

Daily Agenda Unit 1: Where are we?

[Algebra I Competencies and Rubrics](#)
[Unit 2 Daily Agenda](#)
[Algebra 1 Website](#)
[Algebra Reference](#)

Video Resources:

[Math Antics: Distributive Property](#) | [Math Antics: Solving one-step equations with addition and subtraction](#)
[Math Antics: Solving one-step equations with multiplication and division](#) | [Math Antics: Solving Two-step equations](#)

Course Pace Date	Learning Targets	Learning Activities
Monday, August 25, 2025	Introductions and Class Norms	<p>Welcome to Algebra I! Bell-Ringer: Please find the table spot with your name on it.</p> <p><input type="checkbox"/> Index Card:</p> <ul style="list-style-type: none"> Name & Pronoun preferences **For now, be sure these are names/pronouns I can use with family / in Alma comments Seating preferences (location in room, people) What should I know about you? What kind of learner are you? How do you learn best? What are you planning after (or during) high school? Does anything make you especially nervous or excited about this class? <p><input type="checkbox"/> Folder Tab: Write your preferred name, first and last, then slide it into a plastic tab</p> <p><input type="checkbox"/> View & Discuss this Daily Agenda, the Course Syllabus, and the Competencies & Rubrics</p> <p><input type="checkbox"/> Norms & Expectations</p> <p>4 Corners: When I need some extra help, I prefer (Kahn/YouTube video links; my teacher's videos; afterschool in person help; other)</p> <p>4 Corners: For algebra I prefer {just show me the steps; real world connections; real life problems; connection to higher math}</p> <p>1-10: I am confident about my math skills</p> <p>Partner Solve (whiteboards): $3(6-2x)=18$, solve for x</p> <p>**Bring your Chromebooks tomorrow!</p>

<p>Tuesday, August 26, 2025</p>	<p>Where are we starting? What do I remember from prior math classes? (Distribution, Graphing Points, Basic Equations)</p> <p>How do I get into & use Desmos Classroom?</p>	<p>Bell-Ringer:</p> <ul style="list-style-type: none"> ❑ Join the Algebra I google classroom ❑ Bookmark the Class Website - using the link in the classwork tab of google classroom OR the QR code at the front of the room. <p>Homework: Have your parent/guardian email me to confirm that you've shown them this daily agenda and the class website, including the resources folder.</p> <p>AFTER YOU JOIN the google classroom & AFTER Ms Armour "resyncs"...</p> <ul style="list-style-type: none"> ❑ DESMOS -- "Sign in with Google" (If you get an error message, email me a screenshot of the message) / Create account with sign in with Google <ul style="list-style-type: none"> ❑ Graphing -- Intro/Review of Coordinate Plane (Bullseye Activity) ❑ Do we remember how PEMDAS and Substitution work? Complete Dad Joke #2 -- team up in partners/triads, and each do half of each column... FOUR FUNCTION CALCULATORS ONLY!!!! You choose the groups - show me you can work with the people you said you wanted to sit with...
<p>Wed 8/27</p>	<p>How do I visualize, represent and solve equations? How do I use PolyPad?</p>	<p>Bell-Ringer: Pull up a chair & clipboard/notebook around the "monkey balance"</p> <p>Equations on the balance</p> <ul style="list-style-type: none"> ❑ Physical Balance (Class demo physically showing & translating to equation, then writing steps. Showing how to show add/subtract from each side, divide each side, multiply each side)
<p>Thur 8/28</p>	<p>I can represent and solve equations, communicating my work</p>	<p>Bell-Ringer: Time to complete the Dad Joke #2 on PEMDAS and substitutions</p> <p>Entry Ticket (so this will be done individually, on paper, and turned in. This one does NOT go in the gradebook - it's to see where we are on distributive property)</p> <ul style="list-style-type: none"> ❑ Polypad -- Basic Equations (and here is the doc to write on) <p>Whole Class:</p> <ul style="list-style-type: none"> ★ TURN IN your polypad basic equations page <p>Based on entry tickets, either Working with the teacher on distributive property or Do you need more practice with substitution & PEMDAS? Dad Joke #9 - Evaluating whether a number is a solution or Aiming Higher: Distributive property with negatives and combining like terms (scroll to p2 for key)</p>
		<p>Enjoy a Day Off!</p>

