 A winning educational formula of engaging lessons and powerful strategies for science teachers in numerous classroom settings The Teacher's Toolbox series is an innovative research based resource providing teachers with instructional strategies for students of all levels and abilities Each book in the collection focuses on a specific content area Clear concise guidance enables teachers to quickly integrate low prep high value lessons and strategies in their middle school and high school classrooms Every strategy follows a practical how to format established by the series editors The Science Teacher's Toolbox is a classroom tested resource offering hundreds of accessible student friendly lessons and strategies that can be implemented in a variety of educational settings Concise chapters fully explain the research basis necessary technology Next Generation Science Standards correlation and implementation of each lesson and strategy Favoring a hands on approach this bookprovides step by step instructions that help teachers to apply their new skills and knowledge in their classrooms immediately Lessons cover topics such as setting up labs conducting experiments using graphs analyzing data writing lab reports incorporating technology assessing student learning teaching all ability students and much more This book enables science teachers to Understand how each strategy works in the classroom and avoid common mistakes Promote culturally responsive classrooms Activate and enhance prior knowledge Bring fresh and engaging activities into the classroom and the science lab Written by respected authors and educators The Science Teacher's Toolbox Hundreds of Practical Ideas to Support Your Students is an invaluable aid for upper elementary middle school and high school science educators as well those in teacher education programs and staff development professionals Cases on Emotionally Responsive Teaching and Mentoring Ellsworth, Ann M., 2020-03-27 Educators who work with pre service teachers understand the significant role they play in mentoring the next generation of teachers Those who have walked the talk and been classroom teachers themselves working with students daily over the course of a school year can share powerful stories on transformative teaching To fully prepare tomorrow s teachers educators need to mix theory about best practice with the reality of teaching in classrooms Cases on Emotionally Responsive Teaching and Mentoring provides a collection of case studies from former classroom teachers who now work with pre service teachers to provide an understanding of the expectations and outcomes of teaching through actual K 12 teaching experiences Featuring coverage on a broad range of topics such as cultural identity teacher development and learner diversity this book is ideally designed for pre service teachers mentors educators administrators professors academicians and students seeking current research on the diverse nature of schools children and learning and applying concepts to best suit the profession **Connecting Self-regulated Learning and Performance** with Instruction Across High School Content Areas Maria K. DiBenedetto, 2018-07-23 This book shows how principles of self regulated learning are being implemented in secondary classrooms. The 14 chapters are theoretically driven and

supported by empirical research and address all common high school content areas The book comprises 29 lesson plans in English language arts natural and physical sciences social studies mathematics foreign language art music health and physical education Additionally the chapters address students with special needs technology and homework Each chapter begins with one or more lesson plans written by master teachers followed by narratives explaining how the lesson plans were implemented The chapters conclude with an analysis written by expert researchers of the self regulated learning elements in the lessons Each lesson and each analysis incorporate relevant educational standards for that area Different types of high schools in several states serve as venues This powerful new book edited by Maria K DiBenedetto provides a unique and invaluable resource for both secondary teachers and researchers committed to supporting adolescents in the development of academic self regulation Each chapter is jointly written by teachers who provide a wealth of materials including lesson plans and researchers who situate these lesson plans and academic self regulation goals within the larger work on self regulation The topics covered are far broader than any other book I have seen in terms of developing academic self regulation covering over a dozen content areas including literacy mathematics social studies the sciences and the arts Teachers and scholars alike will find this book a must read Karen Harris EdD Arizona State University A practical and magnificent blend of educational research and application This book goes beyond presenting the findings of research on self regulation by connecting detailed strategies that align with the standards to the research DiBenedetto et al clearly illustrate how to develop self regulated learners in the classroom A refreshing must read for all secondary educators and educational researchers seeking to be well grounded in education research and practical application techniques Heather Brookman PhD Fusion Academy Park Avenue Self regulated learning is a research based process by which teachers help students realize their own role in the learning process Connecting Self Regulated Learning and Performance with Instruction Across High School Content Areas consists of model teachers lessons and analyses by prominent educational psychologists in the field of self regulated learning The book provides teachers with the tools needed to increase students awareness of learning and inspires all educators to use self regulated learning to promote engagement motivation and achievement in their students The book also provides administrators with the principles needed to infuse evidenced based self regulated learning into their curriculum and instruction I highly recommend the book Marty Richburg Northside High School State Indicators of Science and Mathematics Education ,1990 **Elevate Equity in Edtech** Victoria Thompson, 2024 Discover the connections between technology and equity and develop a road map for integrating the ISTE Standards into your work to help foster equity in your school community School leaders and administrators often view themselves as the instructional leaders of their schools and for good reason So much of what happens in a school revolves around leaders guiding educators to provide high quality engaging instruction But due to their multiple responsibilities some administrators are not fully aware of the technology and tools teachers are using and could use additional insight into how technology can be used to innovate

