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: 11-15** | **Date: 11-16** | **Date: 11-17** | **Date: 11-17** | **Date: 11-18** |
| **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.](http://tn.gov/assets/entities/education/attachments/std_math_algebra_I.pdf)  ■ [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.](http://tn.gov/assets/entities/education/attachments/std_math_algebra_I.pdf)   * [F-LE.A.1 Distinguish between situations that can be modeled with linear functions and with exponential functions.](http://tn.gov/assets/entities/education/attachments/std_math_algebra_I.pdf)   [b. Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.](http://tn.gov/assets/entities/education/attachments/std_math_algebra_I.pdf) | | | | |
| **Objective**  (Clear, Specific, and Measurable, student-friendly) | I can distinguish between relations that are functions and those that are not. | I can graph and describe the differences among linear, quadratic, and exponential functions. | I can graph and describe the differences among linear, quadratic, and exponential functions. | I can determine rate of change given a situation, a table, a graph, or a pair of points. | I can determine rate of change given a situation, a table, a graph, or a pair of points. |
| **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? | 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? | How can a function's rate of change define its characteristics and the type of real-world phenomena it can model? |

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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 introduce the concept of function using real world examples:   * each pair of jeans costs $25   Make a table of # of pairs and $   * roll 1 die and then another   Make a table of number on 1st die and # on second die  Show various representations of relations:  Table, mapping, graph  Guide students to recognize which are functions in each representation. | TTW introduce equations for each type of function:  Linear  Quadratic  Exponential  Model choosing values for x to find f(x). | TTW introduce the same 3 types of equations and point out that the x-value of each of the original equations has been multiplied by 3.  Guide students to understand that they will repeat a similar activity to yesterday’s to observe the effects of multiplying the x-value by 3.  TTW encourage students to explore other changes and record their observations. | TTW guide a discussion of Examples 1-3 in Lesson 3-3 in the textbook.  TSW complete and discuss the accompanying guided practice for each example | TTW guide a discussion of Examples 4-6 in Lesson 3-3 in the textbook.  TSW complete and discuss the accompanying guided practice for each example. |
| **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. | 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. | TTW guide students through several examples and gradually release them to work independently on Problems 24-39 on page 176 in the text. |
| **Assessment**  (Aligned with the Lesson Objective  Formative / Summative  Performance-Based/Rubric  Formal / Informal) | Formative:  Practice Problems  Worksheet identify which ones are fucntions. | Formative:  Complete tables and graphs, then explain observations. | Formative:  Complete tables and graphs, then explain observations | Formative:  Practice Problems section 3-3  problems 14-23 | Formative:  Rate of Change Tasks |
| **Closure**  (Reflection / Wrap-Up  Summarizing, Reminding, Reflecting, Restating, Connecting) | Exit Ticket  One table  One mapping  One graph  Indicate whether or not it is a function. | Discussion of observations from lesson | Discussion of observations from lesson | Exit Ticket  Section 3-3  Problems 1-5 | Exit Ticket  Section 3-3  Problems 6-13 |
| **Resources/Materials**  (Aligned with the Lesson Objective  Rigorous & Relevant)  **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) | 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) |