

2024-2025 Weekly Lesson Planning Document

Week of Monday, September 9 through Friday, September 13



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 4: Working with Algebraic expressions	I-READY LESSON 21 Write and Solve-one variable equations	I-READY LESSON 26 Write and Graph one-variable inequalities	I-READY LESSON 17& 18 Understand multi-step equations Write and solve multi-step equations	I-READY ASSESSMENT
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.	A.A.CED A.1 Create equations and inequalities in one variable and use them to solve problems in the real world context.				
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				

<p>Possible Misconception (s): What misconception(s) are you anticipating during this lesson?</p>	<p>All students cannot fluently add, subtract, multiply or divide without calculators</p>				
<p>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.</p>	<p>What is a compound inequality? How are their solutions represented?</p>	<p>When should you use a compound inequality to find a solution?</p>	<p>When should you use a close circle/open circle when solving a compound inequality?</p>	<p>What happens when you divide a negative number while solving a compound inequality?</p>	<p>Are you excited about the weekend? Why?</p>
<p>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.</p>	<ul style="list-style-type: none"> ▪ Do Now (8 minutes) ▪ Review Learning Objective (minutes) ▪ Item 3 (minutes) ▪ Item 4 (minutes) ▪ Item 5 (minutes) ▪ Item 6 (minutes) 	<ul style="list-style-type: none"> ▪ Do Now (8 minutes) ▪ Review Learning Objective (minutes) ▪ Item 3 (minutes) ▪ Item 4 (minutes) ▪ Item 5 (minutes) Item 6 (minutes) 	<ul style="list-style-type: none"> ▪ Do Now (8 minutes) ▪ Review Learning Objective (minutes) ▪ Item 3 (minutes) ▪ Item 4 (minutes) ▪ Item 5 (minutes) Item 6 (minutes) 	<ul style="list-style-type: none"> ▪ Do Now (8 minutes) ▪ Review Learning Objective (minutes) ▪ Item 3 (minutes) ▪ Item 4 (minutes) ▪ Item 5 (minutes) Item 6 (minutes) 	<ul style="list-style-type: none"> ▪ Do Now (8 minutes) ▪ Review Learning Objective (minutes) ▪ Item 3 (minutes) ▪ Item 4 (minutes) ▪ Item 5 (minutes) Item 6 (minutes)
<p>Beginning of Lesson I Do Science: Engage & Explore</p>					

<p>Middle of the lesson We Do</p> <p>Science: Explain and Elaborate</p>					
<p>End of the lesson You Do</p> <p>Science: Evaluate</p>					
<p>(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.</p>					
<p>SPED Modification (s): What modifications are being made to accommodate the students receiving special services?</p>					
<p>ESL Modification (s): What modifications are being made to accommodate the students receiving special services?</p>	<p>My Path linear equations compound inequalities</p>	<p>My Path linear equations compound inequalities</p>	<p>My Path linear equations compound inequalities</p>	<p>My Path linear equations compound inequalities</p>	<p>My Path linear ec</p>

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

<p><u>ALL SCIENCE (S):</u> 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</p>	<p><u>Engage</u> <u>Explore</u> <u>Explain</u> <u>Elaborate</u> <u>Evaluate</u></p>	<p><u>Engage</u> <u>Explore</u> <u>Explain</u> <u>Elaborate</u> <u>Evaluate</u></p>	<p><u>Engage</u> <u>Explore</u> <u>Explain</u> <u>Elaborate</u> <u>Evaluate</u></p>	<p><u>Engage</u> <u>Explore</u> <u>Explain</u> <u>Elaborate</u> <u>Evaluate</u></p>	<p><u>Engage</u> <u>Explore</u> <u>Explain</u> <u>Elaborate</u> <u>Evaluate</u></p>
<p><u>ALL SCIENCE (S):</u> <i>(Multiple opportunities to engage in science, Makes since of science content)</i> 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. <ul style="list-style-type: none"> • 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 </p>					

<p>ALL MATH (S): 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?</p>					
<p>ALGEBRA I: 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</p>					
<p>GEOMETRY: 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</p>					
<p>ALGEBRA II: 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</p>					

<p>ALL ELA (S): What text(s) will be used for each phase of gradual release of responsibility? TEACHER PLANS: Phases of gradual release.</p> <p>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?</p>					
<p>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.</p>					