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 I |

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|  | **Date: 12-5** | **Date: 12-6** | **Date: 12-7** | **Date: 12-8** | **Date: 12-9** |
| **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 use slope intercept form to graph a linear equation. | I can describe how changing the parameters of an equation affects its graph. | Given one point and the slope, or two points on a line, I can determine the equation for the linear function. | I can use the slope (rate of change), y-intercept, and corresponding linear function to solve problems. | I can use the slope (rate of change), y-intercept, and corresponding linear function to solve problems. |
| **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 / Hook  An Essential Question encourages students to put forth more effort when faced with complex, open-ended, challenging, meaningful and authentic questions.) | How can a function's rate of change define its characteristics and the type of real-world phenomena it can model? | How can a function's rate of change define its characteristics and the type of real-world phenomena it can model? | What do the slope and y-intercept represent in a real-world problem? | What do the slope and y-intercept represent in a real-world problem? | What do the slope and y-intercept represent in a real-world problem? |

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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**) | Lesson 4-1   * TTW model how to find the slope and y-intercept on a graph. * TTW define slope-intercept form and model how to use it to draw a graph of a linear function. * TTW present an equation of a line and model how to transform it to slope-intercept form. * TTW present EXAMPLE 5 on page 217 to give a real-world example. | Lesson 4-1 Technology Lab  TTW introduce the lab by defining parent functions or identity functions and informing students that they will be investigating certain changes to each function to determine how those changes affect the graphs.  TTW distribute graphing calculators and ask students to read and complete the lab found on pages 222-223. | TTW present a graph of a linear function and model a strategy for extracting the slope and y-intercept from that graph. TTW use the slope and y-intercept to determine the equation for the linear function.  TTW present a pair of points on a given line and model a strategy to determine the slope of the line and use that slope and one of the points to determine the equation of the linear function.  TTW present several examples to provide adequate practice for students to become proficient at this skill. | The students will work in pairs to practice and apply newly acquired skills for solving and graphing linear functions. | The students will work independently to show mastery of newly acquired skills for solving and graphing linear functions. |
| **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 | TTW guide students through several examples and gradually release them to work independently. | TTW guide students through several examples and gradually release them to work independently. | TTW guide students through several examples and gradually release them to work independently. |
| **Assessment**  (Aligned with the Lesson Objective  Formative / Summative  Performance-Based/Rubric  Formal / Informal) | Formative:  Lesson 4-1  Exercises 1-16  HW Exercises 18-36, even only and 37 | Formative:  Lesson 4-1 Technology Lab  HW page 822, section 4-1 Exercises 1-12 | Formative:  Written assignment practicing writing linear equations from information given about slope and y-intercept. | Formative:  Written assignment practicing writing linear equations from information given about slope and y-intercept. | Summative:  Written assignment practicing writing linear equations from information given about slope and y-intercept. |
| **Closure**  (Reflection / Wrap-Up  Summarizing, Reminding, Reflecting, Restating, Connecting) | Lesson summary:  I can solve an equation for *y* to put it in slope-intercept form.  Slope-intercept form (function form) reveals the slope of the line and the y-intercept.  I can locate the y-intercept and use the slope to find other points to make the graph of a linear function. | Lesson summary:  I can use technology to observe how certain changes in the parent function can affect the graph of the function.  Specifically, I can describe how the change of the slope or the y-intercept affects the graph of a function. | Lesson Summary:  I can substitute the slope and y-intercept into the form *y = mx + b* to create a linear function.  I can use the slope formula to find the slope if I am given two points and then use that slope and a point as stated above. | Lesson Summary:  I can determine which quantity represents the domain and which is the range in a real-world situation.  I can substitute the slope and y-intercept into the form *y = mx + b* to create a linear function.  I can use the slope formula to find the slope if I am given two points and then use that slope and a point as stated above. | Lesson Summary:  I can determine which quantity represents the domain and which is the range in a real-world situation.  I can substitute the slope and y-intercept into the form *y = mx + b* to create a linear function.  I can use the slope formula to find the slope if I am given two points and then use that slope and a point as stated above. |
| **Resources/Materials**  (Aligned with the Lesson Objective  Rigorous & 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**](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) | 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) |