**Westside High School - Weekly Plan to Align Lessons (Week At a Glance) - 2024-25**

**Teacher:** Hall-Favor
**Subject:** Math
**Course:** Adv. Algebra C & C
**Grade:** 10–11th
**Date(s): September 8-12, 2025**

**Standard(s):**
AA.FGR.3: Explore and analyze structures and patterns for exponential and logarithmic functions and use exponential and logarithmic expressions, equations, and functions to model real-life phenomena.

**Assessment:** None

| **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)** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Monday (Sept 1)** | *Labor Day – No School* | – | – | – | – | – | – | – |
| **Tuesday (Sept 2)** *(MAP Testing – shortened)* | – | – | MAP Testing | MAP Testing | MAP Testing | MAP Testing | MAP Testing | MAP Testing |
| **Wednesday (Sept 3)** | **LT:** I will learn how to use properties of exponents to simplify each side of an exponential equation. **SC1:** I can identify and correctly apply the product, quotient, and power rules of exponents. **SC2:** I can simplify exponential expressions before solving. | **Strategy: Notice/Wonder (literacy)** Students look at a simple exponential equation like 2³·2² = ? and write one “Notice” and one “Wonder.” | **Think Aloud + Visuals** Teacher models simplifying expressions step-by-step using exponent rules (product, quotient, power). Uses color coding to highlight changes. | **Worked Examples (Graphic Organizer)** Students follow along with scaffolded notes; teachers ask probing questions as they simplify problems together. | **Think/Pair/Share** In pairs, students simplify 2–3 equations, explain which rule they used, and share reasoning. | **Practice Handout (Differentiated)** Tiered problems: Level 1 (single exponent rule), Level 2 (two steps). Students solve independently with support (reference sheet). | **Exit Ticket (3–2–1)** 3 things I learned, 2 exponent rules I remember, 1 question I still have. |  |
| **Thursday (Sept 4)** *(MAP Testing – shortened)* | – | – | MAP Testing | MAP Testing | MAP Testing | MAP Testing | MAP Testing | MAP Testing |
| **Friday (Sept 5)** | **LT:** I will learn how to rewrite exponential equations so both sides have the same base. **SC1:** I can rewrite numbers with a common base (e.g., 8 as 2³). **SC2:** I can set exponents equal and solve once the bases match. | **Quick Write (literacy)** Prompt: “What does it mean for two equations to ‘have the same base’? Write in your own words.” | **Demonstration + Think Aloud** Teacher models solving 2ˣ = 8 by rewriting 8 as 2³. Explains why setting exponents equal makes sense. | **Guided Notes + Reciprocal Teaching** Students explain steps to each other in groups while solving a teacher-given example. Teacher circulates and scaffolds. | **Small Groups – Jigsaw Strategy** Groups each solve one exponential equation with uncommon bases, then teach solution steps to class. | **Independent Practice (Choice Board)** Students choose 3 problems: (a) same base easy, (b) rewriting base, (c) challenge problem. Scaffold: number bank and hints for support. | **Exit Ticket – Solve 2 Problems** 1) 3ˣ = 27 2) 5ˣ = 125. Teacher collects to check mastery. |  |