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: 1-16** | **Date: 1-17** | **Date: 1-18** | **Date: 1-19** | **Date: 1-20** |
| **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) | NO SCHOOL  MLK. | I can graph a system of inequalities. | I can create equations and inequalities to describe graphs.  I can create graphs to represent equations and inequalities. | I can create equations and inequalities to describe graphs.  I can create graphs to represent equations and inequalities. | I can add polynomials. |
| **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. |
| **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.) | What does the intersection of two, or more inequalities look like on a graph? | How are the graphs of equations and inequalities related? | How are the graphs of equations and inequalities related? | How can polynomials be simplified and applied to solve problems? |

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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 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. | TTW provide students with guided notes to solidify their understanding of creating equations from graphs and vice versa. | TTW guide a discussion to prepare students for a quiz to follow | TTW present several examples of addition of polynomials and think aloud to simplify 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:  Students will work independently | After completing notes, TSW practice a variety of problems creating equations from graphs and vice versa.  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:  Students will work independently | 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 Objective  Formative / Summative  Performance-Based/Rubric  Formal / Informal) | Formative:  Classwork assignment  Daily Checks for Understanding |  | TSW take a quiz. | Formative:  Classwork assignment  Daily Checks for Understanding |
| **Closure**  (Reflection / Wrap-Up  Summarizing, 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. |
| **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) |