Think Through Math

JOURNALING

LESSON PLAN

Demonstrate the Guided Learning Activity with Journaling

Facilitate a whole-class instruction lesson using a Guided Learning activity. Use the Guided Learning graphic organizer to complete the lesson. *Students should not use computers while you are facilitating the lesson.* Once students have completed the Guided Learning graphic organizer, use it as a reference in student journals.

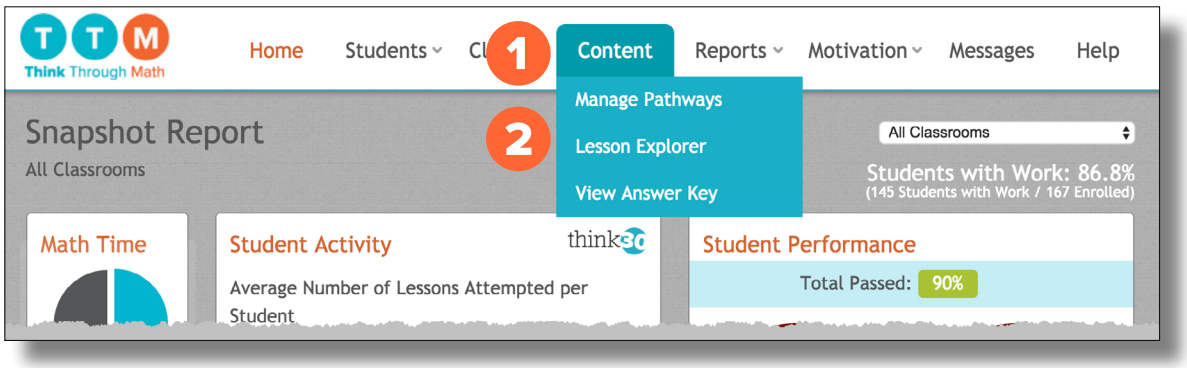
Journaling during the Guided Learning activity is crucial to teach students mathematical concepts, and provides notes for students to use when working on the Practice and Post-Quiz activities. Please make sure you grade the journals.

The following is TTM's recommendation for how you might show your students a Guided Learning activity and journaling.

TTM encourages you to make journaling in the Guided Learning activity a requirement.

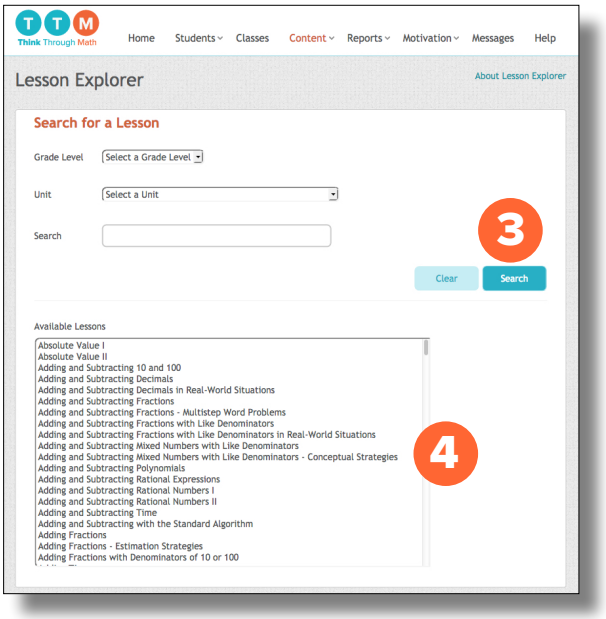
Show a Guided Learning Activity Using the Lesson Explorer

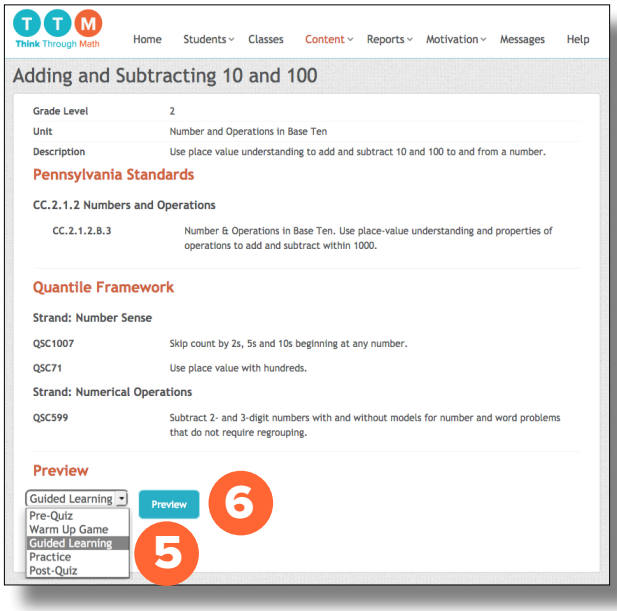
From your dashboard, click ❶ ‘Content’, then click ❷ ‘Lesson Explorer’.



Next, ❸ search for a lesson to show. You can limit your search to a specific grade-level or unit, and search by using one or more keywords.

To see details of a lesson, click the ❹ lesson name.





Once you have selected the lesson to show, select ❺ ‘Guided Learning’ from the ‘Preview’ drop down list, then click the ❻ ‘Preview’ button.

You can now experience and interact with the lesson just as TTM students do.

Demonstrate Journaling in TTM

- Project a Guided Learning question using the directions above.
  - This will be a whole class lesson.
  - Provide students with the journaling graphic organizer.
  - Students should not have computers in front of them when your are demonstrating the Guided Learning activity.
- Explain to students:
  - "As a class we are going to work through this problem and complete the journaling graphic organizer."
  - "Every time you are in a Guided Learning lesson you will complete these steps."
- Have students write down the title of the lesson and the item # on their journaling graphic organizer that you provided.
- Read the question out loud.
- **Click the Math Help button.** Go through the help provided:
  - **Click on Help 1** – Have students pull one important skill from the help provided and journal in the corresponding box on the journaling graphic organizer. Students can copy the visual, but anything written needs to be in their own words.
  - **Click on Help 2** – Have students pull one important skill from the help provided and journal in the corresponding box on the journaling graphic organizer. Students can copy the visual, but anything written needs to be in their own words. *Help 2 typically provides an example of the problem.*
- Close the 'Math Help' box and have students work out the problem on the journaling graphic organizer under the **'My Work'** section.

Demonstrate Journaling in TTM (Cont'd)

- Remind students to use the 'Tools': calculator, formulas, and math words.
- **Answer the question incorrectly** in order to demonstrate more feedback provided to help students solve the problem and choose the correct solution.
- Students should then try again and work out the problem on the journaling graphic organizer under the **'My Work'** section, using the feedback provided from answering the problem incorrectly.
  - Show students that you can always go back and look at the Math Help at any time while working on the problem.
- Lastly, **answer the question correctly**.
  - If students answer the question **correctly**, TTM will provide corrective feedback explaining why the answer is correct.
  - If students answer the question **incorrectly**, TTM will continue to provide feedback. The corrective feedback will explain to students why the chosen answer is not correct and provide an explanation.
  - If students **do not** have the correct work shown under their **'My Work'** section, they should write down the correct solution under the **'THINK'** box.
  - If students **do** have the correct work shown under their **'My Work'** section, they should use the **'THINK'** box as an extension box. For example, if 357 - 10 = 347, the corrective feedback will provide another way to explain the solution: 357 is one ten less than 347. Have students write down this explanation under the **'THINK'** box.