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: 10-17** | **Date: 10-18** | **Date: 10-19** | **Date: 10-20** | **Date: 10-21** |
| **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) | [A-REI.B.3](http://tn.gov/assets/entities/education/attachments/std_math_algebra_I.pdf) Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters. | | | |
| **Objective**  (Clear, Specific, and Measurable, student-friendly) | I can interpret key features of the graph of a function and relate them to a real-world context. | I can solve a literal equation for a specified variable. | I can solve a linear inequality. | I can solve a linear inequality. | I can solve a linear inequality. |
| **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 graphs describe real-world situations, model predictions and solve problems? | * How do equations show a relationship between two quantities in real-life? | * How are inequalities different from equations? * How are inequalities useful in the real world? | * How are inequalities different from equations? * How are inequalities useful in the real world? | * How are inequalities different from equations? * How are inequalities useful in the real world? |

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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**) | Students will be divided into 4 groups to make presentations.  Each student will be given 3 minutes to relate the events of his/her trip to the changes on his/her graph. | TTW present examples 1-3 from lesson 2-8 in the Glencoe text modeling each one using a think aloud strategy. | TTW develop the concept of inequalities by presenting  x + 6 > 10  TTW think aloud to solve and guide students to compare/contrast with solving an equation.  TTW point out the special case of multiplying or dividing, which reverses the direction of the sign.  TTW guide students to draw a graph of the solution set. | TTW present examples 1-3 from lesson 5-4 in the Glencoe text modeling each one using a think aloud strategy. | |
| **Differentiated Tasks**  (Activities based on students’ needs and learning styles, IEP modifications) | Students will present and explain the graphs they created. | After modeling each example, TTW guide students to complete the Guided Practice using whiteboards. | TTW guide students through several examples and gradually release them to work independently. | After modeling each example, TTW guide students to complete the Guided Practice using whiteboards | |
| **Assessment**  (Aligned with the Lesson Objective  Formative / Summative  Performance-Based/Rubric  Formal / Informal) | Students will be able to answer questions about each other’s graphs. | Students will work with a partner to complete and then check the problems in the Checks for Understanding section on page 128 in the text. | Students will solve and graph the solution of the following inequality:  3x – 5 < 16 | TSW be able to solve the following compound inequality:  6 < x + 2 < 14 | TSW be able to solve the following compound inequality:  4x – 2 > 12  or  2x + 3 < -5 |
| **Closure**  (Reflection / Wrap-Up  Summarizing, 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… | 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 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  Section 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 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) | 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) |