**Westside High School – Weekly Plan to Align Lessons (Week at a Glance)**

**Course:** Algebra C&C | **Grade:** 9th | **Date(s):** September 1–5, 2025

8.FGR.5.1–5.4: Identifying Key Features of a Graph

MGSE6.NS.6: Plot points in all four quadrants, positive and negative numbers

| **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 9/1** | *Labor Day – No School* | – | – | – | – | – | – | – |
| **Tue 9/2** | *MAP Testing* | – | – | – | – | – | – | – |
| **Wed 9/3** | **LT:** I can identify key features of a graph (intercepts, slope, intervals of increase/decrease). | **SC1:** I can locate intercepts and describe slope from a graph. **SC2:** I can explain how to identify increasing and decreasing intervals. | **Notice/Wonder**: Display a real-world graph (e.g., distance over time) – students record observations. | **Think Aloud + Visuals**: Teacher models identifying intercepts and slope from sample graphs. | **Guided Notes + Think/Pair/Share**: Class works through one graph together, discussing key features. | **Jigsaw**: In groups, each student analyzes a different key feature, then teaches group. | **Practice Handout**: Students independently analyze new graphs for key features. | **Exit Ticket (3-2-1)**: 3 features I can find, 2 I need to review, 1 question I still have. |
| **Thu 9/4** | *MAP Testing* | – | – | – | – | – | – | – |
| **Fri 9/5** | **LT:** I can plot points in all four quadrants with positive and negative numbers. | **SC1:** I can correctly place ordered pairs on a coordinate plane. **SC2:** I can explain quadrant placement rules. | **Number Talk**: Quick oral prompts with positive/negative numbers on a number line. | **Demonstration + Graphic Organizer**: Teacher models quadrant rules using coordinate plane chart. | **Guided Practice (Digital Whiteboard)**: Students plot teacher-given coordinates together. | **Stations**: (1) Plotting given points, (2) Creating own coordinates, (3) Matching ordered pairs to graphs. | **Independent Practice Worksheet**: Students plot a set of 15 coordinates and label quadrants. | **Quick Write**: “Explain to a peer how to know which quadrant a point belongs in.” |