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| Standard: **AA.FGR.3.6 Create, interpret, and solve exponential equations to represent relationships between quantities and analyze the relationships numerically with tables, algebraically, and graphically.** Assessment: ☐ Quiz ☐ Unit Test ☐ Project ☐ Lab ☐ None (Quiz on Wednesday) | | | | | | | |
|  | *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** | ** Learning Target: I will review and compare exponential growth and decay functions.**  ** Success Criteria:**  **I can distinguish between exponential growth and decay.**  **I can graph exponential functions and explain their behavior.** | Do Now – Identify whether given equations represent growth or decay. | Model graphing exponential growth vs. decay. | Solve practice graphing problems together. | Think/Pair/Share real-life examples of growth & decay. | Independent Practice: Exponential Growth and Decay Applications | Exit Ticket: Reflect on success criteria for the day. |
| **Tuesday** | **Learning Target: I will review exponential functions in preparation for the assessment.**  **Success Criteria:**  **I can apply exponential and logarithmic rules to solve problems.**  **I can analyze graphs, tables, and equations.** | Quick Write – List two strategies for solving exponential equations. | Teacher reviews commonly missed problems.. | Class works through practice problems. | **Complete practice test questions.** | | Exit Ticket – One strength & one area to improve before test. |
| **Wednesday** | **Learning Target: I will demonstrate readiness for the Mid Unit 2 Assessment.**  **Success Criteria:**  **I can identify areas where I need support.**  **I can solve exponential and logarithmic review problems with accuracy.** | Notice/Wonder – Analyze a sample test problem. | Teacher models one last review problem. | Work through final practice questions together. | Share problem-solving strategies in groups. | Finish review packet individually. | Exit Ticket – Rate readiness on scale 1–5 and list one goal. |
| **Thursday** | **Learning Target: I will demonstrate mastery of exponential and logarithmic concepts on the assessment.**  **Success Criteria:**  **I can apply exponential and logarithmic functions to solve real-world problems.** | Do Now – Confidence rating on readiness. | Provide test directions and expectations. | **Mid Unit 2 Assessment Part 1** | | | Reflection – How did Part 1 feel? |
| **Friday** | **Learning Target: I will demonstrate mastery of exponential and logarithmic concepts on the assessment.**  **Success Criteria:**  **I can apply exponential and logarithmic functions to solve real-world problems.** | Review expectations before continuing test. | **Mid Unit 2 Assessment Part 2** | | | | Exit Ticket – Write 1 concept you mastered and 1 you want to review. |

*\*key literacy strategies*