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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**  [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
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| **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*