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| Grade Level 9th Coordinate Algebra A | **Teacher/Room**: LPayne/Room 181 Week of: August 11 – August 15, 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.SSE.1a** Interpret parts of an expression, such as terms, factors, and coefficients.**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.SSE.1** Intepret expressions that represent a quantity in terms of its context.**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.SSE.1** Intepret expressions that represent a quantity in terms of its context.**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.SSE.1** Intepret expressions that represent a quantity in terms of its context.**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)**:**MCC.9-12.A.REI.1** Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method. **L9-10RST7**  |
| **EQ Question**: Who are you, who am I, and what are we going to do? | **EQ Question**: How can you use variables to write an expression that represents a quantity in terms of its context? | **EQ Question**: How can I write, interpret and manipulate algebraic expressions, equations, and inequalities? | **EQ Question**: How can you use variables to write an expression that represents a quantity in terms of its context? | **EQ Question**: How can you use addition and subtraction to solve equations? |
| **Mini Lesson:** Seating Chart**Activating Strategies:** **Lesson:** Introduction to Class1. Powerpoint Intro
2. Syllabus
3. Bathroom Passes
4. Information Sheet
5. PEMDAS
6. Assignment: Maze

**Resource/Materials:** Powerpoint, syllabus, worksheets | **Mini Lesson:** Pre-Test for Unit 1**Activating Strategies:** 2 Chuck Norris + 3 Chuck Norris = ?**Lesson**: Identifying Parts of an Expression; Combining Like Terms1. <http://www.khanacademy.org/> math/cc-sixth-grade-math/cc-6th-expressions-and-variables/cc-6th-equivalent-expressions/v/combining-like-terms
2. Identifying the parts of an expression, using guided notes
3. Combining like terms notes
4. Assignment: KUTA WS

**Resource/Materials:** Powerpoint, Textbook, Guided Notes, Worksheets | **Mini Lesson:** Partner Activity – Exploration Variables and Expression from Online TE**Activating Strategies:** Words describing mathematical operations**Lesson**: Translating verbal expressions to algebraic expressions1. Notes on translating verbal to algebraic (graphic organizer)
2. Practice Problems
3. Assignment-packet
4. Ticket out the door

**Resource/Materials:** Powerpoint, Graphic Organizers, WS | **Mini Lesson:** Person Puzzle – Adding and Subtracting Polynomials**Activating Strategies:** Words describing mathematical operations**Lesson**: Variables and Expressions1. Notes and Examples (Text)
2. Guided Practice Problems
3. Assignment – from textbook (Section 1-1)

**Resource/Materials:** Powerpoint, Graphic Organizers, Worksheets | **Mini Lesson:** Partner Activity – matching expressions**Activating Strategies:** Right/Wrong:Given a solution, students need to decide if it was solved correctly.**Lesson:** Solving simple equations1. Steps on solving equations
2. Guided Practice Problems
3. Assignment – from textbook (Section 1-2)

**Resource/Materials:** Powerpoint, textbook |
| **Differentiation:***Content/Process/Product:* *Grouping Strategy:* *Assessment: informal* | **Differentiation:***Content/Process/Product: guided notes**Grouping Strategy:* *Assessment: informal* | **Differentiation:***Content/Process/Product: graphic organizer**Grouping Strategy:* *Assessment: informal* | **Differentiation:***Content/Process/Product:* *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:* ticket out the door*Summative:*  | **Assessment :***Formative:* thumbs up/down*Summative:*  | **Assessment :***Formative:* thumbs up/down*Summative:*  |
| **Homework:** Finish Order of Operations Maze | **Homework:** Combining Like TermsWorksheet | **Homework:** Practice A WS, Practice B WS, Reading Strategies | **Homework:** Textbook – pp. 9-11: 18-46 even, 48-54 all | **Homework:** Textbook – pp. 16-18: 22-70 even |

Resources and Reflective Notes: