**Teacher:** **Dana Polson/Jeffrey Chastain** **Class:** **Algebra 1** **Week:** **12-15-2025 - 12-19-2025**

| DATE | OBJECTIVES | BELL RINGER | ANTICIPATORY SET | PROCEDURES | ASSESSMENT | CLOSURE |
|---|---|---|---|---|---|---|
| **Monday**<br>**Topic: Exponential Growth and Decay (Application)** | -A.CED.1 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.*<br>line).<br>-A.SSE.3 Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.<br>-F-LE.1 Distinguish between situations that can be modeled with linear functions and with exponential functions.<br>a. Prove that linear functions grow by equal differences over equal intervals and that exponential functions grow by equal factors over equal intervals.<br>b. Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.<br>c. Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another. | Complete 5 Mixed Review practice problems.<br>Inclusion teacher will be in make-up testing for state biology test | Review parts of exponential functions<br>Inclusion teacher will be in make-up testing for state biology test | Teacher will model solving exponential application problems through select problems from guided notes.<br>Inclusion teacher will be in make-up testing for state biology test | To check for understanding, the teacher will monitor student responses to select problems from guided notes.<br>Inclusion teacher will be in make-up testing for state biology test | The teacher will recap key concepts.<br>Inclusion teacher will be in make-up testing for state biology test |
| **Tuesday**<br>**Topic: Review** | Review all previous objectives. | Complete 5 Mixed Review practice problems.<br>Inclusion: Greet Students by name; Review missed assignments for | Teacher will review exponential growth and decay and exponent rules.<br>Inclusion: same tasks as during bellringer | Students will complete Exam Review Quizizz with shoulder partner with teacher assistance. | To check for understanding, the teacher will monitor student responses to select problems from quizizz. | The teacher will discuss missed questions.<br>Inclusion: TTW praise and give positive feedback before pointing out negative |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | previously absent students; Encourage students to be ready for class; Clarify information, answer questions, and reteach material as needed; Use proximity with students struggling to get started on and complete assignments<br>**Time permitting, TTW provide translated notes to Newcomer students using Google translate | As review/instruction takes place, Inclusion teacher circulates around room. When students struggle with concepts, Inclusion teacher will instruct student(s) in conjunction with teacher | Inclusion: TTW ensures students have notes out and are ready for lessons. TTW takes notes for students use if needed; TTW encourages students to use accommodations; TSW asked to analyze the lesson objective for meaning and purpose; Walk around classroom to monitor students to ensure they are on task and to clarify any questions they may have; TSW will be asked about prior knowledge to establish a relationship between previous knowledge and new material; During independent work M-F, TTW call students back to teacher station on a rotating basis to break down the | Inclusion: Encourage students to stay on task with praise; Encourage students to use accommodations | behavior and/or work completed during class; TTW remind students of homework and the need to remain organized; TS will own their weaknesses and make plans to compensate for these weaknesses |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | | assignments into task analysis, check for student weaknesses and understanding of the material to provide additional opportunities for students to absorb the material<br>Use observation and discussion with Mrs. Polson to determine which shoulder partners are working most effectively and as a team (without one student doing all of the work) and make adjustments to the seating chart as necessary to facilitate appropriate peer to peer learning | | |
| **WEDNESDAY**<br>**Topic: Exam** | Assess all previous objectives. | 9-Week Exam<br>Inclusion: Encourage students to stay on task with praise; Encourage | 9-Week Exam<br>Inclusion: Encourage students to stay on task with praise; Encourage students to use accommodations | 9-Week Exam<br>Inclusion: Encourage students to stay on task with praise; Encourage | 9-Week Exam<br>Inclusion: Encourage students to stay on task with praise; Encourage | 9-Week Exam<br>Inclusion: Encourage students to stay on task with praise; Encourage |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | students to use accommodations<br>Utilize teamwork between Mrs. Polson and IEP students' elective teachers to pull students for Extended Time on the day of assessment to prevent the need to pull students from new Algebra instruction on following day to complete extended time<br>-Early finishers have books to read at the back of classroom | Utilize teamwork between Mrs. Polson and IEP students' elective teachers to pull students for Extended Time on the day of assessment to prevent the need to pull students from new Algebra instruction on following day to complete extended time<br>-Early finishers have books to read at the back of classroom | students to use accommodations<br>Utilize teamwork between Mrs. Polson and IEP students' elective teachers to pull students for Extended Time on the day of assessment to prevent the need to pull students from new Algebra instruction on following day to complete extended time<br>-Early finishers have books to read at the back of classroom | students to use accommodations<br>Utilize teamwork between Mrs. Polson and IEP students' elective teachers to pull students for Extended Time on the day of assessment to prevent the need to pull students from new Algebra instruction on following day to complete extended time<br>-Early finishers have books to read at the back of classroom | students to use accommodations<br>Utilize teamwork between Mrs. Polson and IEP students' elective teachers to pull students for Extended Time on the day of assessment to prevent the need to pull students from new Algebra instruction on following day to complete extended time<br>-Early finishers have books to read at the back of classroom |
