

MATH:114, Recitations 309 and 310

Lesson plan for August 24th

5-10 minutes Go through the **intro slides**, introducing Anthony to the class, establishing class principles, answering initial questions.

15 minutes Have groups of 3-4 work through the **Welcome worksheet**, based on Dana C. Ernst's "setting the stage" activity. This is a physical worksheet, and each group of students should sign it (for attendance). The primary goal is to get students to interact with each other, get a feel for the classroom atmosphere, and think about how they can adapt their learning styles to an inquiry-based classroom. A secondary goal is to get the energy level up (via collaboration, maybe some debate), especially considering recitations are (a) at night and (b) immediately after dinner.

Leftovers Have groups of 3-4 go through the **Week 1 worksheet** problems at their whiteboards; each instructor should cover 4-5 groups and help them transition from the previous activity to the new one. These problems should follow from what happened in lecture the previous day. The goal is to get students re-familiarized with:

- what quadratic and linear functions look like, and drawing them
- finding the intersection point(s) of two or more curves
- finding limits of integration in the x and y directions
- integrating the right functions over the right limits of integration.

We'll assist with problems as needed.

Closing Each group should turn in their Welcome worksheet. Encourage students to give feedback in the Week 1 Journal on Blackboard. Answering questions for ~5 minutes after class ends is okay; after 309 we need to prep for the next group, for 310 we want to go home!