Send as an attachment via email to adlerml@scsk12.org. Save file as: LessonPlans\_Last NameFirstInitial\_MonthDay

 Example: LessonPlans\_AdlerA\_Aug10

Boxes will expand as necessary when you type. Due by 11:59 Friday of week before scheduled plans.

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| Teacher | Teri Lindsey |
| Class | Algebra I |

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|  | **Date: 1-9** | **Date: 1-10** | **Date: 1-11** | **Date: 1-12** | **Date: 1-13** |
| **Standard**(Reference State, Common Core, ACT College Readiness Standards and/or State Competencies.) | F-IF.B.6 Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.F-IF.B.4 For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity. |
| **Objective**(Clear, Specific, and Measurable, student-friendly) | I can determine how changing slope and/or y-intercept affects a linear graph.I can discover and explain how to determine if two lines will be parallel or perpendicular by inspecting their equations.  | I can solve a system of linear equations by graphing. | I can interpret key features of graphs and their equations. | I can graph a linear inequality. | I can graph a system of inequalities. |
| **Connections to Prior Knowledge** | Checks for Understanding each day will make connections to prior knowledge by providing concentrated practice of previous learned skills. | Checks for Understanding each day will make connections to prior knowledge by providing concentrated practice of previous learned skills. | Checks for Understanding each day will make connections to prior knowledge by providing concentrated practice of previous learned skills. | Checks for Understanding each day will make connections to prior knowledge by providing concentrated practice of previous learned skills. | Checks for Understanding each day will make connections to prior knowledge by providing concentrated practice of previous learned skills. |
| **Guiding Questions**(Motivator / HookAn Essential Question encourages students to put forth more effort when faced with complex, open-ended, challenging, meaningful and authentic questions.) | How is slope related to parallel and perpendicular lines? | What does the intersection of two linear graphs represent? | How do equations relate to graphs? | How do graphs of linear inequalities differ from linear equations? | What does the intersection of two, or more inequalities look like on a graph? |

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| **Instructional Strategies**(Step-By-Step Procedures – SequenceDiscover / Explain – Direct InstructionModeling Expectations – “I Do”Questioning / Encourages Higher Order ThinkingGrouping StrategiesDifferentiated Instructional Strategies to Provide Intervention & Extension, **Literacy Task**) |  TTW present examples to guide students to think about the function of the slope and the y-intercept as they relate to the graph of a line and to consider how changing one or the other affects the graph.TSW work in groups of 3 to complete an investigation assignment to discover the effects of certain changes in key elements of the linear equation, including parallel and perpendicular lines. | TTW guide students to recall a couple of linear equations with different slopes and same y-intercepts from the previous lesson to draw attention to the point of intersection and emphasize the coordinates of that point. The teacher will ask strategic questions to guide students to understand that the point of intersection is the only point that will satisfy the equations of both lines.TSW work in groups of 3 to complete an investigation assignment to discover the graphical solution to systems of equations. | TTW present examples of possible EOC test questions.TTW briefly think aloud and guide a discussion for each concept. | TTW present an example of an inequality in slope-intercept form and model how to graph it.TTW continue with a vertical and horizontal inequality, then an inequality in standard form. | TTW present an example of a system of inequalities from the EOC practice test and think aloud how to determine the correct graph.TTW continue with an example of a pair of inequalities and think aloud how to graph them. |
| **Differentiated Tasks**(Activities based on students’ needs and learning styles, IEP modifications) | TTW guide students through several examples and gradually release them to work independently.Below Expectation:TTW provide support as students work.At Expectation:Students will work independently.Above Expectation:TSW complete Graphing Linear Functions Stations 1-8 | TTW guide students through several examples and gradually release them to work independently.Below Expectation:TTW provide support as students work.At Expectation:Students will work independently.Above Expectation:TSW complete Graphing Linear Functions Stations 1-8 | TSW work in groups of 3 to determine the solutions and use whiteboards to respond.Teams will be awarded points for each question answered correctly.. | TTW guide students through several examples and gradually release them to work independently.Below Expectation:TTW provide support as students work.At Expectation:Students will work independently.Above Expectation:TSW complete the example from the EOC. | TTW guide students through several examples and gradually release them to work independently.Below Expectation:TTW provide support as students work.At Expectation:Students will work independently.Above Expectation:TSW complete the example from the EOC. |
| **Assessment** (Aligned with the Lesson ObjectiveFormative / SummativePerformance-Based/RubricFormal / Informal) | Formative:Investigation assignmentHW worksheet writing equations of parallel and perpendicular lines | Formative:Investigation assignmentDaily Checks for Understanding | Formative:EOC ReviewDaily Checks for Understanding | Formative:Classwork assignmentDaily Checks for Understanding | Formative:Classwork assignmentDaily Checks for Understanding |
| **Closure**(Reflection / Wrap-UpSummarizing, Reminding, Reflecting, Restating, Connecting) | Summarize learning by referring back to the lesson objectives and calling on random students to relate what they learned to those objectives. | Summarize learning by referring back to the lesson objectives and calling on random students to relate what they learned to those objectives. | Summarize learning by referring back to the lesson objectives and calling on random students to relate what they learned to those objectives. | Summarize learning by referring back to the lesson objectives and calling on random students to relate what they learned to those objectives. | Summarize learning by referring back to the lesson objectives and calling on random students to relate what they learned to those objectives. |
| **Resources/Materials**(Aligned with the Lesson ObjectiveRigorous & Relevant) | Glencoe, Algebra I text **Additional Resource(s)**[**CCSS Flip Book with Examples of each Standard**](http://www.azed.gov/azccrs/files/2013/11/high-school-ccss-flip-book-usd-259-2012.pdf) | Glencoe, Algebra I text **Additional Resource(s)****CCSS Flip Book with Examples of each Standard** | Glencoe, Algebra I text **Additional Resource(s)**[**CCSS Flip Book with Examples of each Standard**](http://www.azed.gov/azccrs/files/2013/11/high-school-ccss-flip-book-usd-259-2012.pdf) | Glencoe, Algebra I text **Additional Resource(s)**[**CCSS Flip Book with Examples of each Standard**](http://www.azed.gov/azccrs/files/2013/11/high-school-ccss-flip-book-usd-259-2012.pdf) | Glencoe, Algebra I text **Additional Resource(s)**[**CCSS Flip Book with Examples of each Standard**](http://www.azed.gov/azccrs/files/2013/11/high-school-ccss-flip-book-usd-259-2012.pdf) |