Model Lesson to Support Format Challenges

Who: whole class   When: embedded in practice within a lesson

PHASE	ACTION
LEARNING CONTEXT *Why learn?*	Students are struggling with non-traditional response questions, especially when there is more than one correct answer. This review will be embedded in content while teaching students to understand and use their knowledge of linear functions — slope, y-intercept, and equations. Students are determining how much a local pizza restaurant charges for pizza. They will determine how much the pizzas really cost. They will present their findings in the format of an assessment.
LEARNING OUTCOME *What learn?*	Students will apply their knowledge of linear equations in order to develop non-traditional response questions using the Pizza Menu Activity sheet.
LEARNING PROCESS *How learn?*	• Mini-lesson reviewing non-traditional response questions • Teacher modeling of developing non-traditional response questions on linear equations • Teacher-led small flexible group • Collaborative small group work
LEARNING DEMONSTRATION *How show?*	Develop non-traditional response questions on the Pizza Menu Activity sheet.
LEARNING APPLICATION *How use?*	Explain to others how they developed their questions and how they used the ability to solve linear equations to determine and share findings on how much a local pizza restaurant charges for pizza.
LEARNER'S ROLE	Students will listen to the teacher as they review and model non-traditional response questions. In small flexible group, students ask clarifying questions to understand process. Then in collaborative small groups they will work together to develop non-traditional response questions,
How will I share this information before, during, and after the lesson?	Before the lesson, teacher will review the five phases and the learner's role. Then students will tell their partners what they are learning, how they will learn it, and how they will show they've learned it. During the lesson, teacher will periodically ask students to tell their partners what they are learning, why, and how they will use it. After the lesson, teacher will ask students to review with their partners what they learned, why they learned it, how they knew they learned it, and how they will continue to use it. Students will share out what they discussed with the whole class.