| **THURSDAY**<br>**Topic: Compound Interest and Half-Life** | -A.CED.1 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.*<br>line).<br>-A.SSE.3 Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.<br>-F-LE.1 Distinguish between situations that can be modeled with linear | Complete 5 Mixed Review practice problems.<br>Inclusion: Greet Students by name; Review missed assignments for previously absent students; Encourage students to be | Teacher will review growth and decay applications and relate them to compound interest.<br>Inclusion: same tasks as during bellringer<br>As review/instruction takes place, Inclusion teacher circulates | Teacher will model solving compound interest and half-life problems through select problems from guided notes.<br>Inclusion: TTW ensures students have notes out and are ready for lessons. TTW | To check for understanding, the teacher will monitor student responses to select problems from guided notes<br>Inclusion: Encourage students to stay on task with praise; Encourage | The teacher will recap key concepts.<br>Inclusion: TTW praise and give positive feedback before pointing out negative behavior and/or work completed during class; TTW remind students of |

| | | | | | | |
|---|---|---|---|---|---|---|
| | functions and with exponential functions.<br>a. Prove that linear functions grow by equal differences over equal intervals and that exponential functions grow by equal factors over equal intervals.<br>b. Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.<br>c. Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another. | ready for class; Clarify information, answer questions, and reteach material as needed; Use proximity with students struggling to get started on and complete assignments<br>**Time permitting, TTW provide translated notes to Newcomer students using Google translate | around room. When students struggle with concepts, Inclusion teacher will instruct student(s) in conjunction with teacher | takes notes for students use if needed; TTW encourages students to use accommodations; TSW asked to analyze the lesson objective for meaning and purpose; Walk around classroom to monitor students to ensure they are on task and to clarify any questions they may have; TSW will be asked about prior knowledge to establish a relationship between previous knowledge and new material; During independent work M-F, TTW call students back to teacher station on a rotating basis to break down the assignments into task analysis, check for student weaknesses and understanding of the material to | students to use accommodations | homework and the need to remain organized; TS will own their weaknesses and make plans to compensate for these weaknesses |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | | provide additional opportunities for students to absorb the material<br>Use observation and discussion with Mrs. Polson to determine which shoulder partners are working most effectively and as a team (without one student doing all of the work) and make adjustments to the seating chart as necessary to facilitate appropriate peer to peer learning | | |
| **FRIDAY**<br>**Topic: Review Exponent Rules/ Make-up Testing** | -A.APR.1 Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials. | Complete 5 Mixed Review practice problems.<br>Inclusion: Greet Students by name; Review missed assignments for previously absent students; Encourage students to be ready for class; | Students will play a live Blooket.<br>Inclusion: same tasks as during bellringer<br>As review/instruction takes place, Inclusion teacher circulates around room. When students struggle with concepts, Inclusion teacher will instruct student(s) in | Teacher will model simplifying expressions using exponent rules through select problems from guided notes.<br>Inclusion: TTW ensures students have notes out and are ready for lessons. TTW takes notes for | To check for understanding, the teacher will monitor student responses to select problems from guided notes.<br>Inclusion: Encourage students to stay on task with praise; Encourage | The teacher will recap key concepts.<br>Inclusion: TTW praise and give positive feedback before pointing out negative behavior and/or work completed during class; TTW remind students of homework and the |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | Clarify information, answer questions, and reteach material as needed; Use proximity with students struggling to get started on and complete assignments<br>**Time permitting, TTW provide translated notes to Newcomer students using Google translate | conjunction with teacher | students use if needed; TTW encourages students to use accommodations; TSW asked to analyze the lesson objective for meaning and purpose; Walk around classroom to monitor students to ensure they are on task and to clarify any questions they may have; TSW will be asked about prior knowledge to establish a relationship between previous knowledge and new material; During independent work M-F, TTW call students back to teacher station on a rotating basis to break down the assignments into task analysis, check for student weaknesses and understanding of the material to provide additional | students to use accommodations | need to remain organized; TS will own their weaknesses and make plans to compensate for these weaknesses |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | | opportunities for students to absorb the material<br>Use observation and discussion with Mrs. Polson to determine which shoulder partners are working most effectively and as a team (without one student doing all of the work) and make adjustments to the seating chart as necessary to facilitate appropriate peer to peer learning | | |