		Labor Day - No School
Tuesday 9/2/25	Where are we starting? "Variable" "Expression" "Equation" "Inequality" "Coefficient" "Exponent" "Combining Like Terms"	<p>Bell-Ringer: 1) Locate your new seat! (these are based on what you wrote on your card & what I observed the first week of class) 2) Scroll down in this daily agenda - what happens on Friday? Write it in your agenda book. 3) Put a copy of your reference sheet into the front of your 3 Ring Binder</p> <p>Learning Activities: Combining Like Terms Class Notes</p> <ul style="list-style-type: none"> • What is a "variable"? "Expression"? Equation? Inequality? • What is a "coefficient"? An "exponent"? A "like term"? What does it mean to "combine"? • Individually, then table talk: $-4(fg^2 - 3fg + 5g^2f - 7gf + 2g) + 8fg - 5f - 11g^2f - 3(-2f^2g - g)$ • Aiming Higher: What is "standard form"? Put your p1 Paper Squares activity response into standard form
Wed 9/3	I can combine like terms	<p>URG! TEACHER OUT -- BROKE MY CAR DRIVING TO SCHOOL!</p> <p>Bell-Ringer: From yesterday - Individually, then table talk: $-4(fg^2 - 3fg + 5g^2f - 7gf + 2g) + 8fg - 5f - 11g^2f - 3(-2f^2g - g)$</p> <p>Learning Activity:</p> <ul style="list-style-type: none"> • Combine Like Terms Paper Squares activity - PAGE 1 Collaborate at your tables (help each other out) Reach a consensus about the correct "sum" for page 1 and write it on your table's paper. <ul style="list-style-type: none"> ◦ (Aiming Higher: Remember "standard form"? Put your p1 Paper Squares activity response into standard form.) <p>OR</p> <ul style="list-style-type: none"> • I'm struggling with distribution and like terms: Practice Combining Like Terms with Distribution - single variable, no exponents -- Dad Joke 24 <p>If time allows, we'll do an aiming higher / faster version of the Guided Notes 1 - Writing Expressions</p>
Thurs 9/4	I can translate between English and mathematical expressions	<p>Bell-Ringer:</p> <ul style="list-style-type: none"> ★ Guided Notes 1 - Writing Expressions (page 1) (Class Notes) (Summary Page) ★ Complete Individual Practice on guided notes page 2. ★ Practice Translating Expressions: Dad Joke 10

Fri 9/5	<p>I can demonstrate my understanding of distribution, combining like terms, order of operations (PEMDAS).</p> <p>I can demonstrate my understanding of graphing ordered pairs or identifying the ordered pair for a given point.</p>	<p>FORMATIVE</p> <p>Get a calculator from the filing cabinet drawer. Have your pencil and your reference sheet ready.</p>
Mon 9/8		<p>Bell-Ringer:</p> <p>1) Aiming Higher: Check your Like Terms Squares p1 practice</p> <p>2) Simplify by distributing and combining like terms: $3gk^3 - 2(3gk + 4k^3g - 5) + 9kg - 5(-3k^3 + 2)$</p> <ul style="list-style-type: none"> • Check your Writing Expressions work against the Guided Notes Key. • PhET Expression Builder Game (click the game vs the explore links...Try dragging pieces on top of each other; try dragging pieces very close to each other; try clicking on a sum group to get the scissors tool. Start with level 4 to avoid the coins.) • Aiming Higher: I'm getting expressions, and I'm ready for More Practice Writing Real World Expressions (key)

[illegible]

Tues 9/3	<p>What do I remember?</p> <p>Where are we starting? “Coefficient” and “Exponent” Combining Like Terms</p>	<p>Bell-Ringer / Opening Activity: My Name Expressions & Equations Teepee Nametags:</p> <ul style="list-style-type: none"> ○ Example for Kiza Armour ○ Fold your cardstock in a nametag teepee ○ Write your name on the side facing others ○ On the other side of the teepee facing you... ○ Let f = number of letters in your first name. Write an expression for the number of letters in your last name, then make it an equation. ○ Then let n be the number of letters in the last name. Write an expression for the number of letters in the first name, and then make it an equation. ○ Aiming Higher? Use more than one operation in your expression!
9/9/24	I am beginning to solve equations	<p>Bell-Ringer: I have 30 feet of fencing. I need to fence a small rectangular space. I know it needs to be 6 feet on one side of the rectangle. How big do I make the other side? Use a diagram to represent your answer. Can you write an equation for it? What is your variable and what does it stand for?</p> <p>Solving Equations: Example with a physical balance</p> <p>PolyPad p1 Intro Equations p1 And PolyPad p2 Intro Equations p2 and DOC to write & solve...</p> <p>As time allows: More practice WRITING equations Kahn practice translating and solving single step equations</p>
9/10	I am beginning to solve equations	<p>Bell-Ringer/opening activity: PEMDAS (see SmartNotebook screen) Formative showed general weakness in this.</p> <p>Vocabulary - “Inverse Operation”</p> <p>Continuing Polypad and more practice with writing equations</p> <p>Flash Challenge—Solving basic equations</p>

