

Lesson Plan #1

Class: Algebra 1A

Objective: The purpose of this lesson is to get the students thinking more about the different forms of an equation and the advantages and disadvantages of each form while making the look at the material from a different perspective. After this lesson students will be better at deciding whether to use slope intercept or point slope form depending on if they are given a point and the y intercept, a point and the slope, or two points.

This lesson also introduces the idea of reflections, which is an extension of the idea of symmetry that we have worked on earlier in the year.

Materials: students must have a pencil and a straight edge
Teacher provides the worksheet.

Procedures:

1. Take questions from the students regarding the previous nights homework.
2. Introduce the idea of reflections by showing students on the board how a reflection can be found by taking two points from a graph and finding points symmetric to what ever the line is being reflected across.
3. Pass out the worksheet (see next page). Tell students that they are to work in their groups of 4. The idea is to discuss the problems and how you are solving them but each person does their own work. It will not help you to copy another students answer. The assignment will be collected at the end of the period.
4. While students work on the assignment, I answer questions and ask students questions to encourage them to think more about the material.
5. At the end of the period I collect the assignments. That evening I look over them to see if there are any patterns of misunderstanding. They get credit for putting effort into the assignment.
6. The next day begin with a small discussion about the assignment and post solutions to the assignment on the overhead.

Assessment:

This assignment is mostly self and peer assessment as they work on the activity and when I post the solutions. I do give them points on a 5 point system that is part of their homework grade.

- 5- good effort, all problems answered
- 4- good effort, almost all the problems are answered
- 3- some effort, student attempted most of the problems but did not finish all of them
- 2- little effort, some problems completed many left incomplete
- 1- wrote their name, tried a little on some problems

Most students will receive 5's with a few getting 3's and 4's. When I am looking over their papers I am looking for common misconceptions that I may need to revisit.

Literacy Aspect:

Students have to do reading for understanding to understand what is being asked in each part of the assignment. Students also have to communicate with their groups by asking questions and explaining ideas to each other. Finally students have to write conclusions and explain how they did certain problems in words.

Description of the topic:

This chapter focused on finding the equation of a line depending on the information given: Students should know the advantages of each form and when to use them. In addition there were application problems.

Outcomes:

Look at the objective to see what most of the outcomes will be. In addition here are the standards met by this assignment.

California Standards:

Algebra I Standards-

2.0 Students understand and use such operations as taking the **opposite**, finding the **reciprocal**, taking a root, and raising to a fractional power. They understand and use the rules of exponents.

5.0 **Students solve multistep problems, including word problems, involving linear equations** and linear inequalities in one variable and provide justification for each step.

6.0 Students can **graph a linear equation** and **compute the x- and y-intercepts**.

7.0 Students verify that a point lies on a line, given an equation of the line. Students are able to **derive linear equations by using the point slope formula**.

17.0 Students determine the **domain** of independent variables and **range** of dependent variables defined by a graph, a set of ordered pairs, or a symbolic expression.

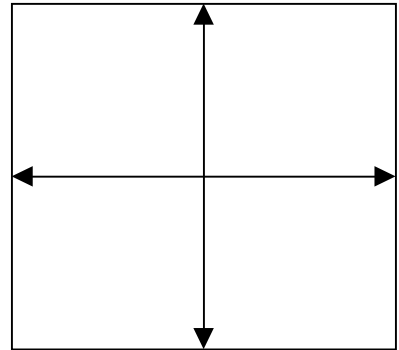
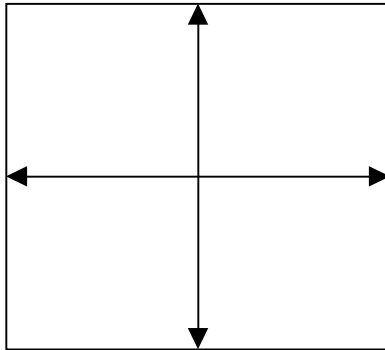
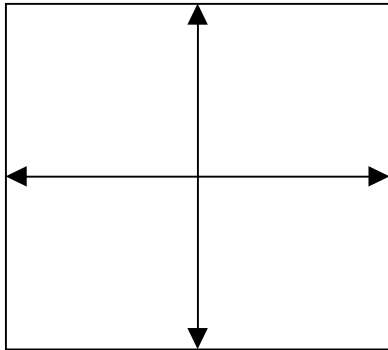
NO CALCULATORS. Show all your work!

