Grade: High School	Subject: Algebra I
Materials: Book, Computer, Notebook	Technology Needed: Computer

Instructional Strategies:		Guided Practices and Concrete Application:	
☐ Direct instruction ☐ Guided practice ☐ Socratic Seminar ☐ Learning Centers ☐ Lecture ☐ Technology integration ☐ Other (list)	☐ Peer teaching/collaboration/ cooperative learning ☐ Visuals/Graphic organizers ☐ PBL ☐ Discussion/Debate ☐ Modeling	☐ Large group activity ☐ Independent activity ☐ Pairing/collaboration ☐ Simulations/Scenarios ☐ Other (list) Explain:	☐ Hands-on ☐ Technology integration ☐ Imitation/Repeat/Mimic

Standard(s)	Differentiation
HS.A-REI.10 Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane. **HS.A-REI.11** Using graphs, technology, tables, or successive approximations, show that the solution(s) to the equation f(x) = g(x) are the x-value(s) that result in the y-values of f(x) and g(x) being the same.	**Below Proficiency:** Students are unable to graph by hand the two linear equations to find a solution. Give these students a quick reminder as of what the y=mx+b means. (m=slope, b=y-intercept). Work with students a time or two to get back on track.

Objective(s)	
-Students will be able to graph two linear functions by hand from seeing the equation in y=mx+b form. -Students will be able to identify the ordered pair as the intersection point as a solution to both linear equations. **Bloom's Taxonomy Cognitive Level:** Evaluate	**Above Proficiency:** Students are able to easily graph, find, and check the solutions to two different linear equations. Have students move onto next lesson where they will need to solve functions for y before they can graph. **Approaching/Emerging Proficiency:** Students are able to graph two linear functions, find a solution, and check it with minimal errors (Simple mistakes). Have students keep working on assessments. **Modalities/Learning Preferences:** Visual, mimicking, and listening.

Classroom Management- (grouping(s), movement/transitions, etc.)	Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, 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.	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
5	**Set-up/Prep:** Have students put phones away, grab binders, and start up computers. Go over individual goals for this week.
15	**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.
	Explain: (concepts, procedures, vocabulary, etc.) Go over notes on power point.

15	$y = 2x - 2$ $y = (½)x + 1$ Solution : (2, 2) $y = x - 2$ $y = (-1/3)x + 2$ Solution : (3, 1) $y = (3/2)x - 3$ $y = -1x + 2$ Solution : (2, 0)
10-15	**Explore: (independent, concreate practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)** SEI 1-1 Worksheet Solve a system by graphing. $y = 4x + 3$ $y = -1x - 2$ Solution : (-1,-1) $y = (-5/3)x + 3$ $y = (1/3)x - 3$ Solution : (3,-2) $y = 1x - 3$ $y = (-5/2)x + 4$ Solution : (2,-1) $y = (1/4)x - 4$ $y = (-1/2)x - 1$ Solution : (4,-3)
2	**Review (wrap up and transition to next activity):** Have students do an exit ticket where they show me one thing they learned.

Formative Assessment: (linked to objectives) **Progress monitoring throughout lesson- clarifying questions, check-** **in strategies, etc.** Students will be assessed by completing their homework of SEI 1-1. I will be walking around checking on whether they struggle or not. **Consideration for Back-up Plan:** Have students do a 1 – 100 challenge worksheet.	**Summative Assessment (linked back to objectives)** **End of lesson:** Unit 7 summative assessment worksheet. **If applicable- overall unit, chapter, concept, etc.:** Unit 7 summative assessment worksheet.

Reflection (What went well? What did the students learn? How do you know? What changes would you make?):