Template for the following:
Science, Social Studies, CTE, World Languages, HPELW, Fine Arts, JROTC

2024-2025 Weekly Lesson Planning Document

Week of Monday, OCTOBER 21 *through Friday,* OCTOBER 25

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.	How often do you use a calculator? Why do you use the calculator instead of calculating in your head?	QUARTER 2 WEEK 2 Define transformation in Algebraic Math terms	DEFINE translation in Algebraic Math terms	Do you know what the P-ACT test is?	Do you understand functions? What is most difficult? What is easiest?
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	**Engage** **Explore** **Explain** **Elaborate** **Evaluate**	**Engage** **Explore** **Explain** **Elaborate** **Evaluate**	**Engage** **Explore** **Explain** **Elaborate** **Evaluate**	**Engage** **Explore** **Explain** **Elaborate** **Evaluate**	**Engage** **Explore** **Explain** **Elaborate** **Evaluate**
ALL SCIENCE (S): ***(Multiple opportunities to engage in science, Makes since 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					

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?					
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					
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					
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					

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.					