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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 average  Chapter 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.7a  s.ID.7  MPS. 2,8  See written standards in margin of textbook for each section | | | | | | .LE.2  S.ID.7  MSP- 5  See written standards in margin of textbook for each section | | | | | | | All standards of Chapter 3  Student can see standards in textbook | | | | | F.IF.7a  s.ID.7  MPS. 2,8  See written standards in margin of textbook for each section | | | | | | F.LE.2  S.ID.7  MSP- 5  See 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:*** | | | |
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| **Homework:** | | | | | | **Homework:** | | | | | | | **Homework:** | | | | | **Homework:** | | | | | | **Homework:** | | | |
| 4.1 | | | | | | 4.2pg. 229, # 10-46 even, 47-49, 56  4.3 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. | | | | | | | | | | | | | | | | | | | |