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| **Grade Level:**  | 9th  | **Teacher/Room**: | LPAYNE  | / | 181 | **Course(s)/ Period(s):**  |  ALG ISupport | / | 1 | **Week of:** | Nov 14-18 |
| **Unit Vocabulary:**  | Chapter 3- arithmetic sequence, common differnce, constant, constant of variation, decuctive reasoning, direct variation, inductivve reasoning, linear equation, linear function, rate of change, root, sequence, slope, standard form, terms of the sequence, x-intercept, y-intercept, zero of a function, consecutive intergers, dimensional analysis, equivalent equations, formula, literal equation, percent of change, percent of increase and decrease, proprotion, rate, ratio, scale, scale model, unit analysis, unit rate, weighted averageChapter 4- best-fit line, bivariate data, constant function, constraint, correlation coeffiecient, identity function, inverse function, inverse relation, linear extrapolation, linear interpolation, linear regression, line of fit, median-fit line, parallel lines, perpendicular lines, point-slope form, scatterplot, slope-intercept form |
| **Instructional Strategies Used:**  |       |
| **Day 1** | **Day 2** | **Day 3** | **Day 4** | **Day 5** |
| **GSE/GPS Standard(s)**: | **GSE/GPS Standard(s)**: | **GSE/GPS Standard(s)**: | **GSE/GPS Standard(s)**: | **GSE/GPS Standard(s)**: |
| F.IF.7as.ID.7MPS. 2,8See written standards in margin of textbook for each section | .LE.2S.ID.7MSP- 5See written standards in margin of textbook for each section | All standards of Chapter 3Student can see standards in textbook | F.IF.7as.ID.7MPS. 2,8See written standards in margin of textbook for each section | F.LE.2S.ID.7MSP- 5See written standards in margin of textbook for each section |
| **Essential Question:** | **Essential Question:** | **Essential Question:** | **Essential Question:** | **Essential Question:** |
| Can students write an equation of a line given information? | Can students determine what information they need to complete the review? | Can students determine what information they need to complete the review? | Can students determine what information they need to complete the review? | Can students write an equation that is parallel or perpendicular to a given line? |
| **Mini Lesson:**  | **Mini Lesson:**  | **Mini Lesson:**  | **Mini Lesson:**  | **Mini Lesson:**  |
| * Algebra Lab
* Inductive and deductive reasoning
 | * Vocabulary
 | * Graphing parallel and perpendicular lines
 | * Vocabulary
 | * Graphing parallel and perpendicular lines
 |
| **Activating Strategies:**  | **Activating Strategies:**  | **Activating Strategies:**  | **Activating Strategies:**  | **Activating Strategies:**  |
| * 3.6 Write an equation for a prportional or nonproportional relationships
 | * 4.1 Graphing equation in slope-intercept form
 | * Check homework
 | * check homework
 | * Check homework
 |
| **Lesson:**  | **Lesson:**  | **Lesson:**  | **Lesson:**  | **Lesson:**  |
| * 4.1 Graphing equation in slope-intercept form
* 4.2 Writing equation in slope -intercept form
 | * 4.2 Writing equation in slope -intercept form
* 4.3 Writing equations in point-slope form
 | * 4.3 Writing equations in point-slope form
* 4.4 parallel and perpendicular lines
 | * 4.4 parallel and perpendicular lines
* Review
 | * Test Writing equations of a line
 |
| **Resource/Materials:** | **Resource/Materials:** | **Resource/Materials:** | **Resource/Materials:** | **Resource/Materials:** |
| * text, ,notes, caculator
 | * text, ,notes, caculator
 | * text, calculator,ruler, test
 | * Text, calculators, notes,graph paper
 | * Text, calculators, notes,graph paper
 |
| **Differentiation:*****Content/Process/Product:***  | **Differentiation:*****Content/Process/Product:***  | **Differentiation:*****Content/Process/Product:***  | **Differentiation:*****Content/Process/Product:***  | **Differentiation:*****Content/Process/Product:***  |
| *
 | * See attachedvnotes
 | * see attached notes
 | * see attached notes
 | * see attached notes
 |
| ***Grouping Strategy:*** | ***Grouping Strategy:*** | ***Grouping Strategy:*** | ***Grouping Strategy:*** | ***Grouping Strategy:*** |
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| ***Assessment:*** | ***Assessment:*** | ***Assessment:*** | ***Assessment:*** | ***Assessment:*** |
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| **Assessment :** | **Assessment :** | **Assessment :** | **Assessment :** | **Assessment :** |
| ***Pre-Test:*** |           | ***Pre-Test:*** |       | ***Pre-Test:*** | Writing equations of a line | ***Pre-Test:*** |       | ***Pre-Test:*** |       |
| ***Post-Test:***  |       | ***Post-Test:***  |       | ***Post-Test:***  |       | ***Post-Test:***  |       | ***Post-Test:***  |       |
| ***Formative:***  |       | ***Formative:***  | Chapter 3 review  | ***Formative:*** |       | ***Formative:*** | ticket out the door | ***Formative:*** | guided practice examples  |
| ***Summative:***  |       | ***Summative:***  |       | ***Summative:*** | TEST #3 | ***Summative:*** |       | ***Summative:*** |       |
| ***Performance Based:***  | ***Performance Based:***  | ***Performance Based:***  | ***Performance Based:***  | ***Performance Based:***  |
|       |       |       |       |       |
| **Homework:**  | **Homework:**  | **Homework:**  | **Homework:**  | **Homework:**  |
| 4.1  | 4.2pg. 229, # 10-46 even, 47-49, 564.3 pg. 236, # 11-55 odd, 50, 56-58  | 4.4 pg. 243, 11-73 odd  | Reivew chapter 3 and 4  | none  |
| **Resources and Reflective Notes:** | Differentiation Tuesday: If Students need a concrete representation, then provide groups with posterboard. Have groups draw a large 10x10 coordinate grid on their posterboard. Next, half of the groups draw a graph of a proportional relationship and the other half draw a graph of a noproportional relationship. The groups explain which type of graph their example represents.Wednesday: Different levels of test Thursday: 1. If students have trouble rememberins whether a vertical linee or a horizontal line has slope 0, then I will remind them the word horizontal has an o to remind them of 0. A horizonatal line has slope 0. Students will create a catchy prase to help them remember the diffenet forms for a linear eequations. as a ticket out the door. 2. Write 4x+3y=8 on the board. I will ask students to rewrite the equation in slop-intercept form. Students will name the slope and then draw a conculusion about the relationship between the slope and values of A and B when an equation is written in standard form, Ax+By=C. Friday: Kinesthetic: Students may be familiar with terms parallel and perpendicular. However, before I cover examples, students will use rulers to draw parallel and perpendicular lines on graph paper.   |