Send as an attachment via email to [adlerml@scsk12.org](mailto: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 1 |

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|  | **Date: 8-15** | **Date: 8-16** | **Date: 8-16** | **Date: 8-17** | **Date: 8-18** |
| **Standard**  (Reference State, Common Core, ACT College Readiness Standards and/or State Competencies.) | [A-SSE.B.3](http://tn.gov/assets/entities/education/attachments/std_math_algebra_I.pdf)  Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.★ | [A-SSE.B.3](http://tn.gov/assets/entities/education/attachments/std_math_algebra_I.pdf)  Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.★ | [A-SSE.B.3](http://tn.gov/assets/entities/education/attachments/std_math_algebra_I.pdf)  Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.★ | [A-SSE.B.3](http://tn.gov/assets/entities/education/attachments/std_math_algebra_I.pdf)  Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.★ | [A-SSE.B.3](http://tn.gov/assets/entities/education/attachments/std_math_algebra_I.pdf)  Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.★ |
| **Objective**  (Clear, Specific, and Measurable, student-friendly) | Students will interpret the structure of expressions | Students will interpret the structure of expressions | Students will interpret the structure of expressions | Students will interpret the structure of expressions | Students will interpret the structure of expressions |
| **Connections to Prior Knowledge** | Checks for Understanding each day will make connections to prior knowledge by providing concentrated practice of previously learned skills. | Checks for Understanding each day will make connections to prior knowledge by providing concentrated practice of previously learned skills. | Checks for Understanding each day will make connections to prior knowledge by providing concentrated practice of previously learned skills. | Checks for Understanding each day will make connections to prior knowledge by providing concentrated practice of previously learned skills. | Checks for Understanding each day will make connections to prior knowledge by providing concentrated practice of previously learned skills. |
| **Guiding Questions**  (Motivator / Hook  An Essential Question encourages students to put forth more effort when faced with complex, open-ended, challenging, meaningful and authentic questions.) | How can you represent quantities, patterns, and relationships?  Why structure expressions in different ways?  How are properties related to algebra? | How can you represent quantities, patterns, and relationships?  Why structure expressions in different ways?  How are properties related to algebra? | How can you represent quantities, patterns, and relationships?  Why structure expressions in different ways?  How are properties related to algebra? | How can you represent quantities, patterns, and relationships?  Why structure expressions in different ways?  How are properties related to algebra? | How can you represent quantities, patterns, and relationships?  Why structure expressions in different ways?  How are properties related to algebra? |

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| **Instructional Strategies**  (Step-By-Step Procedures – Sequence  Discover / Explain – Direct Instruction  Modeling Expectations – “I Do”  Questioning / Encourages Higher Order Thinking  Grouping Strategies  Differentiated Instructional Strategies to Provide Intervention & Extension, **Literacy Task**) | TTW present a table of properties for real numbers and model using those properties to justify the steps in simplifying an algebraic expression. | * TTW model the Order of Operations as applied to simplifying an algebraic expression. * TTW ask for students to justify each step with a property of real numbers. | * TTW briefly review for upcoming test.   Topics to be assessed:   * Identifying rational/irrational numbers * Operations with integers * Order of operations * Evaluating expressions * Simplifying expressions * Solving two-step equations with whole numbers. | Test  Students will take an assessment to determine their mastery of the foundational skills for interpreting expressions and solving equations. | * TTW present multiple scenarios using the following information from Night at the Movie Task |
| **Differentiated Tasks**  (Activities based on students’ needs and learning styles, IEP modifications) | TTW assign partners and give each pair 4 expressions to justify. TTW call on several pairs to share with the whole group. | TTW continue with further examples guiding students and gradually releasing them to continue independently. | TSW work independently to practice foundational skills for interpreting expressions and solving equations in preparation for the test. |  | TSW work with a partner to complete the Jeansworld Task. |
| **Assessment**  (Aligned with the Lesson Objective  Formative / Summative  Performance-Based/Rubric  Formal / Informal) | The student will simplify the following expression and justify each step: | The student will simplify the following expression and justify each step: | The student will simplify and solve the following equation. |  | The student will create an expression to represent the cost for 3 people to buy a ticket, a hot dog, and a drink. |
| **Closure**  (Reflection / Wrap-Up  Summarizing, Reminding, Reflecting, Restating, Connecting) | The student will complete an exit ticket in the following format:  3 Things I Learned About…  2 Ways I Contributed to Class Today…  1 Question I Still Have… | The student will complete an exit ticket in the following format:  3 Things I Learned About…  2 Ways I Contributed to Class Today…  1 Question I Still Have… | The student will complete an exit ticket in the following format:  3 Things I Learned About…  2 Ways I Contributed to Class Today…  1 Question I Still Have… |  | The student will complete an exit ticket in the following format:  3 Things I Learned About…  2 Ways I Contributed to Class Today…  1 Question I Still Have… |
| **Resources/Materials**  (Aligned with the Lesson Objective  Rigorous & Relevant) | Glencoe, Algebra I text  Paper/pencil  Manipulatves  Scientific calculator  Whiteboards/markers  Document camera/projector | Glencoe, Algebra I text  Paper/pencil  Manipulatves  Scientific calculator  Whiteboards/markers  Document camera/projector | Glencoe, Algebra I text  Paper/pencil  Manipulatves  Scientific calculator  Whiteboards/markers  Document camera/projector | Glencoe, Algebra I text  Paper/pencil  Manipulatves  Scientific calculator  Whiteboards/markers  Document camera/projector | Glencoe, Algebra I text  Paper/pencil  Manipulatves  Scientific calculator  Whiteboards/markers  Document camera/projector |