instruction and foster equity This book addresses these issues with guidance on how to create an equitable technology landscape by implementing the ISTE Standards which can provide structure for assessing technology use and serve as a gateway to equity for students teachers school leaders and more This book will Help education leaders and coaches understand how technology can assist them in achieving greater equity in their school community Demonstrate how effectively integrating the ISTE Standards can lead to greater tech equity in schools Help readers formulate a plan for their school s edtech mission and vision with guidance and examples on technology visits and evaluations Guide readers in implementing a system of technology accountability in their schools Support educators with practical resources and introduce the author's comprehensive process for selecting technology tools with equity in mind Through this book school leaders will gain a deeper understanding of the connections between technology and equity and get actionable steps for building a whole school approach to elevating equity Audience Education leaders instructional coaches Bulletin ,1958

Educating Prospective Secondary Mathematics Teachers Marilyn E. Strutchens, Rongjin Huang, Despina Potari, Leticia Losano, 2018-06-01 This book highlights innovative approaches to preparing secondary mathematics teachers Based on empirical findings gathered in several countries on five continents it provides a wealth of best practices for preparing secondary mathematics teachers and discusses issues related to their professional and personal growth such as identity content knowledge and pedagogical content knowledge which also includes knowledge of integrating technology into teaching and learning mathematics Divided into four parts the book focuses on field experiences technologies tools and resources teacher knowledge and teacher professional identities Some of the main threads running through the book are the importance of university and school partners working together to ensure preservice secondary mathematics teacher success in developing pedagogical strategies that lead toward students mathematical engagement and achievement the critical need for preservice secondary mathematics teachers to develop strong content knowledge and pedagogical content knowledge and the importance of providing opportunities during pre service education for developing prospective teachers professional Research in Education ,1974 Mr. Up: Life of a Substitute Teacher Richard E. Klokow, 2023-12-07 This identities autobiography tells the story of the life of Dick Klokow who was born almost one hundred years ago in Milwaukee Wisconsin At age nine he sold newspapers and organized a baseball team with his friend Ray Pirelli Although small he made the Lincoln High School varsity football and basketball teams He enlisted in the Marine Corps when he was seventeen years old and served as a radioman in a fighter squadron during the Battle of Guadalcanal In a highlight of his life he was promoted to sergeant Thanks to the GI Bill he earned a bachelor of electrical engineering degree from Marguette University He designed aircraft generators while working in the Engineering Department at Westinghouse in Lima Ohio After earning a master s degree from the University of Pittsburgh he got his dream job as an instructor at MIT Shortly after Sputnik he was employed at Lockheed Missile and Space Company in Sunnyvale California Included in this autobiography are stories of the many

exciting projects that he worked on during his thirty years as an engineer and program manager In the twilight of his life and
the highlight of his career he became a substitute teacher in the Fremont Union High School District The duration of his
assignments ranged from one day to a full school year He greeted his classes with Good morning you wonderful students of
High School which set the tone for the class session Included in the book are notes from students who praise his
method of teaching including the use of humor

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