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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:**    **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** | **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*