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# Alabama 7 Mathematics

**FREE PREVIEW**

Full-Year Teacher Planner, Blank Editable Planner & School-Submission Binder

This preview shows the real structure and a genuine sample of the completed planner. The full product contains 9 units, 36 weekly plans and 180 daily plans, plus blank editable versions of every form.

|                  |                                                           |
|------------------|-----------------------------------------------------------|
| State            | Alabama                                                   |
| Grade            | 7 (Middle)                                                |
| Subject          | Mathematics                                               |
| Course category  | Core                                                      |
| Standards family | Mathematics                                               |
| Framework        | 2019 Alabama Course of Study: Mathematics                 |
| Issuing agency   | Alabama State Department of Education                     |
| Scope            | 36 instructional weeks · 180 instructional days · 9 units |

This is a statewide standards index, not a local course catalog. Course names, grade placement, electives, and graduation sequences vary by district.

## What you get

| Folder                  | Contents                                                                                          |
|-------------------------|---------------------------------------------------------------------------------------------------|
| 01 START HERE           | Read-me, contents, printing and digital instructions, standards verification guide, this preview  |
| 02 FILLED FULL YEAR     | Completed planner in colour and ink-friendly PDF, plus editable DOCX                              |
| 03 BLANK EDITABLE       | Blank planner in colour, ink-friendly and fillable PDF, plus editable DOCX                        |
| 04 ASSESSMENTS AND DATA | Baseline observation, quarterly rubrics, anecdotal forms, portfolio checklist                     |
| 05 SCHOOL SUBMISSION    | Submission covers, alignment summary, evidence checklist, observation, reflection, signature page |
| 06 LICENSE AND CREDITS  | Terms of use, credits and licences, copyright notice                                              |

The pages that follow are reproduced **exactly** as they appear in the full completed planner.

## Week 9 — Adding, Factoring and Expanding Expressions

### Unit 3: Expressions and Variables · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

|                    |                                                                                                                                                                                                                             |
|--------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Essential question | How do you tidy an expression without changing what it means?                                                                                                                                                               |
| Standards          | <b>Adding, Factoring and Expanding Expressions → Standard 6 Algebra and Functions —</b><br>Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients. |
| Learning target    | "I can add, factor and expand linear expressions and check they still mean the same."                                                                                                                                       |
| Local dates        | _____ (enter your school dates)                                                                                                                                                                                             |

#### Measurable objectives

- Students will apply properties of operations to add, subtract, factor and expand linear expressions with rational coefficients.
- Students will check equivalence after each manipulation.

#### Success criteria (student-friendly)

- "I collect only like terms."
- "I factor out a common factor."
- "I check by substituting."

#### Academic vocabulary

linear expression, term, coefficient, like terms, factor, expand, equivalent

#### Materials and technology

- Algebra tiles or paper equivalents
- Notebooks
- Whiteboards
- Expression cards
- Squared paper

#### Differentiation and supports

| Support area            | This week's plan                                                                                                                                                                                       |
|-------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Special education / IEP | Reduce group size; pair visual cue cards with all verbal directions; allow gesture or picture response in place of speech; pre-teach the week's target in a 1:1 warm-up.                               |
| Section 504             | Provide the child's documented accommodations throughout; permit movement breaks and alternative seating at any point in the sequence.                                                                 |
| Multilingual learners   | Introduce each vocabulary word with an object or image; accept home-language responses; send the vocabulary list home where a translation is available; pair with a peer who shares the home language. |

| Support area           | This week's plan                                                                                                                    |
|------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| Advanced / extension   | Ask the learner to teach the skill to a peer, extend the task, or record a demonstration for the class reference wall.              |
| Intervention / reteach | Reteach the target in a short small group using the same materials; split the day's check for understanding into two smaller steps. |
| Enrichment             | Extend into an open-ended centre or project connected to the essential question.                                                    |

### Assessment and evidence

Expressions added, factored and expanded, with equivalence checked.

### Family communication

Ask your child how they checked two expressions were the same.

## Day 41 — What a Term Actually Is

### Week 9, Day 1 · Unit 3 · Standards: Standard 6

|                   |                                                                                       |
|-------------------|---------------------------------------------------------------------------------------|
| Focus             | The foundation.                                                                       |
| Learning target   | "I can add, factor and expand linear expressions and check they still mean the same." |
| Vocabulary in use | linear expression, term, coefficient, like terms, factor, expand, equivalent          |
| Local date        | _____                                                                                 |

### Learning sequence

Connect: Grade 6's expressions. Teach: terms, coefficients and why only like terms combine - with tiles so unlike terms are physically different objects. Try: shared sorting. Apply: pupils collect terms in four expressions. Reflect: collecting unlike terms is the error, and it comes from treating a letter as a label rather than a number.

### Check for understanding

Student collects like terms correctly and explains why others cannot combine.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Day 42 — Coefficients That Are Not Whole

### Week 9, Day 2 · Unit 3 · Standards: Standard 6

|                   |                                                                                       |
|-------------------|---------------------------------------------------------------------------------------|
| Focus             | The Grade 7 addition.                                                                 |
| Learning target   | "I can add, factor and expand linear expressions and check they still mean the same." |
| Vocabulary in use | linear expression, term, coefficient, like terms, factor, expand, equivalent          |
| Local date        | _____                                                                                 |

### Learning sequence

Connect: like terms. Teach: that standard 6 says WITH RATIONAL COEFFICIENTS, so the arithmetic of Weeks 5 and 6 now lives inside algebra - negative and fractional coefficients throughout. Try: shared practice. Apply: pupils add and subtract four such expressions. Reflect: this is the actual Grade 7 step up from Grade 6.

### Check for understanding

Student adds expressions with rational coefficients.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Day 43 — Expanding

### Week 9, Day 3 · Unit 3 · Standards: Standard 6

|                   |                                                                                       |
|-------------------|---------------------------------------------------------------------------------------|
| Focus             | Distribution.                                                                         |
| Learning target   | "I can add, factor and expand linear expressions and check they still mean the same." |
| Vocabulary in use | linear expression, term, coefficient, like terms, factor, expand, equivalent          |
| Local date        | _____                                                                                 |

### Learning sequence

Connect: coefficients. Teach: expanding a bracket including a negative multiplier, where the sign of every term inside changes - the commonest single error in the topic. Try: shared expansion. Apply: pupils expand six including negatives. Reflect: writing the multiplier against each term prevents it.

### Check for understanding

Student expands a bracket with a negative multiplier correctly.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Day 44 — Factoring Is Expanding Backwards

Week 9, Day 4 · Unit 3 · Standards: Standard 6

|                   |                                                                                       |
|-------------------|---------------------------------------------------------------------------------------|
| Focus             | Factoring.                                                                            |
| Learning target   | "I can add, factor and expand linear expressions and check they still mean the same." |
| Vocabulary in use | linear expression, term, coefficient, like terms, factor, expand, equivalent          |
| Local date        | _____                                                                                 |

### Learning sequence

Connect: expanding. Teach: factoring as reversing the distribution, checked by expanding again - which makes it self-verifying. Try: shared practice. Apply: pupils factor four and check. Reflect: standard 6 names both directions.

### Check for understanding

Student factors an expression and verifies by expanding.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Day 45 — Expressions, Manipulated and Checked

### Week 9, Day 5 · Unit 3 · Standards: Standard 6

|                   |                                                                                       |
|-------------------|---------------------------------------------------------------------------------------|
| Focus             | Standard 6 assessed.                                                                  |
| Learning target   | "I can add, factor and expand linear expressions and check they still mean the same." |
| Vocabulary in use | linear expression, term, coefficient, like terms, factor, expand, equivalent          |
| Local date        | _____                                                                                 |

### Learning sequence

Connect: the week. Teach: a mixed set, with equivalence checked by substituting a value. Try: shared setup. Apply: pupils complete. Reflect: standard 6 recorded.

### Check for understanding

Student manipulates expressions and verifies equivalence.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Important before you buy

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- This is a **digital download**. Nothing is shipped.
- The planner is **calendar-neutral**: Month 1–9, Week 1–36, Day 1–180, so it fits any school calendar. You add your own dates.
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## Source citation

Alabama State Department of Education. 2019 Alabama Course of Study: Mathematics. Adopted 2019. Standards are numbered within each grade; the eight Student Mathematical Practices are incorporated across all grades. Retrieved 2026-07-27 from [https://www.alabamaachieves.org/wp-content/uploads/2022/09/AS\\_2022923\\_CAS-2019-Alabama-Mathematics-COS\\_V1.0.pdf](https://www.alabamaachieves.org/wp-content/uploads/2022/09/AS_2022923_CAS-2019-Alabama-Mathematics-COS_V1.0.pdf)