1. Graph the following

a) $y = 2/3x+5$ and the reflection across the x-axis

b) $y = 2/3x+5$ and the reflection across the y-axis

c) $y = 2/3x+5$ and reflect across the origin



Explain how you found the reflection for each condition.

2. Give the slope and the y-intercept for each of the above reflections and find the equation of the line in slope intercept form.

a) reflection across the x-axis

b) reflection across the y-axis

c) reflection across the origin

d) Are any of the slopes perpendicular to the original slope? If yes show which and tell why. If no, tell what would be and why.

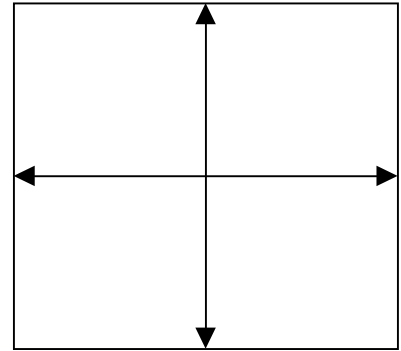
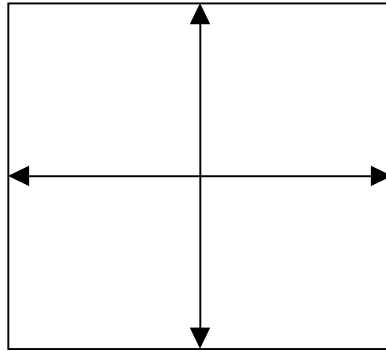
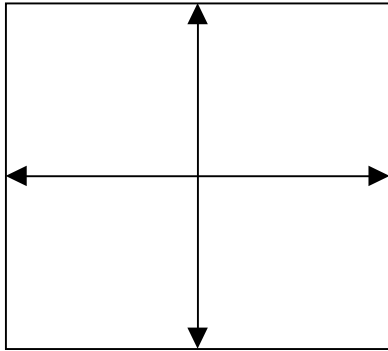
3. For when $y = mx+b$ find the equation of the reflection in terms of m and b in slope intercept form across

a) the x-axis

b) y-axis

c) origin

4. Graph the point $(2,3)$ and the line through that point with a slope of $-4/3$ then graph the reflections of the point and the line across the
- a) x-axis b) y-axis c) origin



5. Find the equation for each of the above reflections in point-slope form using the reflection of the initial point given.

a) reflection across the x-axis

b) reflection across the y-axis

c) reflection across the origin

d) write the original equation

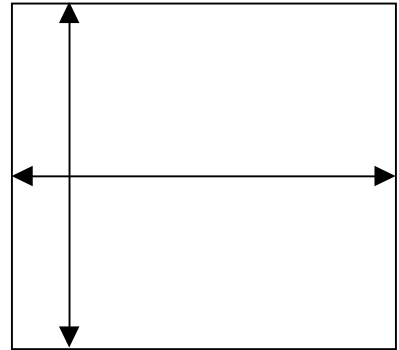
6. For when $y - y_1 = m(x - x_1)$ find the equation of the reflection in terms of m , x_1 , and y_1 in point-slope form across

a) the x-axis

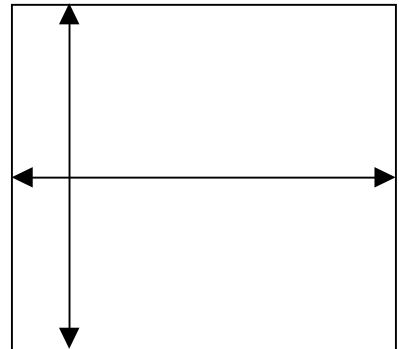
b) y-axis

c) origin

7a. In January 2000, Janet has a bank account with \$630 in it. Every month Janet takes out \$35. Make a graph of this situation and find an equation for the relationship. Determine when Janet will have no money left in the account. State the appropriate domain and range.



