**Algebra Week-at-a-Glance: Aug 11–15 (subjected to change…as needed)**

**Standards:**

* **A.SSE.1** – Interpret expressions that represent a quantity in terms of its context.
* **A.SSE.2** – Use structure to identify ways to rewrite expressions.
* **A.APR.1** – Perform arithmetic operations on polynomials and simplify expressions.

**Assessment:**  
☑ Quiz (Friday)  
☐ Unit Test  
☐ Project  
☐ Lab  
☐ None  
☐ Exit Ticket

| **Day & Date** | **Learning Target** | **Success Criteria** | **Bell Ringer** | **Focused Instruction (I Do)** | **Guided Instruction (We Do)** | **Collaborative (Y’all Do)** | **Independent (You Do)** | **Closing** |
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| **Mon 08-11-25** | *I am learning to combine like terms* | *I can simplify expressions by combining like terms correctly* | Quick practice: Simplify 3x+4x+73x + 4x + 7 | Teacher models steps to identify like terms | Guided: Work examples with class | Think/Pair/Share: Spot errors in sample problems | Independent worksheet on combining like terms | Exit Ticket: Explain why 2x+3y2x + 3y cannot be simplified |
| **Tue 08-12-25** | *I am learning to simplify expressions* | *I can simplify expressions using order of operations and like terms* | Warm-up: Simplify 5x+7−3x5x + 7 - 3x | Teacher models multi-step simplification | Guided: Work 3–4 expressions together | Partner practice: Simplify and check each other’s work | Independent: Mixed problem set | Exit Ticket: Simplify 6y+2(3y−4)6y + 2(3y - 4) |
| **Wed 08-13-25** | *I am learning to use the distributive property* | *I can apply distributive property to simplify expressions* | Bell Ringer: Expand 2(x+5)2(x + 5) | Teacher demonstrates distributive property | Guided: Expand and simplify several examples | Group practice: Error analysis of distributive mistakes | Independent practice sheet | Exit Ticket: Simplify 3(2x+4)−5x3(2x + 4) - 5x |
| **Thu 08-14-25** | *I am learning to write algebraic expressions from words* | *I can translate written phrases into algebraic expressions* | Quick-Write: Translate “a number plus 7” | Teacher models verbal → algebra | Guided: Translate 3–4 examples together | Partner practice: Write expressions from word problems | Independent: Translation worksheet | Exit Ticket: Translate “the product of 4 and a number, minus 6” |
| **Fri 08-15-25** | *I am reviewing expressions and taking a quiz* | *I can show mastery of combining like terms, distributive property, simplifying, and writing expressions* | Warm-up: “Which rule am I?” riddles | Teacher reviews common errors from week | Guided: Class Q&A review problems | Small group review activity | **Quiz on week’s topics** | Reflection: 3-2-1 (3 things I learned, 2 strategies, 1 question) |