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| **Standard**  **MGSE9–12.A.REI.3: Solve linear inequalities in one variable. MGSE9–12.A.CED.1: Create inequalities in one variable and use them to solve problems. MGSE9–12.A.REI.12: Graph linear inequalities in two variables and systems of inequalities.**  **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 create inequalities from word problems. SC1: I can translate verbal situations into inequalities. SC2: I can solve and interpret solutions in context. | Do Now – Short scenario: 'A concert ticket costs ≤ $50. Write an inequality.' | Direct Instruction (EDI) – Teacher models translating words → inequality. | Prompting & Cueing – Teacher asks guiding questions to identify variable, inequality symbol. | | | Team Problem Solving – Groups create inequalities from scenarios and solve. | Error Analysis – Fix a flawed inequality translation. | 3-2-1 Summary – 3 things about word problems, 2 examples, 1 question. | |
| **Tuesday** | LT: I can graph linear inequalities in two variables. SC1: I can graph boundary lines correctly. SC2: I can shade solution regions. | Notice/Wonder – Display inequality graph with shaded region. | Demonstration – Teacher models graphing y > 2x + 1, explaining test points. | Collaborative Annotation – Students annotate sample graph (boundary line, shading, test point). | | | Think-Pair-Share – Partners explain shading decisions. | Practice Problems – Students graph 3 inequalities independently. | | Exit Ticket – Graph y ≤ –x + 4. |
| **Wednesday** | LT: I can graph systems of inequalities. SC1: I can graph each inequality in the system. SC2: I can identify and interpret feasible regions. | Quick Write – 'What happens when two inequalities overlap?' | Anchor Chart – Build class chart: steps for graphing systems of inequalities. | Guided Example – Teacher models graphing a system and shading overlap. | | | Jigsaw Strategy – Groups graph different systems and explain overlaps. | Choice Board – Solve teacher-given system, create own system, or explain solution region in words. | | Peer Debrief – Discuss: Why is overlap important? |
| **Thursday** | LT: I can solve real-world problems using systems of inequalities. SC1: I can model situations with systems. SC2: I can interpret feasible regions in context. | Anticipation Guide – Agree/disagree: 'In real life, inequalities are more useful than equations.' | Demonstration – Teacher models business scenario with constraints (e.g., profit model). |  | | | Team Problem Solving – Groups solve real-world scenarios and justify solutions. | Performance Task – Students solve 2 real-world problems independently. | | One-Minute Summary – 'How do systems of inequalities apply to real life?' |
| **Friday** | LT: I can review and synthesize inequality concepts. SC1: I can solve inequalities, graph them, and apply to contexts. SC2: I can explain similarities/differences between equations and inequalities. | KWL Chart (Review) – What do I know/need to review about inequalities? |  | Error Analysis (Guided) – Class critiques flawed student solutions. | | | . | Independent Review – Students complete mixed set of inequalities. | | Revisit LT – Students self-assess mastery 1–4 and set goal for next unit. |

*\*key literacy strategies*