7b. Make a reflection of the graph across the x-axis. Explain in words what this new graph represents. What do the x- and y-intercepts represent? What does the slope represent? Make an equation that corresponds to the graph. Find for the new graph at what time the account will be worth \$70 assuming $x = 0$ again represents January of 2000. State the appropriate domain and range.



Conclusion-

Summarize what you did in this investigation. Tell how the slope changed when the graphs were reflected.

Lesson Plan #2

Class: Algebra II/Trig Honors

Objective:

At the end of this lesson students should be able to recognize the transformations from the different terms of an equation in the form $y = a(x - h)^2 + k$. They should also then be able to apply this idea to other equations $y = a|x - h| + k$, $y = a/(x-h) + k$, $y = a \sin(x-h) + k$, $y = a \ln(x-h) + k$, even a made up equation like $y = a \text{smilieface}(x-h) + k$ where I show them graph and ask them to transform it.

Students already know how to complete the square, find the vertex and if the graph opens up or down. This lesson will lead into transformations for other graphs which I eluded to above.

Materials:

Pencil
Straight edge
Graphing Calculators

Rational:

This lesson helps students learn to transfer a concept to new problems. It also helps them build confidence in their ability to find the answer to new problems that are presented to them. Transformations continue to be important for all graphing.

Procedures:

1. Start the day with a warm-up of three problems on completing the square to find the vertex and have them sketch graphs of each. Asks students to compare the equations and graphs.

$$y = 3(x - 2)^2$$

$$y = 3(x - 2)^2 + 3$$

$$y = 3(x - 2)^2 - 7$$

2. Have students discuss the results, they should figure out that it causes the graph to move up and down.

3. Now students have an idea about the vertical shift ask them to try to decide what the other parts of the equation do. I give them 10 minutes to work in their groups to figure out what the h does in the equation: $y = a(x - h)^2 + k$. But I would ask them about what the 2 does in the equation from the warm-up. Then we would have a summary by a group with the others adding anything else they found. Next I have the students spend 6 more minutes on the "a". Have another group summarize. After any additional

comments have the students write out in sentences a summary about what each transformation does and why it does it.

During the group debrief I want the students to come up with the ideas that h causes a horizontal shift, k is a vertical shift and a stretches the graph. After they write out their ideas I would come back with the standard vocabulary I have been using about shifts and stretches.

4. I would finally follow this up with some other equations and ask the students to figure out if they also have shifts and stretch factors.

Assessment:

This information will be assessed on the homework, quizzes, and tests. Additionally I will be observing the students working in their groups and reading some of their summaries.

Literacy Aspect:

Literacy is addressed in the lesson in multiple ways. Students have to work together on the problems and write the summary.

Debrief:

The key strategy if they get stuck is to give them a couple equations to graph that relate to how they are struggling. I also like to ask them questions and work one-on-one if their groups are unable to help them.

Outcomes:

See the objective for most of the information but here are the standards that are met. California Math Standards for Algebra II Standard 9:

Students demonstrate and explain the effect that changing a coefficient has on the graph of quadratic functions; that is, students can determine how the graph of a parabola changes as a, b, and c vary in the equation $y = a(x - b)^2 + c$.

From the NCTM standards:

teach students to think and reason mathematically, not just to perform routine operations....

make use of all appropriate calculator and computer technologies....

promote experimentation and conjecturing.

provide a solid foundation in mathematics that prepares students to read and learn mathematical material at a comparable level on their own.

