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| **Standard** MGSE9–12.F.IF.4: Interpret key features of graphs and relate them to real-world contexts.MGSE9–12.F.IF.7a: Graph linear functions and show intercepts, maxima, minima, intervals of increase/decrease, and end behavior.MGSE9–12.F.IF.6: Calculate and interpret the average rate of change (slope) of a function.**Assessment:**  [x]   **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
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| **Monday** | **LT:** I can identify the parts of a linear graph (domain, range, intercepts). **SC1:** I can locate x- and y-intercepts. **SC2:** I can describe the domain and range of a linear function. | Warm up: functions review  |  | **Collaborative Annotation** – Students mark up a printed graph with notes on end behavior. | **Think-Pair-Share** – Students explain to partner how to find intercepts and domain/range. | **Worked Examples** – Students solve 3 new problems on graph features. | **One-Minute Summary** – Students summarize how slope connects to end behavior. |
| **Tuesday** | **LT:** I can analyze intervals of increase and decrease of a linear function. **SC1:** I can describe whether a function is increasing or decreasing. **SC2:** I can justify reasoning using slope. | **Quick Write** – “What does it mean when something is ‘increasing’ or ‘decreasing’ in real life?” |  | **Prompting & Cueing** – Teacher asks guiding questions during problem-solving (e.g., “What does the slope represent here?”). |  | **Worked Examples** – Students solve 3 new problems on graph features. | **Peer Debrief** – Turn & talk: “How does slope connect to increase/decrease in graphs?” |
| **Wednesday** | **LT:** I can interpret the meaning of intercepts and slope in context. **SC1:** I can connect intercepts to real-world situations. **SC2:** I can explain slope as rate of change. | **Anticipation Guide** – Students agree/disagree with statements like: “The y-intercept is always where the graph starts.” |  |  | **Team Problem Solving** – Groups classify a set of graphs by increasing/decreasing. |  | **Revisit Learning Target** – Students self-assess mastery (1–4 scale) and set goal for tomorrow’s quiz |
| **Thursday** | **LT:** I can synthesize graph features (domain, range, intercepts, intervals, end behavior). **SC1:** I can identify all key features of a given graph. **SC2:** I can explain how the features connect to real-world meaning. | Quick Q and A session before quiz  |  |  |  | Complete functions quiz 1  | Submit quiz  |
| **Friday** | **LT:** I can plot a linear function from an equation. **SC1:** I can find the y-intercept from the equation. **SC2:** I can use slope to plot additional points. | **Quick Write** – “What does slope mean to you in real life?” | **Think-Aloud Modeling** – Teacher graphs y = 2x + 1 step by step, verbalizing intercept & slope. | **collaborative Annotation** – Groups annotate a sample graph with slope, intercept, points. |  | **Performance Task** – Students graph a function, explain slope & intercept in writing. | **Exit Ticket** – Sketch y = –x + 3, label intercept. |

*\*key literacy strategies*