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: 11-7** | **Date: 11-8** | **Date: 11-9** | **Date: 11-10** | **Date: 11-11** |
| **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.](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 linear and exponential growth. | I can determine the rate of change in real world scenarios. | 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. | Veterans DayNo School  |
| **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**) | TTW present the following situation:You have developed an incredible app that has gone viral. Both Google and Facebook have made offers to buy it from you. Google offers Plan A:$1,000,000 the first day, $2,000,000 the second day, $3,000,000 the third and so on increasing the payment by $1,000,000 each day for 30 days.Facebook offers Plan B: $1 the first day, $2 the next day, $4, the third day, and so on doubling the amount paid each day for 30 days.Students work in a group to discuss:Would you sell to Google or Facebook? Why?Create a table Create a graph Discuss | TTW model finding rate of change given a table of values related to a real world context using think alouds and questioning to guide students’ understanding.TSW will work in pairs to analyze 6 real world situations, determine the rate of change for each, and answer questions about each. | 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) | Each team member will have a responsibility. | 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 ObjectiveFormative / SummativePerformance-Based/RubricFormal / Informal) | Performance-Based:Create and interpret graph to determine the best choice | Formative:Find the rate of change for real-world situations given in tables. | Formative:Practice Problems section 3-3problems 14-23 | Formative:Rate of Change Tasks |
| **Closure**(Reflection / Wrap-UpSummarizing, Reminding, Reflecting, Restating, Connecting) | Discussion of best choice and why | Exit Ticket | Exit Ticket Section 3-3Problems 1-5 | Exit Ticket Section 3-3Problems 6-13 |
| **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 0-2**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 0-2**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 1-3**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 text, Section 1-3 **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) |