Lesson Plan #3

Class: Algebra 1A

Objective:

Students should be familiar with linear inequalities from the previous lesson. This lesson will help students understand some more unique situations with inequalities. These will be more difficult problems than they have seen in the past.

Materials:

Overhead warm-up

Students need their note books and a pencil

Procedure:

1. Start the day with a word problem warm-up. See attached.
2. Have students discuss the results.
3. Answer any questions from the previous night's homework assignment.
4. Give the students the equation $|3x - 2| \leq |2 + 5x|$. Ask them to find where the two sides could be equal and then plug-in values between the places where they are equal to see if each range is part of the solution.
5. Have students write down in sentences what we did and try a couple more problems.
6. Next remind students about the zero product property and have them try to solve the following problem $(x - 2)(2x + 3) \leq 0$. Discuss how they tried to solve the problem. Formalize their ideas and introduce sign pattern testing. Give them a couple more problems to try.
7. If time permits give them a couple more problems to work on that are similar to the ones given above.

Assessment:

This information will be assessed on the homework, quizzes, and tests. Additionally I will be observing the students working in their groups and observing their questions and comments during the lesson.

Literacy Aspect:

Literacy is addressed in the lesson in multiple ways. Students have to use their literacy skills to do the warm-up as well as when they are writing out their explanations of how to do the problems.

Debrief:

In this lesson I want them to see the connection between what they learned as freshman with the zero product property and sign pattern testing.

Outcomes:

See the objective for most of the information. This lesson deals with certain standards.

Warm-up Lesson #3

Chocolate Milk:

Your friend has told you that perfect chocolate milk is 33% chocolate and the rest is milk. You have one liter chocolate milk that is 45% chocolate and a few gallons of milk. How can you get a liter of chocolate milk that is 33% chocolate? EXPLAIN CLEARLY how you did this problem.

Lesson Plan #4

Class: Algebra 1A

Objective:

At the end of this lesson students will have a better understanding of statistics and using the internet. Students will be working with mean, median, and mode. They will use the internet to find the necessary information.

Materials:

Pencil

Straight edge

Worksheets

Internet computers in the library

Procedures:

1. The previous day, pass out a worksheet that students spend 10 to 15 minutes answering the questions.
2. Give the students the worksheet for today's lesson and tell them we are going to the library to do some research.
3. Tell them they are working in groups of 2 so they need to split up their groups of four. Then ask them what NBA or WNBA team they want research. Make sure each group is researching a different team.
4. Tell students when they finish getting the necessary research off the web they can start answering the questions.
5. While students are working on the web make sure they are staying on task and finding the necessary information.
6. When the students are done go back to the classroom and lead a short discussion about mean, median, and mode. Then allow the students to continue to work on the project until the end of the period.
7. At the end of the period remind students to bring graphing calculators to class tomorrow if they have one and have them finish the mean, median, mode questions for tomorrow.

Assessment:

The students will be assessed on their completed project. Additionally I will be observing the students working in their groups.

Literacy Aspect:

Literacy is addressed in the lesson in multiple ways. Students have to work together on the problems and they have to work with technology and understand what the worksheet is asking.

Outcomes:

For the first day of the lesson students need to be able to use the computer to do research on the web. Students need to be able to organize data and understand the basics of mean, median, and mode.

Averages

Mean, Median, Mode
Survey

Name: _____

Date: _____

What do you think? What do you think? What do you think? What do you think?

1. What is the average height of a NBA player? _____
2. What is the average age of a NBA player? _____
3. What is the average weight of a NBA player? _____
4. What is the average height of a WNBA player? _____
5. What is the average age of a WNBA player? _____
6. What is the average weight of a WNBA player? _____
7. Who would be taller, the average NBA or WNBA player? How much taller?

