

CARROLL HIGH SCHOOL

LESSON PLANS

Teacher: Mrs. M. Williams

Subject: Algebra	Monday	Tuesday	Wednesday	Thursday	Friday
ACCRS:	Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters. [A-REI3]	Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters. [A-REI3]	Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters. [A-REI3]	Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters. [A-REI3]	Represent constraints by equations or inequalities, and by systems of equations and/or inequalities and interpret solutions as viable or non-viable options in a modeling context. [A-CED3]
Before:	Students will take notes on how to solve one-step inequalities with one variable (multi/divide)	Warm up quiz on one-step inequalities with one variable (multi/divide)	Warm up on graphing inequalities	Warm up on one-step inequalities with one variable	We will begin the lesson reviewing absolute value expressions
During:	Students will take notes on how to solve one-step inequalities with one variable (multi/divide)	Students will take notes on how to solve and graph multistep inequalities. (Variables on both sides)	Students will do a staple activity in their groups and will be able to explain the process of solving each problem	Test on literal equations, real world problem and inequalities	Students will take notes on how to solve absolute value equations
After:	Students will share their answers with in their groups to check for complete understanding. Exit pass _ 4 problems to complete before they leave the classroom.	Students will share their answers with in their groups to check for complete understanding.	Students will share their answers with me while in their groups to check for complete understanding.	Test on literal equations, real world problem and inequalities	Students will share their answers with in their groups to check for complete understanding.
Desired Outcome:	Students will apply the lessons of solving for equations to solving for inequalities.	Students will apply the lessons of solving for equations to solving for inequalities.	Students will apply the lessons of solving for equations to solving for inequalities.	Test on literal equations, real world problem and inequalities	Students will apply the lessons of solving for equations to solving absolute value equations
Formative/Summative	Exit pass	Warm up/ Classwork sheet	Warm up/ staple activity	Test	I will walk around and assess the students as they are working their groups
Homework:	none	none	none	none	none

Higher Order Questions:	When solving an inequality why should you switch your inequality symbol when you divide or multiply by a negative?	When solving an inequality why is it important to solve using the four step plan?	How do you determine when to switch your inequality sign?	When solving an inequality why is it important to solve using the four step plan?	Why do you have constraints for an absolute value equation?
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