9/11	<p>I can translate equations and inequalities.</p> <p>I can write equations for real life situations</p>	<p>Bell-Ringer: You and some friends are making Tie-Dyed T-Shirts. The craft store sells the tie-dye kit for \$10, and the T-Shirts for \$3 each. Write an expression for how much it will cost for you and your friends to make your shirts. To decide what variable you need, ask yourself -- what does the total cost depend on? Let ____ = ____ Expression for total cost: _____</p> <p>Reminders:</p> <ul style="list-style-type: none"> Summative Tuesday 9/17: PEMDAS, Distributing, Combining Like Terms, Writing Expressions & Equations, Graphing points Content Block help for algebra tomorrow! Ms Armour is at the afterschool program Thursday! <p>New Information and examples: Writing Equations</p> <p>Differentiated Practice / Instruction Based on Formative Results</p> <ul style="list-style-type: none"> Group with teacher for distributing & combining like terms Group working through last page of practice writing equations (including real life problems) Key #1-11 Key #18-21 Group moving on to PhET: How to Play PhET Solve It PhET Solve It Link <p>Extra Resources: Math Antics: Distributive Property Math Antics: Solving one-step equations with addition and subtraction Math Antics: Solving one-step equations with multiplication and division Math Antics: Solving Two-step equations</p>
9/12	<p>I can translate equations and inequalities</p> <p>I can write equations for real world situations</p>	<p>Bell-Ringer: Bring out your formative. Read through the top checklist. Mark a <input checked="" type="checkbox"/> on the ones you definitely can do now. Mark a <input type="checkbox"/> on the ones you definitely can't yet do. Mark a <input type="checkbox"/> if you "sorta" can do it, but need more practice (maybe you tend to make errors, or aren't really sure you can do it?)</p> <p>Reminders:</p> <ul style="list-style-type: none"> Summative Tuesday 9/17: PEMDAS, Distributing, Combining Like Terms, Writing Expressions & Equations, Graphing points Content Block help for Algebra today! Ms Armour is at the afterschool program <p>Flash Challenge: Solving basic equations</p> <p>Everyone: More Practice Translating equations AND Inequalities (key)</p> <p>Then as time allows: I need practice solving equations: How to Play PhET Solve It PhET Solve It Link</p> <p>I need practice with real life equations: Can you write the Equation to solve each: Dad Joke #30 Additional practice with writing real world equations (Key)</p>

9/13	<p>I can rewrite fractional coefficients as a multiplication and a division</p> <p>I can solve equations involving fractional coefficients</p>	<p>Bell-Ringer: Distributing and combining like terms (including a decimal and simple fraction) -- SEE SmartBoard</p> <p>Reminder: Summative Tuesday 9/17</p> <p>EVERYONE: Dealing with FRACTIONAL coefficients (Old class notes: fractional coefficients)</p> <ul style="list-style-type: none"> • Example: $\frac{4}{3}w = 12$ Rewrite, so we can see what to do! • Example: $\frac{2}{7}(g + 5) = 4$ Rewrite, so we can see that we could multiply both sides by 7, instead of distributing a fraction!!! • "Solve for" - reverse PEMDAS... Get variables together, then get everything else away! • Targeted Practice: Fractional Coefficients (key - scroll to p2) <p>Targeted Practice: Distributive Property (key)</p> <p>Can you correct your original PolyPad Basic Equations paper now? -- handing back your papers... (From 8/27)</p> <p>Legends of Learning: PizzaQuation (Looking for a final score of over 50 with all your stars intact!)</p>
Monday 9/16		<p>Bell-Ringer: (See SmartBoard) -- Translation of inequality, a Substitution/PEMDAS, and a real-life eq: You and some friends are making Tie-Dyed T-Shirts. The craft store sells the tie-dye kit for \$10, and the T-Shirts for \$3 each. Write an expression for how much it will cost for you and your friends to make your shirts. What variable will you use, and what does it stand for? Expression:</p> <p>Can you correct your original PolyPad Basic Equations paper now?</p> <p>Targeted Practice: Distributive Property (key)</p> <p>I need practice solving equations: How to Play PhET Solve It PhET Solve It Link Legends of Learning: PizzaQuation (Looking for a final score of over 50 with all your stars intact!)</p> <p>I need practice with real life equations: Can you write the Equation to solve each: Dad Joke #30 Additional practice with writing real world equations (Key)</p>
Tuesday 9/17	I can demonstrate my understanding	<p>SUMMATIVE PEMDAS, Distributing, Combining Like Terms, Writing Expressions & Equations, Graphing points</p>

Transition to [Unit 2: How do Functions Describe the World?](#)