



## Math Weekly Lesson Preparation Guide

<b>Teacher Name:</b> E. ADJEI, J. DOMFEH, S. ANYIMADU	<b>Grade:</b> Algebra 1
<b>Week of:</b> August 26 to August 30	<b>Unit:</b> Solving Equations and Inequalities
	<b>Lesson Numbers:</b> 1-4 and 1-5

*Purpose: The Weekly Lesson Preparation Guide is to provide a structure that encourages teachers to think through and internalize the daily/weekly instructional expectations.*

Planning Questions	Lesson 1-4	Lesson 1-5	
<b>Do Now:</b>  <b>Topic Readiness Assessment can be given as well for the Do Now.</b>	Date: 8.26- 8.27  What is the 1 <sup>st</sup> step when solving $A = bh$ for $b$ ? Explain your answer.	Date: 8.28 - 8.29  What is the first step when solving $x+2 > 5$ ? Explain your answer.	Date: 8.30  Practice Assessment Remediation Further Application
<b>Standard(s):</b> What is the focus of this lesson? Which specific Tennessee standards are being addressed in this lesson?	A1.A.CED.A.4	A1.A.CED.A.1 A1.A.CED.A.3 A1.A.REI.B.2	
<b>Objective(s):</b> What is the purpose of this lesson and how will this lesson prepare students for success on the unit assessment? How does it coherently connect to previous lessons and build to future ones?	Students will rearrange formulas and equations to highlight a quantity of interest by isolating the variable using the same reasoning used to solve equations. Students will use formulas and equations to solve problems.	Students will be able to create and solve inequalities in one variable, interpret solutions to inequalities within the context, and Identify inequalities as true or false based on the number of solutions.	

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<p>How will this learning contribute to deep understanding of the essential ideas of the unit?</p> <p>What are the mathematical learning and performance goals of this lesson?</p>	<p>Students will understand that a relationship between two or more quantities can be expressed in multiple ways by writing equivalent equations.</p>	<p>Students will understand that relationships between quantities can be represented not only by equations but also by inequalities, which allow them to express a range of possible solutions. This deepens their understanding of how mathematical models can describe real-world situations with constraints and variability.</p>	
<p><b>Modeling:</b></p> <p>Complete all tasks included in the lesson and review the sample/anticipated student responses.</p> <p>For each task consider:</p> <ul style="list-style-type: none"> <li>• What are the multiple solution paths students might take to solve this problem?</li> <li>• What is the purpose of this task? Specifically, which aspect(s) of rigor are being addressed (conceptual understanding, procedural fluency, and/or application)? How does this differ based on the solution path</li> <li>• Given this purpose, what key concepts and vocabulary might students need to understand to access the task? (Consider concepts and vocabulary from the prior</li> </ul>	<p>Model and Discuss Nora drew a nonsquare rectangle. Additional Practice #11 and #12</p> <p>Procedural Skill &amp; Fluency, Application</p> <p>Like terms Properties of Equalities Solution of an Equation Identity</p>	<p>Model and Discuss Skyler competes in the high jump event at her school. Additional Practice #1 and #4</p> <p>Procedural Skill &amp; Fluency, Conceptual Understanding,</p> <p>Inequality Solution set Boundary Less than (&lt;) Greater than (&gt;) Less than or equal to (<math>\leq</math>) Greater than or equal to (<math>\geq</math>)</p>	

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grade that might need to be re- addressed)			
<p><b>Check For Understanding:</b></p> <p>What evidence of student learning will you look for to reveal understanding of the grade-level standard(s)? (refer to the <a href="#">Instructional Focus Document Evidence of Learning Statements</a>)</p>	Additional Problem #9 and #10	Additional Problems #6, #7 and #8	
<p><b>Engagement:</b></p> <p>In what ways will students use the Standards for Mathematical Practice to develop mathematical understandings?</p>	<p>Make Sense of Problem and Persevere in solving them</p> <p style="text-align: right;">Try It Exercise</p> <p>Aggressively Monitor to help shape grouping</p>	<p>Make Sense of Problem and Persevere in solving them</p> <p style="text-align: right;">Try It Exercise</p> <p>Aggressively Monitor to help shape grouping</p>	
<p>What supports will you build into the lesson to ensure all students have the opportunity to experience success in this grade level work? How can you ensure all students will have access to grade level opportunities in the lesson? (refer to the <a href="#">Instructional Focus Document's</a> Instructional Focus Statements)</p>	1-2 Mathematical Literacy and Vocabulary (Literal Equations and Formulas)	1- Mathematical Literacy and Vocabulary (Linear inequalities)	
<p><b>Check For Understanding:</b></p> <p>Where might your students struggle? What mathematical mistakes or misconceptions do you anticipate?</p>	Vocabulary and Literacy	Vocabulary and Literacy	Always ensure that students understand the academic language embedded.
<p><b>Check For Understanding/Engagement:</b></p>	Students will work the 3 problems from the “Reteach to Build Understanding”	Students will work the 3 problems from the “Reteach to Build Understanding”	

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<p>What skills/concepts and/or mathematical vocabulary may need reinforcement?</p>	<p>Worksheets can be uploaded to a Kahoot or Nearpod activity. Activity can be assigned through Savvas online platform.</p>	<p>Worksheets can be uploaded to a Kahoot or Nearpod activity. Activity can be assigned through Savvas online platform.</p>	
<p><b>Check For Understanding/Engagement:</b></p> <p>What probing questions might you ask to encourage perseverance or push students to new understanding?</p> <p>What question would you use to elicit prior content knowledge, connect to students' experiences, and set up the task to ensure students understand the task without over-scaffolding or funneling?</p>	<p>How is the structure of the literate equation related to units for rates?</p>	<p>Can you explain why the inequality symbol changes when you multiply or divide by a negative number?</p> <p>What steps did you take to solve the inequality? Are there other methods you could use?</p> <p>How can you check if your solution is correct?</p> <p>Think about how you've used equations to solve problems in the past. How might solving an inequality be similar or different from solving an equation?</p> <p>What do you think we need to consider when we solve inequalities instead of equations?</p>	

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What questions might you ask to foster discussions around mathematical connections between anticipated student strategies?		Can someone explain the strategy they used to solve this inequality? How does it compare to the strategy another student used?	
<b>Individual Student Learning, Group Learning and/or Student to Student Learning. Check For Understanding/Engagement:</b> How might you strategically group or partner students during discussion to support building understanding?	Grouping will take place according to the daily Check for Understanding responses. Tier 1 Students will be group according to quick response and achievement of task. Tier 2 will be group according to minimum gaps in the learning. Tier 3 will work with teacher support and merge out into the other tier as understanding progress.	Grouping will take place according to the daily Check for Understanding responses. Tier 1 Students will be group according to quick response and achievement of task. Tier 2 will be group according to minimum gaps in the learning. Tier 3 will work with teacher support and merge out into the other tier as understanding progress.	
How will you ensure that all students are responsible for this rigorous thinking?	Cold Calling Wait time Nearpod Activity Kahoot	Cold Calling Wait time Nearpod Activity Kahoot	
<b>Closure/Assessment (Literacy Based)</b>  What strategy will you use to close the lesson?  What assessment will be used to assess the learning?	Lesson summary will recap the days learning.  Lesson Quiz	Lesson summary will recap the days learning.  Lesson Quiz	
What mathematical tools, technology tool and/or concrete manipulatives will the teacher and students need to support mathematical understanding?	TI Graphing Calculator	TI Graphing Calculator	

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<p><b>SPED/ESL/504:</b> What modifications are being made to accommodate the students receiving special services?</p>	<p>Small Group Support Classroom Proximity Assignment Modification Extended Time</p>	<p>Small Group Support Classroom Proximity Assignment Modification Extended Time</p>	
<p><b>Enrichment Activities:</b> What will I do with students who understand quicker than others?</p>	<p>Students will work on the Enrichment Exercise</p>	<p>Students will work on the Enrichment Exercise</p>	
<p><b>Homework:</b> If your lesson contains homework, how will you utilize the work? Will you need to send scaffolding notes home? Is there a strategy you can use to maximize homework?</p>	<p>Complete Additional Practice</p>	<p>Complete Additional Practice</p>	
<p><b>Lesson Materials:</b> What additional materials do you need to prepare for this lesson?</p>	<p>Textbook Computer</p>	<p>Textbook Computer</p>	
<p><b>Formative Assessment</b> How will you &amp; your students know if they have successfully met the outcomes?</p>	<p>80% mastery on Lesson Quiz</p>	<p>80% mastery on Lesson Quiz</p>	
<p><b>Summative Assessment</b> The assessment given to determine at a particular point what students know and can do.</p>	<p>Unit Assessment</p>	<p>Unit Assessment</p>	

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