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: 1-30** | **Date: 1-31** | **Date: 2-1** | **Date: 2-2** | **Date: 2-3** |
| **Standard**  (Reference State, Common Core, ACT College Readiness Standards and/or State Competencies.) | 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) | Students will graph quadratic equations. | Students will use the Distributive Property to convert quadratic equations in vertex form to standard form. | Students will determine the effects on the graph of various changes in the equation. | Students will create quadratic equations from graphs. | Students will create quadratic equations from real-world simulations. |
| **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.) | What is the shape of the graph produced by a quadratic equation? | How can we use the distributive property to multiply two binomials? | How does the quadratic equation change as the parabola is stretched, compressed, or translated on the graph? | How can you create a quadratic equation if you know the vertex and at least one other point that lies on the curve? | How can you create a quadratic equation if you know the vertex and at least one other point that lies on the curve? |

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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**) | Real-world problems in book  Lesson 9-1  TTW model several examples of graphing quadratics using think-aloud strategies, gradually releasing students to graph on their own. | Distribute to convert from vertex form to standard form.  Lesson 9-1  TTW use problem #64 to introduce the concept of distributing binomials.  TTW use think-aloud strategies and questioning to guide students to distribute binomials.  TSW use the Distributive Property to convert vertex form to standards form. | Transformations of quadratic equations.  Lesson 9-3  TTW model several examples of transformations of quadratic equations using think-aloud strategies and questioning to guide and gradually release students to complete the exercises in the text. | Print pictures and trace onto graph paper to find equations.  The students will cut out various pictures of parabolas that are found in real-world situations and trace them onto graph paper to create the corresponding equation in vertex form. TSW then convert the equation to standard form and use the graphing calculator to check against the one they drew. | Build catapults and experiment with launching and measuring  TSW work in pairs to use available materials to build a catapult.  TSW practice firing the catapult to become consistent in where the projectile lands. |
| **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 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 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 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 Students will work independently. | TSW work in pairs and delegate job responsibilities to build, fire and measure. |
| **Assessment**  (Aligned with the Lesson Objective  Formative / Summative  Performance-Based/Rubric  Formal / Informal) | 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. |
| **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. | 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) | 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) |