**WEEK AT A GLANCE — Algebra**

**Topic:** Understanding and Graphing Inequalities  
**Week:** October 13–17, 2025  
**Standard:**

* **MGSE9–12.A.REI.3:** Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.
* **MGSE9–12.A.CED.1:** Create equations and inequalities in one variable and use them to solve problems.

| **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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| **Monday**  **10-13-25** | ❌ No School – Fall Break |  |  |  |  |  |  |
| **Tuesday**  **10-14-25** | ❌ No School – Fall Break |  |  |  |  |  |  |
| **Wednesday**  **10-15-25** | **LT:** I can identify inequality symbols and determine if a number is a solution to an inequality. **SC1:** I can match inequality symbols with correct meanings. **SC2:** I can substitute values to check solutions. | **Quick Write:** “What does the symbol ‘<’ make you think of in real life?” | **Direct Instruction + Think-Aloud:** Introduce inequality symbols (<, ≤, >, ≥). Model checking if values make statements true. Build an **Anchor Chart** with symbols and examples. | **Graphic Organizer (Guided):** Students fill in a 2-column chart with symbol meanings and example statements alongside teacher. | **Think-Pair-Share:** Students work with a partner to evaluate if given numbers satisfy inequalities. | **Worked Examples:** Students complete practice problems checking solutions to inequalities. | **Exit Ticket:** 3-2-1 Summary — 3 things learned, 2 interesting, 1 question. |
| **Thursday**  **10-16-25** | **LT:** I can solve and graph one-step and two-step linear inequalities on a number line. **SC1:** I can solve inequalities accurately using inverse operations. **SC2:** I can graph solutions correctly using open and closed circles. | **Anticipation Guide:** Students respond T/F to statements like “x > 3 means the solution is a single number.” | **Modeling with Think-Aloud:** Solve one- and two-step inequalities. Emphasize reversing the inequality when multiplying/dividing by a negative. | **Prompting & Cueing:** Students solve and graph 2 practice problems with teacher guidance; prompting used for steps and graphing details. | **Collaborative Annotation:** In groups, students annotate solved examples (provided on handouts) and explain reasoning to peers. | **Error Analysis:** Students correct mis-solved and mis-graphed inequalities. | **Exit Ticket:** One-Minute Summary — “Explain how to graph the solution to x ≤ 2.” |
| **Friday**  **10-17-25** | **LT:** I can analyze and solve real-world problems using inequalities and justify my solutions. **SC1:** I can write inequalities to model scenarios. **SC2:** I can explain the meaning of solutions in context. | **KWL Chart:** K and W sections for “Inequalities in Real Life.” | **Direct Instruction + Real-World Scenario:** Present a word problem (e.g., “You must spend less than $50 on supplies”) and model setting up an inequality. | **Reciprocal Teaching:** Groups take roles (summarizer, questioner, clarifier, predictor) to solve and discuss multi-step word problems. | **Socratic Seminar:** Students debate different solution methods or interpretations of word problems. | **Choice Board:** Students pick 1 of 3 tasks: (1) Create their own word problem & solve, (2) Digital practice, (3) Independent worksheet. | **Peer Debrief:** Partners share strategies they used to model real-world inequalities. |