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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: