

Grade: High School		Subject: Algebra I	
Materials: Book, notes, computer		Technology Needed: Computer	
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list)		Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
Standard(s) <u>HS.A-CED.1*</u> Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions. <u>HS.A-CED.4*</u> Rearrange formulas to isolate a quantity of interest, using the same reasoning as in solving equations.		Differentiation Below Proficiency: Students are unable to identify how to do substitution. Students struggle with the concept of inequalities. Have students work on 2-1 with help from teacher or collaboration with other students. Above Proficiency: Students are able to solve systems of equations by substitutions with ease. Have these students finish SEI 2-1 and move onto 2-2. Approaching/Emerging Proficiency: Students are able to identify and substitute equations to solve with minimal mistakes. Keep working on SEI 2-1. Modalities/Learning Preferences: Visual, mimicking, listening.	
Objective(s) -Students will be able to use substitution to solve a system of equations. -Students will be able to recognize that each side of an equation are equivalent to each other. Bloom's Taxonomy Cognitive Level: Analyze			
Classroom Management- (grouping(s), movement/transitions, etc.) Students will be working individually at their own pace on their computers listening to the lessons. Movements may be when students are working on assessments and wish to move to a different room.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students are expected to raise their hand when they need help, not distract others from learning, try the problems before saying I can't, and to be respectful to everyone.	
Minutes	Procedures		
2	Set-up/Prep: Have students put phones away, grab binders, and start up computers. Go over individual goals for this week.		
10	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Have students go over old assessment redoes that are not done before they start the lesson in order that they have the prerequisite knowledge and skills to complete the current lesson.		
15	Explain: (concepts, procedures, vocabulary, etc.) Go over power point notes. $y = 3x$ $x + y = -32$ Solution : (-8 , -24) $y = 2x + 7$		

	$y = x - 1$ Solution : (-8 , -9) $y + 4x = 9$ $-2x + y = -3$ Solution : (2, 1) $6y + 6x = -18$ $x + 3y = -9$ Solution : (0, -3)
15	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <p>SEI 2-1 worksheet.</p> $x + y = 5$ $x = y + 7$ Solution : (6, -1) $3x - y = 7$ $y = x + 3$ Solution : (5, 8) $2x + 7y = 8$ $x = 7 - 5y$ Solution : (-3, 2) $4x - 7y = 9$ $y = x - 3$ Solution : (4, 1) $2x + 4y = 6$ $y = -3 - 2x$ Solution : (-3, 3) $y - 2x = 3$ $y = 4x + 4$ Solution : (-.5, 2)
2	<p>Review (wrap up and transition to next activity):</p> <p>Have students do an exit ticket where they show me one thing they learned</p>
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</p> <p>Students will be assessed by completing their homework of SEI 2-1. I will be walking around checking on whether they struggle or not.</p> <p>Consideration for Back-up Plan:</p> <p>Have students do a 1 – 100 challenge worksheet.</p>	<p>Summative Assessment (linked back to objectives) End of lesson:</p> <p>Unit 7 summative assessment worksheet.</p> <p>If applicable- overall unit, chapter, concept, etc.:</p> <p>Unit 7 summative assessment worksheet.</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p>	