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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**    **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 |
| **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 |  | Exit Ticket |

*\*key literacy strategies*