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.

|  |  |
| --- | --- |
| Teacher | Teri Lindsey |
| Class | Algebra 1 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Date: 8-29** | **Date: 8-30** | **Date: 8-31** | **Date: 9-1** | **Date: 9-2** |
| **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 / HookAn 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? |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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 administer a pretest of concepts to be developed over the next couple of weeks.
 | TTW present a real world scenario using manipulatives and guide the students to write an algebraic expression to represent the situation. | TTW present multiple scenarios using information from Night at the Movie Task to guide students to create expressions to represent each situation. | TTW present multiple scenarios using information from Jeansworld Task to guide students to create expressions to represent each situation. | TTW present a real world scenario and think aloud to write an expression to represent the situation. |
| **Differentiated Tasks**(Activities based on students’ needs and learning styles, IEP modifications) | * TTW administer a diagnostic assessment to determine each student’s level of proficiency in solving equations of incrementally increasing difficulty.
* TTW use the data collected from this assessment to differentiate daily assignments.
 | TSW work with a partner to create scenarios and take turns writing an expression to represent the situation. | TSW work with a partner to complete the Night at the Movie task. | TSW work with a partner to complete the Jeansworld Task. | TTW present several more examples of scenarios and guide students to write appropriate expressions to represent each situation. |
| **Assessment** (Aligned with the Lesson ObjectiveFormative / SummativePerformance-Based/RubricFormal / Informal) | * TSW solve multiple algebraic equations of increasing difficulty in order to determine each student’s level of proficiency for placement in differentiated groups.
 | The student will write an expression to represent the following scenario:The pet store has 4 cages of puppies. Each cage has the same number of puppies in it. There are 7 more puppies that are in the play yard. Write an expression to describe the total number of puppies at the pet store.  | The student will create an expression to represent the cost for 3 people to buy a ticket, a hot dog, and a drink. | The student will create an expression to represent the cost for 3 people to buy a pair of jeans and 2 shirts. | TSW match 6 algebraic expressions to their meanings to complete Interpreting Expressions. |
| **Closure**(Reflection / Wrap-UpSummarizing, 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… | 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 ObjectiveRigorous & Relevant) | Glencoe, Algebra I textPaper/pencilManipulatvesScientific calculatorWhiteboards/markersDocument camera/projector | Glencoe, Algebra I textPaper/pencilManipulatvesScientific calculatorWhiteboards/markersDocument camera/projector | Glencoe, Algebra I textPaper/pencilManipulatvesScientific calculatorWhiteboards/markersDocument camera/projector | Glencoe, Algebra I textPaper/pencilManipulatvesScientific calculatorWhiteboards/markersDocument camera/projector | Glencoe, Algebra I textPaper/pencilManipulatvesScientific calculatorWhiteboards/markersDocument camera/projector |