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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**  [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
 |
| **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. | [x]  **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.[x]  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.[x]  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  | [x]  **project problems on smart board to address misconceptions (whole group** |

*\*key literacy strategies*