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 1 |

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|  | **Date: 1-23** | **Date: 1-24** | **Date: 1-25** | **Date: 1-26** | **Date: 1-27** |
| **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 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 analyze the characteristics of graphs of quadratic functions. | I can analyze the characteristics of graphs of quadratic functions. | I can analyze the characteristics of graphs of quadratic functions. |
| **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 are the graphs of equations and inequalities related? | How are the graphs of equations and inequalities related? | What are the key characteristics of quadratic functions? | What are the key characteristics of quadratic functions? |  |

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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 guide students to complete notes about inequalities and systems of inequalities.The students will practice several examples of systems of inequalities. | Administer Equations, Inequalities, and Graphs Quiz | TTW show a video clip of various structures and paths that are parabolic to introduce the concept of quadratic functions.TSW use the textbook to complete a set of guided notes to highlight the characteristics of quadratic functions.Example 2, Sec. 9-1TSW practice creating a graph of a quadratic function using the key characteristics. | TTW use Example 6, Sec. 9-1 to guide students to understand the real-world connection between quadratics and common activities in life.TTW continue with the Guided Practice Example #6, followed by problem #21 on page 531 gradually releasing students to more independence. | TTW guide a brief discussion, asking strategic questions to recall the key characteristics of quadratics.TSW work independently to complete problems 58-66 on page 533 in the textbook. |
| **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 | 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.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:Practice problemsChecks for Understanding | Quiz | Formative:Practice problemsChecks for Understanding | Formative:Practice problemsChecks for Understanding | Formative:Practice problemsChecks 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**](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) |