

TASK 1: PLANNING COMMENTARY

Respond to the prompts below [no more than 9 single-spaced pages, including prompts] by typing your responses within the brackets. Do not delete or alter the prompts. Pages exceeding the maximum will not be scored.

1. Central Focus

- a. Describe the central focus and purpose of the content you will teach in the learning segment.

[The central focus and purpose of these three lessons is for students to build knowledge about solving systems of linear equations using three different methods starting with the method of graphs, continuing with the method of elimination, and finally concluding with the method of substitution.]

- b. Given the central focus, describe how the standards and learning objectives within your learning segment address

- conceptual understanding,
- procedural fluency, **AND**
- mathematical reasoning and/or problem-solving skills.

[My standards and learning objectives are very similar across my three lesson plans and they help develop conceptual understanding through identifying the parts of the slope-intercept form and how the y-intercept and slope are interpreted and translated into a set of two lines resulting from each equation. Through the implementation of lesson 1, in which my learning objectives include "Students will be able to identify the solution of a system of equations by graphing", students will acquire conceptual understanding about how to represent these equations graphically. Next, to build procedural fluency, students will be introduced into the methods of Elimination and then Substitution. In these lessons, the learning objectives include "Students will be able to solve systems of linear equations by using the elimination method" and "Students will be able to solve systems of linear equations by using the substitution method." Procedural fluency is acquired through the introduction of the methods separately in two different lessons. Then, after students are guided through few examples in each lesson, they are required to work in their classwork within their small heterogeneous groups to provide each other with crucial feedback as well as to deepen their conceptual understanding by collaboratively working with each other. While doing so, students enhance their mathematical reasoning and continue to grow their problem-solving skills through the use of repetition, peer-to-peer instant feedback, and constant practice.]

- c. Explain how your plans build on each other to help students **make connections** between concepts, computations/procedures, **AND** mathematical reasoning or problem-solving strategies to build understanding of mathematics.

[By introducing the graphing method, elimination method, and substitution method in this particular order students make the connection that systems of linear equations can be solved in a variety of ways **which directly ties to the central focus**. First, when graphing, students visually see the intersection of the lines i.e. the solution of the system of equations by identifying the y-intercept and slope of the equations and how they are translated into the lines of their corresponding linear equations. Next, when students are introduced to the elimination method, they acquire a more abstract knowledge of solving the systems of equations algebraically **by**

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B Lingard



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Table of Contents Example Secondary Math Planing Commentary Edtpa

1. Understanding the eBook Example Secondary Math Planing Commentary Edtpa
 - The Rise of Digital Reading Example Secondary Math Planing Commentary Edtpa
 - Advantages of eBooks Over Traditional Books
2. Identifying Example Secondary Math Planing Commentary Edtpa
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Example Secondary Math Planing Commentary Edtpa
 - User-Friendly Interface
4. Exploring eBook Recommendations from Example Secondary Math Planing Commentary Edtpa
 - Personalized Recommendations
 - Example Secondary Math Planing Commentary Edtpa User Reviews and Ratings
 - Example Secondary Math Planing Commentary Edtpa and Bestseller Lists
5. Accessing Example Secondary Math Planing Commentary Edtpa Free and Paid eBooks
 - Example Secondary Math Planing Commentary Edtpa Public Domain eBooks
 - Example Secondary Math Planing Commentary Edtpa eBook Subscription Services
 - Example Secondary Math Planing Commentary Edtpa Budget-Friendly Options
6. Navigating Example Secondary Math Planing Commentary Edtpa eBook Formats

- ePub, PDF, MOBI, and More
 - Example Secondary Math Planing Commentary Edtpa Compatibility with Devices
 - Example Secondary Math Planing Commentary Edtpa Enhanced eBook Features
7. Enhancing Your Reading Experience
- Adjustable Fonts and Text Sizes of Example Secondary Math Planing Commentary Edtpa
 - Highlighting and Note-Taking Example Secondary Math Planing Commentary Edtpa
 - Interactive Elements Example Secondary Math Planing Commentary Edtpa
8. Staying Engaged with Example Secondary Math Planing Commentary Edtpa
- Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Example Secondary Math Planing Commentary Edtpa
9. Balancing eBooks and Physical Books Example Secondary Math Planing Commentary Edtpa
- Benefits of a Digital Library
 - Creating a Diverse Reading Collection Example Secondary Math Planing Commentary Edtpa
10. Overcoming Reading Challenges
- Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
11. Cultivating a Reading Routine Example Secondary Math Planing Commentary Edtpa
- Setting Reading Goals Example Secondary Math Planing Commentary Edtpa
 - Carving Out Dedicated Reading Time
12. Sourcing Reliable Information of Example Secondary Math Planing Commentary Edtpa
- Fact-Checking eBook Content of Example Secondary Math Planing Commentary Edtpa
 - Distinguishing Credible Sources
13. Promoting Lifelong Learning
- Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
14. Embracing eBook Trends
- Integration of Multimedia Elements
 - Interactive and Gamified eBooks

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