DAY 12

Performance Objectives:

➢ When the slope is explicitly given, students will be able to substitute in to the slope-intercept form of a line 3 out of 3 times.

➢ Given two ordered pairs that lie on the line, students will be able to recall the slope formula from memory and use it to calculate the slope of the line 9 out of 10 times.

➢ Given an equation in standard form, students will be able to convert it to slope-intercept form 9 out of 10 times.

➢ Given the equation of a line in slope-intercept, standard, or point-slope form, students will be able to recognize and/or solve for the slope of the line and recall that parallel lines have equal slopes 4 out of 5 times.

➢ Given the equation of a line in slope-intercept, standard, or point-slope form, students will be able to recognize and/or solve for the slope of the line and recall that perpendicular lines have opposite reciprocal slopes 4 out of 5 times.

➢ Given an equation in point-slope form, students will be able to identify the slope, or convert the equation to slope-intercept form and then identify the slope 4 out of 5 times.

➢ When the y-intercept is explicitly given, students will be able to substitute in to the slope-intercept form of a line 3 out of 3 times.

➢ Given the equation of a line in slope-intercept, standard or point-slope form, students will be able to recognize y-intercept from slope-intercept form or convert standard form or point-slope form to slope-intercept form 4 out of 5 times.

➤ Given a point that lies on the line and the slope of the line, students will be able to substitute the values appropriately into slope-intercept form and solve the resulting equation for the y-intercept 4 out of 5 times.

➤ Given the slope and the y-intercept, students will be able to substitute the values into slope-intercept form of the equation of a line 5 out of 5 times.

Resources or Materials Needed

Materials:

✓ Answers for the homework due today: *Homework-Day 11* (See Appendix WW)

✓ PowerPoint Presentation: *Test Review Jeopardy* (See Appendix XX)

✓ Copies of tonight's homework: *Homework-Day 12: Test Review* (See Appendix YY)

✓ Key for homework: *Homework-Day 12: Test Review* (See Appendix ZZ)

Resources:

✓ Projector

✓ Computer with access to Microsoft Office: PowerPoint

✓ Whiteboard with markers and eraser (for teacher)

✓ Individual whiteboard with marker & eraser (paper towel works) for each team

✓ Calculator for each student

Time: 45 minutes.

Step 1: Pre-Instructional Activities: Check students' homework and project answers on the board, answer student questions about the homework.

Step 2: Content Presentation: n/a.

Step 3: Learner Participation: Students will be reviewing for the unit test next class. They will be playing a jeopardy review game. Students must be placed into pre-selected groups with 3 or 4 students in each at varying levels (heterogeneous groups). Each student is responsible for completing all the problems they may be able to steal for points! Students can use a regular calculator for this lesson, as it is the day before a quiz/test. To successfully use their tools, a student has to be familiar with how to operate it. Remind students that they can use their calculator as a tool to help them! Groups must have their final *question* (it is jeopardy!) written on their group's whiteboard.

(To prevent problems with speed, i.e. who had their hand up first, rang their bell first, etc., we rotate whose turn it is to pick the problem. If the team that chose got the problem wrong, the next team can steal and not miss their turn. Directions are at the beginning of the game.)

Step 4: Assessment: Formative assessment through teacher observation.

Step 5: Follow-Through Activities: Summative Unit Test next class.