

Recursive Sequence Review

Group Recursive Lesson			
Teacher Candidate	Josie Becker		
Mentor Teacher	Mr. Johnson		
University Coordinator	Pat Perkins		
School	McClure Middle School		
Grade	8 th Grade		
Subject	Math		
Date	1-17-13		
3. Learning Targets – <i>What are the objectives for the lesson?</i>			
3.3 – Cite the EALRs/standards using the numbers and text. Usually limit the lesson to 1 – 2 EALRs.			
8.3 Core Content: Summary and analysis of data sets			
3.4 – Cite the corresponding GLEs/performance expectations using the numbers and text.			
8.3.A Summarize and compare data sets in terms of variability and measures of center.			
3.5 – Cite the objectives (skills or concepts) for the lesson. What do you want students to think, know and/or be able to do at the end of the lesson? They need to be aligned with the GLEs/performance expectations and EALRs/standards.			
Students will be able to find both the general recursive equation and the explicit formula for a recursive sequence.			
4. Lesson Assessment – <i>How will students demonstrate their learning?</i>			
4.8 – Complete the following table to highlight what the students will do to demonstrate competence specific to learning for this lesson.			
Description of <u>formative</u> assessment activity	Evaluative criteria	What the assessment is designed to assess	Feedback to students
Written Work on Tables and in math journals	Students will write their work on the table tops for finding both solutions to their specific problem. Then students will copy the completed work into their journals.	Can students find both the general recursive equation and the explicit formula for a recursive sequence?	Work will be previewed by other students in the class as well as both teachers.
Description of <u>summative</u> assessment activity	Evaluative criteria	What the assessment is designed to assess	Feedback to students
Completion of finding correct solutions to sequences.	Did every group find both solutions?	Can students find both the general recursive equation and the explicit formula for a recursive sequence?	Groups will be given praise or correction for work accomplished. Students will be able to challenge other groups if they believe the answers are wrong. The

			teacher will then work with the groups to find the correct solutions.
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5. Instructing and Engaging Students in Learning – *What will happen in the lesson?*

5.5 – Describe the sequence of steps in the lesson in the following table. General lesson sequences may be more directive (e.g., ITIP) or open (constructivist). Whatever design is used, the lesson needs to be explicitly outlined.

Complete the following table:

- Provide an estimate of time.
- List the sequence of the various learning experiences in the lesson.

Time	Learning experiences
(5min)	Review Terms: (By questioning students and guiding answers in students' own words) <ul style="list-style-type: none"> • Recursive sequence • Explicit Formula • Recursive Equation
(5min)	Example on Document Camera: {2, 5, 8, 11, 14, ...} and {2, 4, 6, 8, ...}
(15min)	Divide class into 6 groups. Each group will be given a different sequence and asked to find both the recursive and explicit equations for the sequence. Students are to write out their work using dry erase markers on their tables. Every student is to be involved and each must write the complete solution in their personal journals.
(15min)	Once each group is done, students can then walk around to the other groups' work and add the work of at least two other groups' work to their journals. In this way, each student should have a minimum of 5 sequence examples written in their journals.