8. Are all NBA players about the same height or do their heights vary significantly? If you say the heights vary, please indicate the range of heights that you think are possible.

9. Are all WNBA players about the same height or do their heights vary significantly? If you say the heights vary, please indicate the range of heights that you think are possible.

10. Do think the age of the average NBA and WNBA players are similar? If not, how do you think they differ and why?

3. Find the average height of your team: _____
4. Who are the shortest and tallest players on your team and how tall are they?

5. What is the range of heights of the players on your team? _____
6. On the table organize your data from smallest to largest.

Data									
	7. What is the mode of this data? _____								
	8. What is the median of this data? _____								
	9. What number is in the middle of the first half of the data? _____								
	10. What number is in the middle of the second half of the data? _____								
	11. Draw a box and whisker plot for this data.								

11. Draw a histogram of the heights of the players.



12. Draw a scatter plot of the heights and weights of the players. The height should be on the x axis and the weight should be on the y axis.



Lesson Plan #5

Class: Algebra 1A

Objective:

At the end of this lesson students will have a better understanding of statistics, graphing, and using a graphing calculator. They will do scatter plots and box and whisker plots. They will use the calculator to make some of the graphs.

Materials:

Pencil
Straight edge
Graphing Calculators
Worksheets
Overhead Calculator
Overhead machine

Procedures:

1. Have students get out the project and their calculators.
2. Pass out calculators to students that did not bring them.
3. Go over how to use the calculator to make graphs using the Overhead calculator for an initial example for each type of graph.
4. Have students work on the graphs for their own and the class data. Then have the students finish answering the questions on the worksheet.
5. While students are working make sure they are staying on task and assist them as needed.

Assessment:

The students will be assessed on their completed project. Additionally I will be observing the students working in their groups.

Literacy Aspect:

Students have to work together on the problems and they have to work with technology and understand what the worksheet is asking.

Outcomes:

For the second day of the lesson students need to be able to use the calculator to make a couple of the graphs. Students need to be able to organize data and understand the different types of graphs and what they are used for.

Journal Articles

Title: **Putting Textbooks to the Test**

Author: Jo Ellen Roseman, Gerald Kulm, and Susan Shuttleworth, Project 2061, American Association for the Advancement of Science

URL: <http://www.project2061.org/newsinfo/research/articles/enc.htm>

Source: *ENC Focus*, 2001 - Volume 8, Number 3

Summary: The article discusses the results of research on the usefulness of textbooks. The research found most textbooks to be inadequate in helping students understand the key concepts of math and science. The article went on to make suggestions on how textbooks can be improved to better meet students' needs.

Connection to Literacy:

This article is dealing with textbooks and what makes them help students understand the material. An important aspect of literacy is getting students to be able to use the text to learn because as they get older they will be expected to do more and more learning by reading.

Significance of the Research:

The research shows that textbooks are insufficient in helping students gain a strong understanding of the concepts and their application to real life applications. Books need to be better at helping students reflect on the material covered with well ordered questions and ideas on how to make group discussions. They also need to a wide range of problem solving and practice problems to help students see how concepts are applied. As educators we need to be sure to purchase highly rated materials to force the industry to improve the textbooks.

Title: Choosing Content That's Worth Knowing

Author: George D. Nelson

URL: <http://www.ascd.org/readingroom/edlead/0110/nelson.html>

Source: *Educational Leadership*, Volume 59 Number 2 October 2001

Summary: The article comes to conclusions regarding research that showed many students are unable to connect knowledge of an area to the important concepts and lack an understanding of the "bigger" picture. The most affective teaching styles are content specific. Many classes substitute facts and vocabulary for understanding. We need to give more time on topics so students can gain a greater depth of understanding. There are concerns about literacy goals in math and science being too low but at the same time many students are not meeting the current standards. Material is covered in a way that students are not able to connect the different concepts within math and science.

Connection to Literacy: Being literate in math and science means students must be able to do more than memorize facts, use algorithms and solve specific problems. Students must see the connections in the material and use math and science as one uses reading for understanding. Students must use concepts for understanding new problems that are presented to do this they have to have a background of understanding.

Significance of the Research:

The research shows that we need to reassess our expectations and what we consider understanding material. Currently we try to cover too much material in too short of an amount of time. We need to cover less material in more depth. We also need to look at how we assess understanding what are we testing and looking at in terms of understanding. Is it more important that a student remembers a specific equation or understands the concepts used to find the equation and what the equation is actually doing.

Title: Teaching and Learning Mathematics in Poor Communities

Author: Task Force on Mathematics Teaching and Learning in Poor Communities

URL: <http://www.nctm.org/about/committees/rac/tfpc/tlmpc.pdf>

Source: NCTM, Oct. 2002

Summary: There is concern over the impacts economic and social inequality for students in the United States. Students from lower socio economic communities and minority groups are much less successful. Poverty limits out of school learning, which affects their prior knowledge. Students' social traditions and culture may conflict with school norms making it more difficult for the students to learn. Social goals also affect student learning. Many times lower socio economic students feel distanced from math and having difficulty relating to the material. Expectations must be set high enough for student to improve and learn. There is too much focus on assessment. Teachers need to focus on conceptual understanding. Teachers at poor schools are not as well supported and well qualified.

Connection to Literacy: The definition of literacy is inclusive of the idea of mathematical understanding and reasoning. Many jobs require so level of mathematical understanding and reasoning. Students need to understand the basics of math like they need to understand the sounds the different letters of the alphabet make. Students can memorize mathematical processes as they could memorize certain shapes refer to certain words but in the long run it is better to understand the underlying concept.

Significance of the Research: Economic success is partly due to educational preparation. Students from lower socio-economic areas do not have the support structure in place to learn material and gain the same level of understanding as other students. One example of this is how the students have larger classes with less qualified teachers. To give poor students a better opportunity to be successful changes need to be made. The issue is that it will cost money and these people do not have the economic support to get legislatures to make the necessary changes.

Title: Technological Literacy

Author: Michael E. Wonacott

URL: http://www.ed.gov/databases/ERIC_Digests/ed459371.html

Source: ERIC Clearinghouse on Adult Career and Vocational Education Columbus OH. 2001.

Summary: There is a need for students to be technologically literate. As technology advances students need to be familiar and comfortable working with the different forms

of technology. Technology is seen not just in computers with web and email but it is becoming ever more common place. You have to be able to program your stove and microwave. Understanding what is happening with a car or using voice mail systems. Technology needs to be used in the classroom to assist student in understanding material while preparing them for the future. There need to be standards for technological literacy. Being able to trouble shoot, understand the influence of technology and how it can be applied are just a couple of the ideas.

Connection to Literacy: Being literate includes the ability to communicate and understand communication. In this era, in order to be able to communicate well students must be able to use technology for communication as well as performing tasks.

Significance of the Research: For students to have economic success they must be technologically literate. Mathematics is one of the places where technological understanding can be increased while improving students' understanding of mathematics.

Title: Early Childhood Mathematics: Promoting Good Beginnings

Author: National Association for the Education of Young Children (NAEYC) and the National Council for Teachers of Mathematics (NCTM)

URL: http://www.naeyc.org/resources/position_statements/psmath.pdf

Source: NAEYC and NCTM. 2002.

Summary: Children need to be introduced to mathematical skills and reasoning at a young age. This needs to be connected to their cultural experiences as well as other topics. The curriculum should improve children's problem solving skills and reasoning processes. The material should be taught in a progression that makes sense by itself not placing connection to other subjects before the natural progression of the material. Children should not feel like it is a random mix of topics but all the math topics should be related.

