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| Grade Level 9th Coordinate Algebra A / 1st & 2nd | | **Teacher/Room**: L. Payne/Room 181 Week of: September 29-October 3, 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)**:  **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.  **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.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** |
| **EQ Question:** How do I solve a system of linear equations by elimination? | **EQ Question:** Which method is best when solving a system of equations? | | **EQ Question**: How do I solve a systems of equations? | **EQ Question:**  How do I solve a systems of equations? | **EQ Question:** Which method is best when solving a system of equations? |
| **Mini Lesson:** Partner Practice with Elimination  **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 WS | **Mini Lesson:** Quotable Puzzle WS  **Activating Strategies:**  Which method would you choose?  **Lesson**: **Using all three methods**  1.Powerpoint (Keeper 10)  2. Practice Problems  3. Assignment- Create a brochure explain the three methods of solving systems of equations.  **Resource/Materials:** Powerpoint, Worksheets, construction paper, color paper, graph paper, glue, tape, rubric | | **Mini Lesson:** Solving Systems by method of choice  **Activating Strategies:** Think-Pair-Share (Systems)  **Lesson:**   1. Review for Test with WS 2. Jeopardy   **Resource/Materials:** Review sheets, think-pair-share ws | **Mini Lesson:** Solve Systems by method of choice  **Activating Strategies:** Questions for Teacher  **Lesson: Test**      **Resource/Materials:** Tests | **Mini Lesson:** Quick Review of the three methods to solve systems  **Activating Strategies:**  Advertising Strategies: <https://www.youtube.com/watch?v=NdLsQcYyAcc>  **Lesson: Task**   1. Groups – Given problem, create advertisement for the method you would use to solve. 2. Groups will present their advertisements.   **Resource/Materials:** activity directions, rubrics, paper, markers |
| **Differentiation:**  *Content/Process/Product:* graphic organizer  *Grouping Strategy:* partners, random  *Assessment: quiz* | **Differentiation:**  *Content/Process/Product: Brochure*  *Grouping Strategy: Partners*  *Assessment:* teacher observation | | **Differentiation:**  *Content/Process/Product:*  *Grouping Strategy:* Partners  *Assessment:* last week’s quiz | **Differentiation:**  *Content/Process/Product:*  *Grouping Strategy:*  *Assessment:* | **Differentiation:**  *Content/Process/Product:*  *Grouping Strategy:* small groups, random  *Assessment:* |
| **Assessment :**  *Formative:* thumbs up/down  *Summative: quiz* | **Assessment :**  *Formative:* thumbs up/down, monitoring classwork  *Summative: brochure* | | **Assessment :**  *Formative:* thumbs up/down, monitoring classwork  *Summative:* | **Assessment :**  *Formative:*  *Summative:* Test | **Assessment :**  *Formative:*  *Summative:* Task |
| **Homework:** Solving by Elimination WS | **Homework**: Review WS | | **Homework**: Study worksheet | **Homework**: none | **Homework**: none |

Resources and Reflective Notes: