



2024-2025 Weekly Lesson Planning Document

Week of Monday, September 16 through Friday, September 23

EDUCATOR'S NAME: FROST, VARONDA SUBJECT: ALGEBRA I LAB

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Lesson Title: Unit: Chapter: Page Number(s): (It is suggested that you use your curriculum map.)	I-READY lesson 15: Understanding Functions	I-READY LESSON 16 Use Functions to Model Linear Relations	I-READY LESSON 18 Analyze Functional Relationships Qualitatively	I-READY LESSON 30 Write and analyze an equation for fitting a linear model to data	I-READY lesson 28 Solve Problems in the coordinate plane
TN Standard(s): Grade level standard (include standard notation and language). Which State Standard is your lesson addressing? This should also be on your Whiteboard Protocol.	A1.F.IF.B.4 For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship				
Objective (s): What specifically should students be able to do at the end of the lesson? The objective is standards-based. Write the objective in student friendly terms. For example, I can multiply binomials. This is should also be on your Whiteboard Protocol. What do you want students to know, understand and be able to do as a result of this lesson? The objective should be written using the stem... I CAN....	I CAN UNDERSTAND, WRITE AND SOLVE VARIABLE EQUATIONS				

Possible Misconception (s): What misconception(s) are you anticipating during this lesson?	All students cannot fluently add, subtract, multiply or divide without calculators				
Literacy-Based DO NOW: This literacy-based activity should be ready for students to begin working on upon entering class. Students should have an opportunity to read, write, and/or speak.	QUARTER 2 WEEK 1 How was your fall break? What did you do? Were you ready to return to school? Why? Why not?	DEFINE LINEAR FUNCTION. GIVE 3 EXAMPLES	WHAT IS A FUNCTION NOTATION?	LIST THE STEPS TO GRAPHING A LINEAR FUNCTION	How can linear functions be used to model situations and solve problems?
Agenda for the Day Simple outline of lesson segments or activities that is time stamped. Teacher/class should take 2 minutes or less to review.	- Do Now (8 minutes) - Review Learning Objective (minutes) - Item 3 (minutes) - Item 4 (minutes) - Item 5 (minutes) - Item 6 (minutes)	- Do Now (8 minutes) - Review Learning Objective (minutes) - Item 3 (minutes) - Item 4 (minutes) - Item 5 (minutes) - Item 6 (minutes)	- Do Now (8 minutes) - Review Learning Objective (minutes) - Item 3 (minutes) - Item 4 (minutes) - Item 5 (minutes) - Item 6 (minutes)	- Do Now (8 minutes) - Review Learning Objective (minutes) - Item 3 (minutes) - Item 4 (minutes) - Item 5 (minutes) - Item 6 (minutes)	- Do Now (8 minutes) - Review Learning Objective (minutes) - Item 3 (minutes) - Item 4 (minutes) - Item 5 (minutes) - Item 6 (minutes)
Beginning of Lesson I Do Science: Engage & Explore					

Middle of the lesson We Do Science: Explain and Elaborate					
End of the lesson You Do Science: Evaluate					
(05 MINUTES MAX) Literacy Based closing activity: Engage students in reading and writing tasks that assess their understanding of the lesson. Students are drawn back to the objective for the day.					
SPED Modification (s): What modifications are being made to accommodate the students receiving special services?					
ESL Modification (s): What modifications are being made to accommodate the students receiving special services?	QUARTER 2 WEEK 1 How was your fall break? What did you do? Were you ready to return to school? Why? Why not?	DEFINE LINEAR FUNCTION. GIVE 3 EXAMPLES	WHAT IS A FUNCTION NOTATION?	LIST THE STEPS TO GRAPHING A LINEAR FUNCTION	How can linear functions be used to model situations and solve problems?

Assessment (s): How will you know that students have reached the objective? Assessments may include: Pre-assessment, formative assessments, summative assessment, post-assessment, discussions, performance, demonstration, etc.					
Corrective Activity (s): What will I do if the student doesn't understand the lesson?					
Extension/Enrichment Activity (s): What will I do with students who understand quicker than others?					
Technology Integration: How will the students use technology to help them master the objective.					

IN THE FOLLOWING PAGES:**ONLY COMPLETE SECTION(S) BELOW IF YOUR SUBJECT IS IDENTIFIED/LISTED****ALL SCIENCE (S):**

What is your resource plan for each of the 5 Es of inquiry-based science instruction?

1. Engage
2. Explore
3. Explain
4. Elaborate
5. Evaluate

EngageExploreExplainElaborateEvaluateEngageExploreExplainElaborateEvaluateEngageExploreExplainElaborateEvaluateEngageExploreExplainElaborateEvaluateEngageExploreExplainElaborateEvaluate**ALL SCIENCE (S):**

(Multiple opportunities to engage in science, Makes sense of science content)

What is your plan to incorporate technology while incorporating the 5E instructional model?

SUGGESTED OPPORTUNITIES FOR TECHNOLOGY

Log into Pearson Savvas Realize platform via Clever and Canvas before accessing identified hyperlinked materials.

- Interactivity: [Studying Life](#) (Savvas)
- Interactivity: [Prokaryotes and Eukaryotes](#) (Savvas)
- Interactivity: [Multicellular Life](#) (Savvas)
- Interactive Video: [Characteristics of Life](#) (Savvas)
- Nearpod Video: [Viruses](#) [Flocabulary](#)
- Nearpod Video: [Characteristics of Life](#) with the Amoeba Sisters or

YouTube Video: [Characteristics of Life](#) with the Amoeba Sisters

Nearpod Video: [Viruses](#) with the Amoeba Sisters or YouTube Video: [Viruses](#) with the Amoeba Sisters

<u>ALL MATH (S):</u> What manipulatives might be integrated into the lesson? What did you learn from using the manipulatives in advance of using them in class with students?					
<u>ALGEBRA I:</u> What practice problems are you planning to use for the Explore, Understand & Apply, Practice & Problem Solving, and Assess & Differentiate portions of the lesson? What did you learn from working the problems in advance of using them in class with students? TEACHER PLANS: Components of the textbook's Instructional Design					
<u>GEOMETRY:</u> What activities/practice problems are you planning to use for Launch the Lesson, Explore It, Examples & Self-Assessment, and Practice portions of the lesson? What did you learn from working the problems in advance of using them in class with students? TEACHER PLANS: Components of the textbook's Instructional Design					
<u>ALGEBRA II:</u> What practice problems are you planning to use for the Launch, Explore & Develop, and Reflect & Practice portions of the lesson? What did you learn from working the problems in advance of using them in class with students? TEACHER PLANS: Components of the textbook's Instructional Design					

ALL ELA (S):

What text(s) will be used for each phase of gradual release of responsibility?

TEACHER PLANS: Phases of gradual release.

Have you read and annotated the text(s)? (Show me) · What type of literary text or informational text will you use? · Did the text(s) come from the reading prescriptions? If not, why was this text chosen? · Is the text in the Wonders or myPerspectives curriculum? · What real life examples appear in the text or can be used to help students make meaning from the text? · What components of the text will be difficult for your students? · What is the flow of instruction? Is it aligned to the Gradual Release of Responsibility? Gradual Release Questions · Please show me your exemplar for the I Do. What will be modeled? · What will be done through partner work? Independently? · What student misconceptions are you anticipating and why?

ALL ELA (S):

High-Quality Texts:

Core Action 1

Focus each lesson on a high-quality text (or multiple texts).

Text-Specific Questions:

Core Action 2

Employ questions and tasks, both oral and written, that are text-specific and accurately address the analytical thinking required by the grade-level standards.