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| Grade Level 9th Coordinate Algebra A | | **Teacher/Room**: L. Payne/Room 181 Week of: August 18 – August 22, 2014 | | | |
| **Unit Vocabulary:** coefficient, constraint, domain, equation, expression, factor, inequality, ordered pair, Pythagorean Theorem, range, substitution, term, variable | | | | | |
| **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.CED.1** Create equations and inequalities in one variable and use them to solve problems.  **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.CED.1** Create equations and inequalities in one variable and use them to solve problems.  **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.CED.1** Create equations and inequalities in one variable and use them to solve problems.  **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.CED.4** Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations.  **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.CED.1**,  **MCC9-12.A.CED.4** |
| **EQ Question**: How can you use multiplication and division to solve equations? | **EQ Question**: How can you use multiplication and division to solve equations? | | **EQ Question**: How can you use equations that have variables on both sides? | **EQ Question**: How can you solve for a given variable in a formula or equation with more than one variable? | **EQ Question**: How can you model and solve equations. |
| **Mini Lesson:** packet of equations- due on Friday  **Activating Strategies:** Right/Wrong:Given a solution, students need to decide if it was solved correctly.  **Lesson:** Solving simple equations   1. Steps on solving equations 2. Properties of Equality – Keeper 3 ppt 3. Guided Practice Problems 4. Assignment – from textbook (Section 1-3)   **Resource/Materials:** Powerpoint, textbook | **Mini Lesson:** Properties of Equality  **Activating Strategies:** How do you solve this equation?  **Lesson:** Solving two-step and multi-step equations   1. Steps on solving equations 2. Guided Practice Problems 3. Assignment – from textbook (Section 3-1)   **Resource/Materials:** Powerpoint, textbook | | **Mini Lesson:**  **Activating Strategies:** How do you solve this equation?    **Lesson:** Solving equations with variables on both sides   1. Steps on solving equations 2. Guided Practice Problems 3. Assignment – from textbook (Section 3-2)   **Resource/Materials:** Powerpoint, textbook | **Mini Lesson:**  **Activating Strategies:** Cross country runners wanting to find their rates in mph, given distances and times.  **Lesson:** Solving for a variable   1. Notes – Keeper 6 ppt 2. Guided Practice Problems 3. Assignment – from textbook (Section 3-3)   **Resource/Materials:** Powerpoint, textbook | Review/Test  Word problems (or Practice Task: Lucy’s Linear Equations and Inequalities)  or  Plug in Computer Lab Day |
| **Differentiation:**  *Content/Process/Product:*  *Grouping Strategy:* heterogeneous  *Assessment:* informal | **Differentiation:**  *Content/Process/Product:* ***Basic: 24–41, 47–51, 54–61***  *Grouping Strategy:*  *Assessment:* informal | | **Differentiation:**  *Content/Process/Product:*  *Basic: 15–52, 54, 55, 57, 59–63, 72*  *Grouping Strategy:* heterogeneous  *Assessment:* informal | **Differentiation:**  *Content/Process/Product: Basic: 8–31, 34–37, 46*  *Grouping Strategy:* heterogeneous  *Assessment:* informal | **Differentiation:**  *Content/Process/Product:*  *Grouping Strategy:* heterogeneous  *Assessment:* informal |
| **Assessment :**  *Formative:* thumbs up/down  *Summative:* | **Assessment :**  *Formative:* thumbs up/down  *Summative:* | | **Assessment :**  *Formative:* thumbs up/down  *Summative:* | **Assessment :**  *Formative:* thumbs up/down  *Summative:* | **Assessment :**  *Formative:* thumbs up/down  *Summative:* ***Test*** |
| **Homework:** Textbook – pp. 23-25:  P&PS – 22-76 even | **Homework:** Textbook – pp. 66-68:  Average: 24–41, 47–51, 54–61, 74, 75 | | **Homework:** Textbook – pp. 73-75: Average: 15–37, 38–52 even, 53–63, 66–69, 72–74 | **Homework:** Textbook – pp. 79-81:  Basic: 8–31, 34–37, 46 Average: 8–13, 20–41, 46–47 | **Homework:** none |