

# 2024-2025 Weekly Lesson Planning Document

Week of Monday, September 3 through Friday, SEPTEMBER 6



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

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>Lesson Title:</b> <b>Unit:</b> <b>Chapter:</b> <b>Page Number(s):</b> (It is suggested that you use your curriculum map.)	LABOR DAY	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
<b>TN Standard(s):</b> Grade level standard (include standard notation and language). Which State Standard is your lesson addressing? This should also be on your Whiteboard Protocol.	<b>A.A.CED A.1</b> Create equations and inequalities in one variable and use them to solve problems in the real world context.				
<b>Objective (s):</b> 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... <b>I CAN....</b>		I CAN UNDERSTAND, WRITE AND SOLVE VARIABLE EQUATIONS	I CAN UNDERSTAND, WRITE AND SOLVE VARIABLE EQUATIONS	I CAN UNDERSTAND, WRITE AND SOLVE VARIABLE EQUATIONS	I CAN UNDERSTAND, WRITE AND SOLVE VARIABLE EQUATIONS

<b>Possible Misconception (s):</b> What misconception(s) are you anticipating during this lesson?	All students cannot fluently add, subtract, multiply or divide without calculators				
<b>Literacy-Based DO NOW:</b> 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.		What is the distributive property?  List the steps to take to solve an equation using the distributive property	What happens when you add two negative numbers?  What happens when you subtract two negative numbers? (multiply, divide) Explain	What happens when you add a positive and a negative number? explain  subtract, multiply, divide	What are your career plans? Do you need math to help you succeed in the future?
<b>Agenda for the Day</b> Simple outline of lesson segments or activities that is time stamped.  Teacher/class should take 2 minutes or less to review.	<ul style="list-style-type: none"> <li>Do Now (8 minutes)</li> <li>Review Learning Objective ( minutes)</li> <li>Item 3 (minutes)</li> <li>Item 4 (minutes)</li> <li>Item 5 (minutes)</li> <li>Item 6 (minutes)</li> </ul>	<ul style="list-style-type: none"> <li>Do Now (8 minutes)</li> <li>Review Learning Objective ( minutes)</li> <li>Item 3 (minutes)</li> <li>Item 4 (minutes)</li> <li>Item 5 (minutes)</li> <li>Item 6 (minutes)</li> </ul>	<ul style="list-style-type: none"> <li>Do Now (8 minutes)</li> <li>Review Learning Objective ( minutes)</li> <li>Item 3 (minutes)</li> <li>Item 4 (minutes)</li> <li>Item 5 (minutes)</li> <li>Item 6 (minutes)</li> </ul>	<ul style="list-style-type: none"> <li>Do Now (8 minutes)</li> <li>Review Learning Objective ( minutes)</li> <li>Item 3 (minutes)</li> <li>Item 4 (minutes)</li> <li>Item 5 (minutes)</li> <li>Item 6 (minutes)</li> </ul>	<ul style="list-style-type: none"> <li>Do Now (8 minutes)</li> <li>Review Learning Objective ( minutes)</li> <li>Item 3 (minutes)</li> <li>Item 4 (minutes)</li> <li>Item 5 (minutes)</li> <li>Item 6 (minutes)</li> </ul>
<b>Beginning of Lesson I Do</b>  <b>Science:</b> Engage & Explore	Students will complete an I-Ready Lesson	Students will complete an I-Ready Lesson	Students will complete an I-Ready Lesson	Students will complete an I-Ready Lesson	Students will complete an I-Ready Lesson

<b>Middle of the lesson</b> We Do  <b>Science:</b> Explain and Elaborate					
<b>End of the lesson</b> You Do  <b>Science:</b> Evaluate					
<b>(05 MINUTES MAX)</b> <b>Literacy Based closing activity:</b> Engage students in reading and writing tasks that assess their understanding of the lesson. Students are drawn back to the objective for the day.	Explain how to identify an algebraic equation	Explain the steps to solving a linear equation	Explain how you can identify a real number	Explain how to tell the difference between an expression and an equation	
<b>SPED Modification (s):</b> What modifications are being made to accommodate the students receiving special services?					
<b>ESL Modification (s):</b> What modifications are being made to accommodate the students receiving special services?	Students are allowed to complete assignments in English or Spanish Virtual platforms have translation options				

<b>Assessment (s):</b> 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.	I- Ready generated assessments				
<b>Corrective Activity (s):</b> What will I do if the student doesn't understand the lesson?					
<b>Extension/Enrichment Activity (s):</b> What will I do with students who understand quicker than others?					
<b>Technology Integration:</b> How will the students use technology to help them master the objective.					
	Khan Academy, Near Pod, Savaas Learning				

**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

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

<p><b>ALL ELA (S):</b>            What text(s) will be used for each phase of gradual release of responsibility?  <b>TEACHER PLANS:</b> 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><b>ALL ELA (S):</b>            High-Quality Texts:  <b>Core Action 1</b>            Focus each lesson on a high-quality text (or multiple texts).            Text-Specific Questions:  <b>Core Action 2</b>            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>					