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: 10-3** | **Date: 10-4** | **Date: 10-5** | **Date: 10-6** | **Date: 10-7** |
| **Standard**  (Reference State, Common Core, ACT College Readiness Standards and/or State Competencies.) | **N-Q.A.1** Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.  **N-Q.A.22** Define appropriate quantities for the purpose of descriptive modeling.  **N-Q.A.3** Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.  [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) | | | | |
| **Objective**  (Clear, Specific, and Measurable, student-friendly) | I can interpret key features of the graph of a function and relate it to a story. | I can interpret key features of the graph of a function and relate it to a story. | I can interpret key features of the graph of a function and relate it to a story. | I can interpret key features of the graph of a function and relate it to a story. | I can interpret key features of the graph of a function and relate it to a story. |
| **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 can graphs describe real-world situations, model predictions and solve problems? | How can graphs describe real-world situations, model predictions and solve problems? | How can graphs describe real-world situations, model predictions and solve problems? | How can graphs describe real-world situations, model predictions and solve problems? |

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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 guide students to recall the graphing activity that was in progress in the previous lesson.  TTW clarify expectations for the activity and monitor as students work. | TTW present the scoring guide for the project and answer any questions that students may have.  TTW provide and explain an outline for the first portion of the project.  The outline will direct students to appropriate websites to find:   * the area on the map that lies within a 1,500-mile radius of Memphis. * Identify and choose cities that fall within that radius. * locate attractions of interest within those cities. * find a flight schedule for flights to the desired locations. * find the distances from each city to Memphis | | TTW provide graph paper and a template for the itinerary.  TTW clarify expectations for the activity and monitor as students work. | TTW clarify expectations for the activity and monitor as students work. |
| **Differentiated Tasks**  (Activities based on students’ needs and learning styles, IEP modifications) | TSW spend 15 minutes completing the card sort from the previous lesson.  TSW jigsaw to share ideas and come to consensus about the graphs. | TSW research attractions and places of interest within a 1,500-mile radius of Memphis to determine the destinations for his/her trip.  TSW use internet applications to determine the distances of the destinations from Memphis.  TSW use internet travel sites to choose a flight schedule. | | TSW continue to research his/her chosen destinations to determine attractions and places of interest to include in the itinerary. | TSW use the information gathered about his/her chosen destinations to write a descriptive journal of the experiences of the trip. |
| **Assessment**  (Aligned with the Lesson Objective  Formative / Summative  Performance-Based/Rubric  Formal / Informal) | TSW match two graphs and their stories.  TSW correctly label each segment of the two graphs. | TSW use the template provided to record the destinations and distances for his/her trip. | | TSW use the template provided to create an itinerary and a sketch of the graph for the trip. | TSW create a graph representing the distance traveled from Memphis to each destination on his/her trip. |
| **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) |