Connection to Literacy: For students to continue to understand mathematics as they become older and be literate with technology it is important to start a foundation early. Mathematics needs to be integrated with the literacy because being literate means understanding others communication which many times includes so sort of mathematical concept.

Significance of the Research: Mathematical understanding starts at an early age. Waiting for children to start understanding mathematics when they get into school puts children at a disadvantage and does not encourage an early enjoyment of math. The basics of mathematics help children understand the physical world around them.

Critique of Lesson Plans

Critique #1

URL: <http://www.wps.k12.va.us/jhhs/math/lessons/algebra/tictac.html>

Summary of the Lesson Plan: This lesson is an application problem that requires solving simple algebraic equations to find which four dates on a calendar were selected. Someone selects four days on the calendar that make a square and finds the sum of the days. From that value another student should be able to come up with an equation and find the original 4 days selected.

Positive Aspects: I like this problem because it forces students to look at the material from a different perspective. The equation is not too hard for any of the students to solve and all the students can understand how the equation was found. The problem also ties into “real life” by relating to calendars.

Development Areas: This lesson plan is a little too short and I am concerned about it not challenging the strongest students in the class. Once students see the equation they can just memorize it and keep using it so they are not forced to learn for understanding.

How would you adapt this lesson plan to your classroom? I could see using this problem as a warm-up to start the day. The students whom grasp material faster would be able to come up with the equation of the line and explain it to the other students in their groups. I could also vary the problem so that the day could form a different shape or be more than 4 squares. This would force the student to have a better understanding of how to find the equation.

Critique #2

URL:

http://www.pbs.org/teachersource/mathline/lessonplans/hsmp/buildingboxes_procedure.shtm

Summary of the Lesson Plan: Students research x-intercepts, factors, roots, rational functions, identifying the roots, asymptotes as well as holes in the graphs. Students create visual aids that assist them with understanding what the maximum values will be. They also use calculators to make scatter plots. Much of the learning is supported by the group work and the questions the teacher asks.

Positive Aspects: The visual aid of three-dimensional boxes helps students understand more complex quadratic equations.

Development Areas: This is a fantastic lesson. The only way it could be improved is by giving the students a couple more difficult application problems. I would not use the give assessment. I would treat it like another homework assignment.

How would you adapt this lesson plan to your classroom? I would use this lesson as it is for my Algebra II Trig Honors class. We are actually doing this same material at the moment so this year I may use the box activity to help students solidify their understanding of the material.

Critique #3

URL:

http://www.pbs.org/teachersource/mathline/lessonplans/hsmp/toothpicks/toothpicks_procedure.shtm

Summary of the Lesson Plan: This lesson uses toothpicks to help students understand transformations of quadratic functions. The students build geometric figures out of the toothpicks that are modeled by quadratic functions. Another model is made using scatter plots with graphing calculators.

Positive Aspects: This lesson incorporates the usage of technology, and provides a physical model for a concept that is difficult to grasp. Whenever students can build a physical model it helps their understanding. I also like that they are working in groups of four.

Development Areas: It is important that students have already been introduced to the idea of transformations. This would be perfect for Algebra II trig students.

How would you adapt this lesson plan to your classroom? This lesson is great the way it is but I would like to give the students a little front loading because they are not used to having so little direction. Hopefully this will help us get to a place where they can take on more opened problems

Critique #4

URL: <http://www.teachers-connect.net/TNT/mlp0015.htm>

Summary of the Lesson Plan: This lesson requires students to have some understanding of maps of the world, latitude and longitude. They will graph the latitude and longitude of the places visited in the book "Around the World in Eighty Days." Then students will make equations of a line between each set of points.

Positive Aspects: The connection between maps and graphing is one I have not thought of before now. It gives students another way to relate to graphing and challenges their understanding of how to make an equation of a line.

Development Areas: Having to read the entire book “Around the World in Eighty Days” just to do this lesson in math seems a little time consuming. This project would not take four weeks for mathematics; I may spend a couple days on it.

How would you adapt this lesson plan to your classroom? If I could not work with the English department on this activity, I would have students plan their own trips around the world. They could graph the points and find the equations of the lines. I would also ask them to find some of the places they would pass over on their way to their destinations.

Critique #5

URL: <http://www.iit.edu/~smile/ma9525.html>

Summary of the Lesson Plan: This lesson uses pennies to create a two equations with two unknowns problem that students must solve. The weight of pennies changes in 1982. After finding the average weight of the pennies students must make an equation to show the total weight of all the pennies and an equation for the total number of pennies.

Positive Aspects: This is a nice variation of two equations and two unknowns that get students interested in money because they are learning something new. It is good to solve a nongraphical problem for two equations and two unknowns.

Development Areas: The problem would be difficult to connect with other problems we are working on in class. This would be a positive because it is different but a little of a challenge to relate.

How would you adapt this lesson plan to your classroom? I would make no major changes. I may ask them to try to graph the situation after they are done so they can connect the material better to what we have been doing in class.

Resources within the content area

Resource #1

Resource: PBS website

URL: <http://www.pbs.org/teachersource/>

Summary of the Resource: This website has lots of excellent lesson plans for all subject areas. The site also has activities, articles, and information about local community events and teacher workshops.

Positive Aspects: This website is extremely user friendly. It is easy to find lesson plans in a desired content area. Many of the lesson plans are based on constructivism. You can also find lessons based upon standards you are trying to meet.

Development Areas: I find this site extremely helpful. More lessons would be great and a way to submit lessons would be nice.

How would you use this resource in your classroom? I would use it as a resource to find lesson plans on material that I want to teach in a more constructivist method. I also plan on reading the articles.

Resource #2

Resource: Math Nerds website

URL: <http://www.mathnerds.com>

Summary of the Resource: This website answer math questions within 24 hours when submitted on the web.

Positive Aspects: This website would be great for students whom are struggling to understand homework or material they are doing on their own.

Development Areas: The 24 hour turn around time is a little slow for students to get help on an assignment that is due the following day. It would be great if they posted the answers to previous questions so students could get assistance more quickly.

How would you use this resource in your classroom? I would give the website out to the students so if they are struggling with material while they are sick, or missing school for an extended period of time, they can get assistance. They could also use it if they had questions over holidays or extended weekends rather than waiting until they get back o school.

Resource #3

Resource: Math careers website

URL: <http://www.ams.org/careers>

Summary of the Resource: This website provides information on careers for people who have studied math in college.

Positive Aspects: This site gives students a better idea of the career opportunities for people who have studied math.

Development Areas: The website is a little dry, which does not get students excited about math and perpetuates the stereotype that math careers and people studying math are boring.

How would you use this resource in your classroom? I would give the students an assignment where they have to research a career from the website and make a presentation to the class. This should help students see more possibilities in their futures.

Resource #4

Resource: Math literacy website

URL: http://www.abc-canada.org/math_literacy

Summary of the Resource: This website provides links, fun math problems that are well connected to real life situations.

Positive Aspects: Great links, and fun high school applicable math problems.

Development Areas: The website is a little difficult to navigate. If it was formatted a little differently it might be easier to find what you are looking for.

How would you use this resource in your classroom? I would use this site to help me prepare lessons for class. It would help me add some variety to my lesson plans.

Resource #5

Resource: teaching website

URL: <http://www.teach-nology.com/teachers>

Summary of the Resource: This website provides links, lesson plans, worksheets, rubric generators, tutorials, site reviews, and other teaching resources.

Positive Aspects: There is so much material here that it is overwhelming. The search engine makes finding information a little easier.

Development Areas: To obtain certain information you have to obtain a membership, which is annoying, but there is still so much information that it is not a big loss.

How would you use this resource in your classroom? I would use this site to help me prepare lessons, get new ideas for rubrics, and making worksheets for class.