|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Standard**  **MGSE9–12.F.IF.**7a: Graph linear functions and show intercepts and slope.  **MGSE9–12.F.BF.1**: Write functions that describe relationships between quantities.  **MGSE9–12.A.CED.2**: Create equations in two variables to represent relationships and graph them.  **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 slope and intercept in a linear equation.  SC1: I can explain slope as rate of change.  SC2: I can locate y-intercept on a graph. | **Quick Write** – “Where have you seen straight lines in real life?” | **Think-Aloud Modeling** – Teacher graphs y = 3x + 2 step by step. | **Graphic Organizer (Guided)** – Fill slope-intercept form chart together. | | |  | **Worked Examples** – Graph 3 equations from slope-intercept form. | **Peer Debrief** – “What part of word problems is most challenging?” | |
| **Tuesday** | LT: I can write linear equations from a table or graph.  SC1: I can find slope from data points.  SC2: I can use slope & intercept to write the equation. | **Do Now** – Problem: gym charges $10 + $5 per visit. Identify slope & intercept. | **Direct Instruction (EDI)** – Teacher shows how to write equation from a graph (find slope, intercept). | **Guided notes:** students write equation from prompting and cueing | | | **Team Problem Solving** – Groups write equations from 2 graphs and share reasoning. | **Error Analysis** – Students fix a sample mistake in equation writing. | | Error Analysis – Students fix a sample mistake in equation writing as an exit ticket |
| **Wednesday** | **LT:** I can write linear equations from word problems.  **SC1:** I can identify slope and intercept from context.  **SC2:** I can write equations that model real-world situations | **Notice/Wonder** – Word problem: taxi fare $3 + $2 per mile. |  |  | | | **Jigsaw Strategy** – Groups solve different real-world problems, then teach solutions. |  | | **3-2-1 Summary** – 3 things learned, 2 examples, 1 question. |
| **Thursday** | **LT:** I can graph equations written from word problems.  **SC1:** I can represent word problems with graphs.  **SC2:** I can interpret intercepts and slope in context. | **KWL Chart (Review)** – Reflect on what was learned about equations & graphs. |  |  | | | **Reciprocal Teaching** – Groups take roles while working through an example table → equation. | **Worked Examples** – Graph 3 equations from slope-intercept form. | |  |
| **Friday** | **LT:** I can apply graphing and equation-writing skills to solve real-world problems.  **SC1:** I can analyze word problems and write equations.  **SC2:** I can graph equations and explain meaning of slope/intercept. | Quick Q and A before assessment |  |  | | |  | Complete assessment on graphing linear equations | | Submit assessment |

*\*key literacy strategies*