**Westside High School – Weekly Lesson Plan (Week at a Glance)**

**Subject:** Math | **Course:** Algebra & Concepts | **Date(s):** August 25–29, 2025

**Standards:**

* MGSE9–12.F.IF.4 – Interpret key features of graphs and relate them to real-world contexts.
* MGSE9–12.F.IF.7a – Graph linear functions and show intercepts, maxima, minima, intervals of increase/decrease, and end behavior.
* MGSE9–12.F.IF.6 – Calculate and interpret the average rate of change (slope) of a function.

**Assessment:** ☒ Quiz

| **Day** | **Learning Target (LT) & Success Criteria (SC)** | **Activation of Learning (5 min)** | **Focused Instruction – *I DO* (10 min)** | **Guided Instruction – *WE DO* (10 min)** | **Collaborative Learning – *Y’ALL DO* (10 min)** | **Independent Learning – *YOU DO* (10 min)** | **Closing (5 min)** |
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| **Mon 8/25** | **LT:** I can identify the parts of a linear graph (domain, range, intercepts).  **SC1:** I can locate x- and y-intercepts.  **SC2:** I can describe domain and range. | **Do Now:** Review functions with a Notice/Wonder about a graph. *(Strategy: Notice/Wonder)* | Teacher Think-Aloud: modeling intercepts and domain/range using visuals. *(Strategy: Visuals + Think Aloud)* | Whole-class Graph Annotation: teacher + students label intercepts, domain/range. *(Strategy: Collaborative Annotation)* | Partner Task: Mark intercepts, domain, range on 2 graphs, justify with partner. *(Strategy: Think/Pair/Share)* | Students complete 3 practice graphs, highlighting features. *(Strategy: Written Response)* | **One-Minute Summary:** “How does slope connect to end behavior?” *(Strategy: Quick Write)* |
| **Tue 8/26** | **LT:** I can analyze intervals of increase/decrease of a linear function.  **SC1:** I can describe whether a function is increasing or decreasing.  **SC2:** I can justify reasoning using slope. | **Quick Write:** “What does ‘increasing’ or ‘decreasing’ look like in real life?” *(Literacy strategy)* | Mini-lesson with prompting questions: slope → intervals of increase/decrease. *(Strategy: Probing Questions)* | Teacher–student worked example: class solves 2 problems together. *(Strategy: Demonstration)* | Peer Debrief: small groups explain slope’s role in intervals; then share out. *(Strategy: Discussions)* | Students solve 4 graph problems independently; write justification. *(Strategy: Choice Board – Written Response)* | Exit Ticket: “If slope = –2, is the graph increasing or decreasing?” *(Strategy: 3-2-1)* |
| **Wed 8/27** | **LT:** I can interpret intercepts and slope in context.  **SC1:** I can connect intercepts to real-world meaning.  **SC2:** I can explain slope as rate of change. | **Anticipation Guide:** Agree/disagree with statements (e.g., “The y-intercept is always the starting value”). *(Strategy: Anticipation Guide)* | Teacher models problem in context (e.g., taxi fare). Think Aloud explaining slope as rate. *(Strategy: Real-world Example + Think Aloud)* | Team Problem Solving: classify graphs by context (increasing/decreasing, intercept meaning). *(Strategy: Expert Groups)* | Socratic Seminar: students debate “Which is more important in context—slope or intercept?” *(Strategy: Socratic Seminar)* | Independent written response: interpret slope/intercept for 2 word problems. *(Strategy: Journaling)* | Students self-assess LT mastery (1–4 scale) & set a goal for quiz. *(Strategy: Reflection)* |
| **Thu 8/28** | **LT:** I can synthesize graph features (domain, range, intercepts, intervals, end behavior).  **SC1:** I can identify all key features of a graph.  **SC2:** I can explain how features connect to real-world meaning. | Quick Q&A review on features. *(Strategy: Call/Response)* | Teacher reviews sample quiz problems, highlighting connections among features. *(Strategy: Graphic Organizer)* | Guided practice on multi-step graph problems before quiz. *(Strategy: Worked Examples)* | Peer Check-in: partners explain how features connect. *(Strategy: Think/Pair/Share)* | **Functions Quiz 1** | Submit quiz & do Parking Lot reflection: 1 lingering question. *(Strategy: Parking Lot)* |
| **Fri 8/29** | **LT:** I can plot a linear function from an equation.  **SC1:** I can find the y-intercept from the equation.  **SC2:** I can use slope to plot additional points. | **Quick Write:** “What does slope mean in your life?” *(Literacy strategy)* | Teacher Think-Aloud: graph y = 2x + 1 step by step. *(Strategy: Modeling)* |  |  |  |  |