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| **Standard**: A.FGR.2: Construct and interpret arithmetic sequences as functions, algebraically and graphically, to model and explain real-life phenomena. Use formal notation to represent linear functions and the key characteristics of graphs of linear functions, and informally compare linear and non-linear functions using parent graphs.  **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** | **Labor Day - NO SCHOOL** | | | | | | | |
| **Tuesday** | **ASYNCHRONOUS LEARNING *(complete delta math & progress Learning)*** | | | | | | | |
| **Wednesday** | I am reviewing misconceptions from modeling linear functions | Warm up: Discuss Common missed problems | Intro to Inequalities guided notes | | | Begin working on Delta Math sequences (1) assignment. | | **project problems on smart board to address misconceptions (whole group)** |
| **Thursday** | I am learning that a solution to a linear inequality in two variables could involve not only points but that points of a region bounded by a line.  I can graph and identify solutions from a given inequality | Warm up: Graphing Slope Intercept Form | Complete Inequalities Practice (1) | | | | | **Exit Ticket – What was challenging to you in this lesson?** |
| **Friday** | I am learning that a solution to a linear inequality in two variables could involve not only points but that points of a region bounded by a line.  I can graph and identify solutions from a given inequality | Warm up: creating Inequalities | Graphing linear equalities guided notes and practice | | | Delta Math – Graphing Linear Inequalities /sequences 2 assignment | | **project problems on smart board to address misconceptions (whole group** |

*\*key literacy strategies*