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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
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| **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*