



# 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
<b>Lesson Title:</b> <b>Unit:</b> <b>Chapter:</b> <b>Page Number(s):</b> (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
<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				

<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 a compound inequality?  How are their solutions represented?	When should you use a compound inequality to find a solution?	When should you use a close circle/open circle when solving a compound inequality?	What happens when you divide a negative number while solving a compound inequality?	Are you excited about the weekend? Why?
<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					

<div>Middle of the lesson</div> <div>We Do</div> <div>Science: Explain and Elaborate</div>					
<div>End of the lesson</div> <div>You Do</div> <div>Science: Evaluate</div>					
<div>(05 MINUTES MAX)</div> <div>Literacy Based closing activity:</div> <div>Engage students in reading and writing tasks that assess their understanding of the lesson. Students are drawn back to the objective for the day.</div>					
<div>SPED Modification (s):</div> <div>What modifications are being made to accommodate the students receiving special services?</div>					
<div>ESL Modification (s):</div> <div>What modifications are being made to accommodate the students receiving special services?</div>	<div>My Path</div> <div>linear equations</div> <div>compound</div> <div>inequalities</div>	<div>My Path</div> <div>linear equations</div> <div>compound</div> <div>inequalities</div>	<div>My Path</div> <div>linear equations</div> <div>compound</div> <div>inequalities</div>	<div>My Path</div> <div>linear equations</div> <div>compound</div> <div>inequalities</div>	<div>My Path linear equations</div>

<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.					
<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.					

**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>					

**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.