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| Grade Level 9th Coordinate Algebra A | | **Teacher/Room**: L. Payne/Room 181 Week of: October 20 – October 24, 2014 | | | |
| **Unit Vocabulary:** coefficient, constraint, domain, equation, inequality, ordered pair, range, substitution, term, variable, slope, intercepts, intersection, parallel, perpendicular, consistent, inconsistent, dependent | | | | | |
| **Instructional Strategies Used:** direct instruction, independent study, interactive instruction, partners | | | | | |
| **Day 1** | **Day 2** | | **Day 3** | **Day 4** | **Day 5** |
| **Common Core Standard(s)**:  **MCC9‐12.A.REI.6** Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.  **L9-10RST7**: Translate quantitative or technical information expressed in words in a text into visual form and translate info expressed visually or mathematically into words.  **WIDA.ELDS3** | **Common Core Standard(s)**:  **MCC9‐12.A.REI.6** Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.  **L9-10RST7**: Translate quantitative or technical information expressed in words in a text into visual form and translate info expressed visually or mathematically into words.  **WIDA.ELDS3** | | **Common Core Standard(s)**:  **MCC9‐12.A.REI.6** Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.  **L9-10RST7**: Translate quantitative or technical information expressed in words in a text into visual form and translate info expressed visually or mathematically into words.  **WIDA.ELDS3** | **Common Core Standard(s)**:  **MCC9‐12.A.REI.6** Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.  **L9-10RST7**: Translate quantitative or technical information expressed in words in a text into visual form and translate info expressed visually or mathematically into words.  **WIDA.ELDS3** | **Common Core Standard(s)**:  **MCC9‐12.A.REI.1**  **MCC9‐12.A.REI.3**  **MCC9‐12.A.REI.5**  **MCC9‐12.A.REI.6**  **MCC9‐12.A.REI.12**  **L9-10RST7**:  **WIDA.ELDS3** |
| **EQ Question:** How do I use systems of equations and inequalities to solve real world problems? | **EQ Question:** How do I use systems of equations and inequalities to solve real world problems? | | **EQ Question:** How do I use systems of equations and inequalities to solve real world problems? | **EQ Question:** How do I solve systems of equations and inequalities and use them to solve real world problems? | **EQ Question:** How do I solve systems of equations and inequalities and use them to solve real world problems? |
| **Mini Lesson:** Partners – Matching (Graphing system of inequalities.)  **Activating Strategies:** Right/Wrong  **Lesson:**   1. Word Problems – Mixture of Problems (Guided Notes) 2. Classwork – WS 3. Start solving systems of inequalities applications.   **Resource/Materials:** Word Problem Guided Notes, Worksheets | **Mini Lesson:** Graphing system of inequalities.  **Activating Strategies:** Reading Strategies, 7-3 (Text)  **Lesson:**   1. Word Problems – Systems of Inequalities (guided notes) 2. Classwork 3. Assignment   **Resource/Materials:** Word Problem Guided Notes, Worksheets | | **Mini Lesson:** Graphing system of inequalities.  **Activating Strategies:** Think-Pair-Share  **Lesson:**   1. 7-2 Special Systems 2. Assign: Review Sheet for Unit Test   **Resource/Materials:** WS 7-2, Think-Pair-Share WS, Review Sheets | **Mini Lesson:** Graphing system of inequalities.  **Activating Strategies:** Right/Wrong  **Lesson:**  Review for Unit Test  **Resource/Materials:** Review WS | **Mini Lesson:** Quick Review  **Activating Strategies:** Ask the Teacher Questions  **Lesson:**  **Unit 2 Test**  **Resource/Materials:** Tests |
| **Differentiation:**  *Content/Process/Product:* guided notes  *Grouping Strategy:* partners  *Assessment:* teacher monitoring classwork | **Differentiation:**  *Content/Process/Product: guided notes*  *Grouping Strategy:*  *Assessment:* | | **Differentiation:**  *Content/Process/Product:*  *Grouping Strategy:* pairs  *Assessment:* teacher monitoring classwork | **Differentiation:**  *Content/Process/Product:*  *Grouping Strategy:*  *Assessment:* | **Differentiation:**  *Content/Process/Product: guided notes*  *Grouping Strategy:*  *Assessment:* |
| **Assessment :**  *Formative:* thumbs up/down, monitoring classwork  *Summative:* | **Assessment :**  *Formative:* thumbs up/down, monitoring classwork  *Summative:* | | **Assessment :**  *Formative:* thumbs up/down, monitoring classwork  *Summative:* | **Assessment :**  *Formative:* thumbs up/down, monitoring classwork  *Summative:* | **Assessment :**  *Formative:* thumbs up/down, monitoring classwork  *Summative:* Unit 2 Test |
| **Homework**: Worksheets | **Homework**: Worksheets | | **Homework**: Review Sheet | **Homework**: Review Sheet, Study | **Homework**: none |

Resources and Reflective Notes: