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For your **TI Technologies** lesson and using the following prompts, please provide a rich **one-page, single-spaced** description or a *vision* of your best thinking on a way or ways you might teach the planned lesson using the TI technology. Pay special attention to the modeling package in your description. Also, construct and submit a tentative rubric that you might use with your students. ** see example page 5

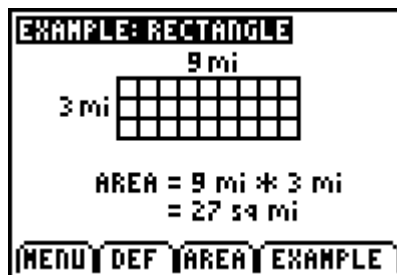
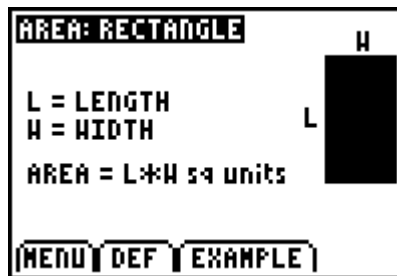
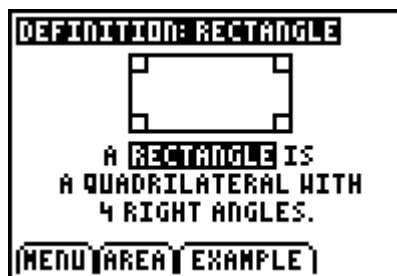
Target	Does not meet standard	Meets Standard	Exceeds Standard	
Student programs TI-84 Calc to derive the answer				
Student uses Calc to learn about The subject				
Student can describe problem				
Student accomplishes lesson objective				
	0	1	2	

“...a rich **one-page, typed, single-spaced**, description or a *vision* of your best thinking...”

Prompts:

1. How will you assess the prior knowledge of the student?
2. How will you begin the lesson?
3. What are the teacher and students doing every 5-10 minutes? (Teacher Actions and Student Actions)
4. How will you assess the learning for the lesson?
5. How will TI be integrated into your teaching? (i.e. you may want to discuss a problem or describe how you might use the chosen modeling package in your plan. How does the model/tool help the concept(s) to be taught)?

I was thinking about beginning the class with a background activation exercise and assessment by giving a pretest to assess what students know about area. Next, I would present a 10 – 15 minute demonstration of the basics of using area modeling software. I would demonstrate the area formulas application on the TI4 calculator. The class would view 6 geometric shapes in the following manner:



Student Assessment

Pre-test

Post Test (check one)

Use complete sentences to define the following words:

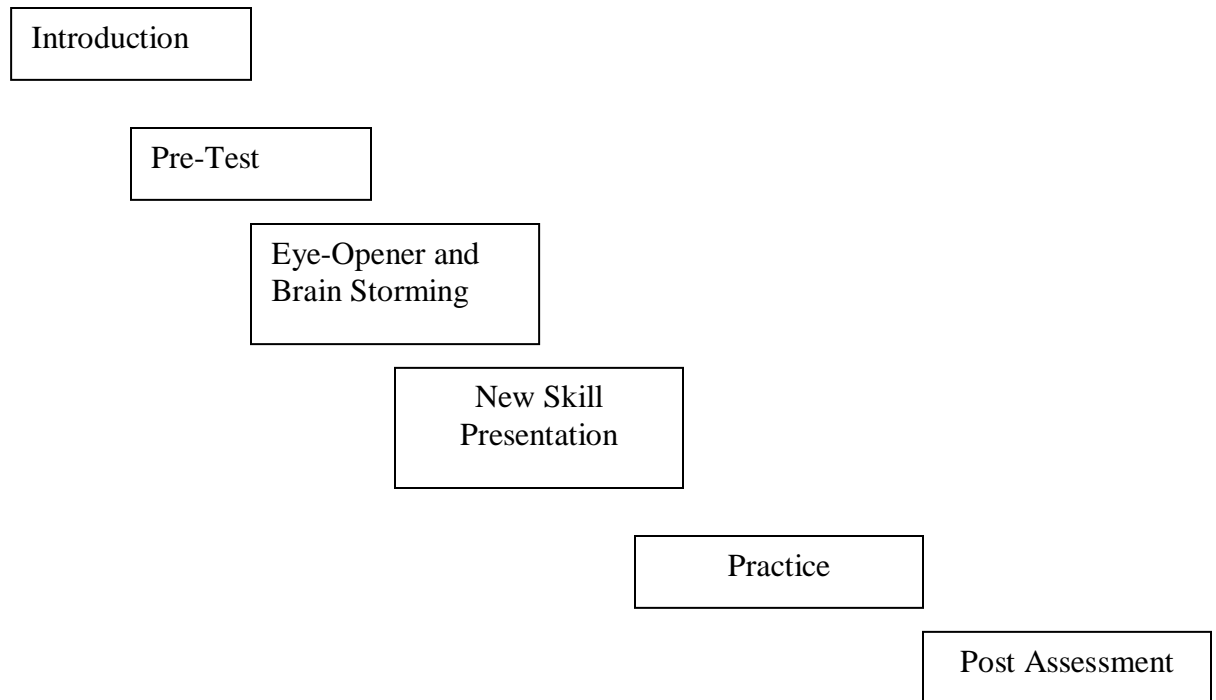
Rectangle
Square
Parallelogram
Trapezoid
Circle
Polygon

Write the formula for the area of a rectangle.

Write the formula for the area of a trapezoid.

If you measure a parcel of land, and the North side is 50 feet, South side – 75 feet, West side 60 feet, east side 75 feet, distance from north to south side is 50 feet. What is the area of the land.

Lesson Flow Chart



Flow Chart showing lesson parts.

Additional Objectives:

85% of the class will have an increased ability to use tool and method as evidenced by

- Pass post test
- Complete exercise
- Participate in lesson
- Use TI-84 calc to compute area by entering equation
- Use calc to complete Apps/AreaForm/area quiz successfully, after studying definitions and formulas.