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: 10-24** | **Date: 10-25** | **Date: 10-26** | **Date: 10-27** | **Date: 10-28** |
| **Standard**  (Reference State, Common Core, ACT College Readiness Standards and/or State Competencies.) | [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.  ■ [F-IF.A.3](http://tn.gov/assets/entities/education/attachments/std_math_algebra_I.pdf)  Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. For example, the Fibonacci sequence is defined recursively by f(0) = f(1) = 1, f(n+1) = f(n) + f(n-1) for n ≥1. | | | | |
| **Objective**  (Clear, Specific, and Measurable, student-friendly) | I can solve a linear inequality. | I can solve a linear inequality. | I can solve a linear inequality. | I can identify and extend patterns in sequences | I can identify and extend patterns in sequences |
| **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 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? | * How can functions describe real-world situations, model predictions and solve problems? * You can model some sequences with a function rule that you can use to find any term of the sequence | * How can functions describe real-world situations, model predictions and solve problems? * You can model some sequences with a function rule that you can use to find any term of the sequence |

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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 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. | | TTW present examples 1-4 from lesson 3-5 in the Glencoe text modeling each one using a think aloud strategy.  TTW ask strategic questions to check for understanding and guide students’ conceptual understanding. | TTW present examples 1-4 from lesson 9-8 in the Glencoe text modeling each one using a think aloud strategy.  TTW ask strategic questions to check for understanding and guide students’ conceptual understanding. |
| **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. | 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. | TTW guide students through several examples and gradually release them to work independently. |
| **Assessment**  (Aligned with the Lesson Objective  Formative / Summative  Performance-Based/Rubric  Formal / Informal) | 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 | Students will solve and graph the solution of the following inequality:  3x – 5 < 16 | TSW be able to find the 15th term in the sequence:  6, 14, 22, 30,… | TSW be able to find the 10th term in the sequence:  2, 14, 98, … |
| **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  **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) |