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| Grade Level 9th Acc Algebra 1/ Geom A | | **Teacher/Room**: L. Payne/Room 181 Week of: August 3 – August 7, 2015 | | | |
| **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 Class   1. 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 Terms   1. <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 expressions   1. 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 Expressions   1. 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 equations   1. 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: