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| **Standard**A.NR.5.1 Rewrite algebraic and numeric expressions involving radicals. A.NR.5.2 Using numerical reasoning, show and explain that the sum or product of rational numbers is rational, the sum of a rational number and an irrational number is irrational, and the product of a nonzero rational number and an irrational number is irrational**Assessment:**  [ ]   **Quiz ☐ Unit Test ☐ Project ☐ Lab ☐ None**  [x]   **Exit Ticket**  |
|  | **Pre-Teaching***C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp* **Learning Target** **Success Criteria 1** **Success Criteria 2** | **Activation of Learning***(5 min)* | **Focused Instruction***(10 min)****\*I DO*** | **Guided Instruction***(10 min)****\*WE DO*** | **Collaborative****Learning***(10 min)****\*Y’ALL DO*** | **Independent Learning***(10 min)****\*YOU DO*** | **Closing***(5 min)* |
| * Do Now
* Quick Write\*
* Think/Pair/Share
* Polls
* Notice/Wonder
* Number Talks
* Engaging Video
* Open-Ended Question
 | * Think Aloud
* Visuals
* Demonstration
* Analogies\*
* Worked Examples
* Nearpod Activity
* Mnemonic Devices\*
 | * Socratic Seminar \*
* Call/Response
* Probing Questions
* Graphic Organizer
* Nearpod Activity
* Digital Whiteboard
 | * Jigsaw\*
* Discussions\*
* Expert Groups
* Labs
* Stations
* Think/Pair/Share
* Create Visuals
* Gallery Walk
 | * Written Response\*
* Digital Portfolio
* Presentation
* Canvas Assignment
* Choice Board
* Independent Project
* Portfolio
 | * Group Discussion
* Exit Ticket
* 3-2-1
* Parking Lot
* Journaling\*
* Nearpod
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| **Monday** | \*I am learning to identify rational and irrational numbers  \*I am learning use the use and explain how the closure property applies to rational numbers | Open ended question about the meaning of  | notes on irrational vs rational numbers  |  | Work with a partner to complete practice at the end of irrational vs rational notes |  | Group discussion on answers to practice  |
| **Tuesday** | \*I am learning to identify rational and irrational numbers  \*I am learning use the use and explain how the closure property applies to rational numbers | Warm up: determine whether numbers are rational or irrational |  | Practice on mini dry erase boards | Work with a partner to complete classwork  |  | Q and A session to address misconceptions |
| **Wednesday** | \*I am learning to identify rational and irrational numbers  \*I am learning use the use and explain how the closure property applies to rational numbers | Substitute teacher: students will finish classwork then start on delta math/progress learning |
| **Thursday** | I am learning to simplify radicals. | Warm up: find the square root  | Notes on simplifying radicals | Whole group practice on simplifying radicals |  | Simplifying radicals practice from back of guided notes  | Group discussion on answers to practice? |
| **Friday** | I am learning to simplify radicals. | Warm up: simplify radicals  |  | Mini Dry erase boards whole group formative on simplifying radicals  | Partner activity simplifying radicals |  | [x]  Exit Ticket  |

*\*key literacy strategies*