

DAY 8

PRACTICE CIRCUIT

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 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 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 7* (See Appendix HH)
- ✓ Circuit and answer key: *Stations-Day 8* (See Appendices II and JJ)
- ✓ Tape to hang circuit problems around the room
- ✓ Copies of tonight's homework: *Homework-Day 8: Quiz Review* (See Appendix KK)
- ✓ Key for tonight's homework: *Homework-Day 8: Quiz Review KEY* (See Appendix LL)

Resources:

- ✓ Projector
- ✓ Computer
- ✓ 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 completing a circuit (self-checking stations) with assigned partners. Pair or make small heterogeneous groups containing students who are at different levels with the content based on the Exit Ticket from Day 7. 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!

Step 4: Assessment: Teacher will circulate throughout the groups. Formative assessment through teacher observation.

Step 5: Follow-Through Activities: These types of problems will be included as future “Do-Nows” so learners continue to practice. The skills practiced here will continue to be used when learning how to write equations of lines parallel or perpendicular to a given line throughout the remainder of the unit.