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| Grade Level 9th Coordinate Algebra A | **Teacher/Room**: L. Payne/Room 181 1st&2nd Week of: September 22-September 26, 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, small groups |
| **Day 1** | **Day 2** | **Day 3** | **Day 4** | **Day 5** |
| **Common Core Standard(s)**: All that we have covered so far. | **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 | **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 | **Common Core Standard(s)**: **MCC9‐12.A.REI.5** Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions**.****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  | **Common Core Standard(s)**: **MCC9‐12.A.REI.5** Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions**.****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  |
| **EQ Question:** All that we have covered so far. | **EQ Question:** How do I solve a system of linear equations by substitution? | **EQ Question:** How do I solve a system of linear equations by substitution? | **EQ Question:** How do I solve a system of linear equations by elimination? | **EQ Question:** How do I solve a system of linear equations by elimination? |
| **Sub Plans** (*ESL Training*):Review Materials | **Mini Lesson:** Solving Systems by Graphing**Activating Strategies:** Right/Wrong: Solving by Substitution**Lesson**: **Solving Systems by Substitution**1.Powerpoint with guided notes2. Graphic Organizer3. Practice Problems (Partners)4. Assignment**Resource/Materials:** Powerpoint, Graphic Organizers, Guided Notes, Worksheet | **Mini Lesson:** Solving Systems by Substitution**Activating Strategies:** Application: Solving by Substitution**Lesson**: **Solving Systems by Substitution**1.More Practice with Solving Systems by Substitution 2.. Assignment3. Quiz: Solving Systems by Graphing and Substitution**Resource/Materials:** Powerpoint, Quizzes, Worksheet | **Mini Lesson:** Partner Practice - Substitution**Activating Strategies:** Right/Wrong – Elimination**Lesson: Solving Systems by Elimination**1. Whole Group Task: Solving Systems of Eqns Algebraically
2. Powerpoint – Keeper 9 with guided notes
3. Graphic Organizer
4. Practice problems (Partners)
5. Assignment

**Resource/Materials:** Powerpoint, partner practice WS, tasks, elimination worksheets | **Mini Lesson:** Solve the system by any method**Activating Strategies:** One System – Three Ways (graphic organizer)**Lesson: Solving Systems by Elimination (continued)**1. More practice with solving by elimination
2. Assignment
3. Quiz: Solving systems using all 3 methods

**Resource/Materials:** Powerpoint, quizzes, elimination worksheets |
| **Differentiation:***Content/Process/Product:**Grouping Strategy:**Assessment:*  | **Differentiation:***Content/Process/Product:* graphic organizer, guided notes*Grouping Strategy: Partners* *Assessment:* teacher observation | **Differentiation:***Content/Process/Product:**Grouping Strategy:* *Assessment:*  | **Differentiation:***Content/Process/Product:* graphic organizer, guided notes*Grouping Strategy:* Partners*Assessment:* teacher observation | **Differentiation:***Content/Process/Product:* graphic organizer*Grouping Strategy:* *Assessment:*  |
| **Assessment :***Formative:* *Summative:*  | **Assessment :***Formative:* thumbs up/down, monitoring classwork*Summative:*  | **Assessment :***Formative:* thumbs up/down, quiz*Summative:* | **Assessment :***Formative:* thumbs up/down, monitoring classwork*Summative:* | **Assessment :***Formative:* thumbs up/down, quiz*Summative:* |
| **Homework**: none | **Homework**: Solving by Substitution WS | **Homework**: Solving by Substitution WS | **Homework:** Solving by Elimination WS | **Homework:** Solving by Elimination WS |

Resources and Reflective Notes: