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 I |

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|  | **Date: 11-28** | **Date: 11-29** | **Date: 11-30** | **Date: 12-1** | **Date: 12-2** |
| **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 find the slope of a line through two given points. | I can find the x- and y- intercepts of a line. | I can use slope intercept form to graph a linear equation. | I can describe how changing the parameters of an equation affects its graph.  | MAP Test |
| **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 / HookAn 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? |

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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**) | Lesson 3-3* TSW complete a pre-test.
* TSW complete page 821, section 3-3 problems 1-12.
 | Lesson 3-1* TTW define x- and y-intercepts and guide students as they practice finding them from graphs, tables, and equations.
* TTW provide several real-world examples and ask students to interpret the meaning of the x- and y- intercept in each situation.
 | 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 LabTTW 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. |  |
| **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.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 |
| **Assessment** (Aligned with the Lesson ObjectiveFormative / SummativePerformance-Based/RubricFormal / Informal) | Pre-Test to determine concepts for whole and small group instruction.HW Exercises 16-38, even only | Formative:Lesson 3-1 Exercises 1-12HW Exercises 14-34 even only | Formative:Lesson 4-1Exercises 1-16HW Exercises 18-36, even only and 37 | Formative:Lesson 4-1 Technology LabHW page 822, section 4-1 Exercises 1-12 |
| **Closure**(Reflection / Wrap-UpSummarizing, Reminding, Reflecting, Restating, Connecting) | The student will complete an exit ticket in the following format:3 Things I Learned About…2 Ways I Contributed to Class Today…1 Question I Still Have… | The student will complete an exit ticket in the following format:3 Things I Learned About…2 Ways I Contributed to Class Today…1 Question I Still Have… | The student will complete an exit ticket in the following format:3 Things I Learned About…2 Ways I Contributed to Class Today…1 Question I Still Have… | The student will complete an exit ticket in the following format:3 Things I Learned About…2 Ways I Contributed to Class Today…1 Question I Still Have… |
| **Resources/Materials**(Aligned with the Lesson ObjectiveRigorous & 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 textSection 3-3**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 textSection 3-1**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, Section 4-1**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, Section 4-1 **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) |  |