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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Standards** | | | | **Essential Question(s):** | | | | **Common Assessment:** | |
| 8. PAR.3: Create and interpret expressions within relevant situations. Create, interpret, and solve linear equations and inequalities in one variable to model and explain real phenomena. | | | | -Can I write, solve, and graph compound inequalities and use them to model real phenomena?  -Can I solve simple and more complicated literal equations for a given variable? | | | | Reassessment – Unit 1 Vocabulary Test  Check for understanding – Data Check  Exit Tickets | |
| **Strategies Incorporated with Lesson:** | | | | **Academic Vocabulary** | | | | **Resources Included with**  **Lesson:** | |
| **Strategies:** **Academic Vocabulary** **Cooperative Learning** **Activating Prior Knowledge** **Direct Instruction** **Effective Questioning** **Inquiry-Based Learning** **Modeling** **Strategic and Flexible Grouping** **Other - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | | | | **coefficient -** the number that is multiplied by the variable in an algebraic expression.  **Distributive Property -** for all real numbers a, b, and c, a(b + c) = ab + ac, and a(b - c) = ab – ac  **expression -** a mathematical phrase that contains operations, numbers, and/or variables.  **isolate the variable -** to get a variable alone on one- side of an equation or inequality to solve the equation or inequality.  **least common denominator -** the least common  multiple of two or more denominators.  **like terms -** terms that have the same variable  raised to the same exponents.  **compound inequality -** two inequalities combined into one statement by the  words “and” or “or”  **infinitely many solutions** - occurs if the graphs of two linear equations overlap and therefore intersect at infinitely many points**.**  **literal equation/inequality -** an equation or  inequality in which constants have been replaced by letters.  **no solution-** occurs when a system of two  equations has graphs that never intersect because lines are parallel. | | | | **Resources: Textbook, equation map, laptop, binder/notebook, task cards, whiteboards, erasers, and learning plan reproducible from GaDOE.** | |
| **6 – 8 AVID Strategies:**  ***WRITING:*** **Quick Writes** **Note Taking** **Exit Slips**  ***INQUIRY*:** **Costa’s Levels of Questioning** **Q.A.R.**  **Parking Lots**  **Number Talks**  ***COLLABORATION:*** **Think-Pair-Share** **Gallery Walk**  **Collaborative Groups**  ***ORGANIZATION:*** **Cornell Notes** **Interactive Notebook** **Graphic Organizers**  ***READING:*** **KWL Charts** **S.T.A.R** **Summarizing** **Vocabulary Building**  **Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | | | |
|  | **Lesson Focus:**  **(Learning Target)** | **Learning Experiences:**  **(Open/Work Session/Closing)** | | | | **Success Criteria:** *(How will students know that they achieved the learning target for the day)* | | | **Formative Assessment based off Learning Target:** |
| **Mon** | I am learning to write, solve, and graph compound inequalities and use them to model real phenomena. | **Number Sense Routine (Number Talks): Mental Math Monday** | | | | I can explain how to…   * Write, solve, and graph compound inequalities. * Use compound inequalities to model real-world phenomena. | | | Check for understanding – Formative Assessment Data Check |
| ***Activating Strategy: Common Error – Wrong Inequality Symbol***  **Mini Lesson:** Anchor Chart Review – Compound Inequalities  **Work Session** *(Stations/Collaborative Groups)***: Stations Rotation**   * **Independent Station – Reteach Worksheet** * **Technology Station – Nearpod Activity on Inequalities** * **Reteach Station – Task Cards for Understanding Activity**   **Closing: Finish the Check for Understanding Formative Assessment on Compound Inequalities** | | | |
| **Tues** | I am learning to solve simple and more complicated literal equations for a given variable. | **Number Sense Routine (Number Talks): Talk it Through Tuesday: Think – Pair-Share** | | | | I can…   * Solve both simple and more complicated literal equations and formulas for a given variable and explain the solution steps to others | | | Exit ticket – Journal Prompt |
| ***Activating Strategy: Image Discussion – Fluency Building***  **Mini Lesson:** Solving Literal Equations and Inequalities  **Work Session: Complete page 54; 5-10**  **Closing: Journal Prompt – What are some strategies that you can use to solve literal equations in one variable?** | | | |
| **Wed** | I am learning to solve simple and more complicated literal equations for a given variable. | **Number Sense Routine (Number Talks): Vocabulary Test Reassessment** | | | | I can…   * Solve both simple and more complicated literal equations and formulas for a given variable and explain the solution steps to others | | | Exit Ticket – Solve the Problem  Unit 1 Vocabulary Reassessment |
| ***Activating Strategy: Open Discussion – Common Errors***  **Mini Lesson:** Solving Literal Equations and Inequalities Review  **Work Session** *(Stations/Collaborative Groups):* **Stations Rotation**   * **Independent Station – Reteach Worksheet** * **Technology Station – Delta Math Assignment** * **Reteach Station – Columns and Foldable Activity**   **Closing: Exit Slip – Solve the Problem** | | | |
| **Thurs** | I am learning to solve simple and more complicated literal equations for a given variable. | **Number Sense Routine (Number Talks): Teacher Out – Students can find work on CANVAS.** | | | | I can…   * Solve both simple and more complicated literal equations and formulas for a given variable and explain the solution steps to others | | | Check for Understanding |
| ***Activating Strategy: N/A***  **Mini Lesson:** N/A  **Work Session** *(Stations/Collaborative Groups***: Students will complete the following assignments.**   * **Check for Understanding on Solving Literal Equations/Inequalities** * **Complete the Desmos Activity found VIA CANVAS**   **Closing: N/A** | | | |
| **Fri** | Unit 1 Review Day | **Number Sense Routine (Number Talks): Fluency Check** | | | | I can…   * Show what I know as it relates to expressions, equations, and inequalities. | | | Unit 1 Study Guide |
| ***Activating Strategy: Question and Answer Session***  **Mini Lesson:** N/A  **Work Session** *(Stations/Collaborative Groups***: Unit 1 Study Guide and i-Ready Data Chats**  **Closing: Unit 1 Study Guide** | | | |
| **Intervention** | | | | | | | | | |
|  | | | **Teacher Led** | | **Personalized Learning** | | **Student Station** | | |
| **Monday** | | |  | |  | |  | | |
| **Tuesday** | | |  | |  | |  | | |
| **Wednesday** | | |  | |  | |  | | |
| **Thursday** | | |  | |  | |  | | |
| **Friday** | | |  | |  | |  | | |