UNIT 5 - LESSON PLANS

Class	Algebra 1	**Topic**	U5– Slope-Intercept Form	**Lesson**	3	**Of**	8

Objective	Students will: • Be able to understand the concept of slope-intercept form of a linear equation. • Be able to represent any line using slope-intercept form.
"I Can" Statement	I can represent any line using slope-intercept form.

Common Core Standards	CCSS.MATH.CONTENT.8.EE.B.5 Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed CCSS.MATH.CONTENT.8.EE.B.6 Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation y = mx for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at b.

Bell Work	See 5-3 Bell Work

Procedures	1. Start and lead student discussion related to the bell work. 2. Distribute the Guided Notes 3. Present lesson or play a video lesson. 4. Use an Online Activity if time permitted. 5. Distribute Lesson Assignment.

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Assessment	Bell Work 5-3 Assignment 5-3 Exit Quiz 5-3

Additional Resources	See Online Activities