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Boise City Schools
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MATH-ESE Workshop

Lesson Plan 1

Word Problem Comprehension: Phrases in Phases

My Pre-Algebra class was struggling with the words and phrases referring to multiplication, addition, division, and subtraction. I decided to extend our study to include several days, while at the same time continuing in the book. So this is a compilation of the different hands-on activities we did.

Lesson Plan 2

Vocabulary bytes: String a Tale

My geometry class needed an activity to learn vocabulary words.

Additional Comprehension Strategies.

Name: Ellen Montgomery

Grade Level/Subject: Geometry

Topic: Vocabulary Bytes: Stringing a Tale

Objectives (P.A.S.S.): Process Standard 2: Communication

1. Use mathematical language and symbols to read and write mathematics and to converse with others.

Introduction: We had been keeping a Taxonomy of the first few highlighted words in our Textbook (McDougal Littell), but the students didn't seem to be understanding them. I decided to try the creative approach: I wrote a love story using the terms and read it to them, challenging them to come up with their own tale--gorey or mushy, just "do their own thing."

Instructional process: (I woke up in the middle of the night with an inspiration:) I wrote a love story using the terms. The next day I read it to them, challenging them to come up with their own tale--gorey or mushy, their choice--just as long as they did their own thing.

Closure: I gave them the rest of the period on Tuesday, and made their stories due on Friday, with no other class time provided. They were to type them if possible.

Assessment: I have included the rubric I used to grade, with a student's story.

Modifications/Accommodations: I was mostly interested in their actual use of as many words as possible, so I graded very leniently on all the papers.

Reflection: I found this project to be one of the most interesting and amusing exercises I have required. The students I least expected to do well, for the most part, outperformed the others in creativity and wit!

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Vocabulary Bytes
“Stringing a Tale”

Student example:

I made a **conjecture** yesterday that didn't make any cense. Our class had to stand in a **line** and make a **point** of how **planes** fly. About the wing being **collinear** and the **cockpit** being **coplanar**. The statement that I used was **counterexample**. So I had to do some **inductive reasoning**. I **intersected** with some books in the library that had **undefined terms**. The librarian gave me a **ray** of hatred. After our **endpoint** ended in a disgraceful **intersection**.

Vocabulary Bytes:
“Stringing a Tale” Rubric

_____	Word Usage (40%)
_____	Understandable(20%)
_____	Creative (20%)
_____	Vocabulary words identified (20%)
=====	
_____	TOTAL