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| Standard: **AA.FGR.3 Explore and analyze structures and patterns for exponential and logarithmic functions and use exponential and logarithmic expressions, equations, and functions to model real-life phenomena.****Assessment**: ☐ Quiz ☐ Unit Test ☐ Project ☐ Lab ☐ None |
|  | *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 Objective:Students will solve multi-step equations involving variables on one or both sides using inverse operations and properties of equality.Success Criteria:I can isolate the variable by applying correct steps in order.I can check my solution by substituting back into the equation. | Quick warm-up: solve 2 one-step equations. | Teacher models solving multi-step equations with variables on one side. | Teacher works through a problem step by step, explaining reasoning. | Class solves 2 equations together, discussing strategies. | Students complete 4–5 practice problems independently. | Exit ticket: solve 1 equation and explain the first step used. |
| **Tuesday** | Learning Objective:Students will apply properties of exponents (product rule, quotient rule, power rule, zero and negative exponents) to simplify expressions.Success Criteria:I can correctly apply rules of exponents to simplify expressions.I can identify when to use each property. | Quick Review: evaluate $2^{3},5^{0}, x^{5}/x^{2}$ | Teacher reviews exponent rules with examples. | Teacher demonstrates simplifying using product, quotient, and power rules. | Class simplifies 2 expressions together, volunteers explain reasoning. | Students practice simplifying 5 expressions. | Exit Ticket: simplify $\left(x^{3},y^{2}\right)^{2}$ |
| **Wednesday** | **Learning Objective:****Students will complete missed assessments, assignments, or corrections for mastery.****Success Criteria:****I have made up all missing work or assessments.****I can demonstrate mastery of previous objectives.** | Brief check-in on missing assignments. | Review common errors from previous work. | Teacher models correcting an error from prior work.  | Small group reteach for struggling students. | Students work on make-ups, corrections, or retests. | Reflection: write 1 concept you improved on today. |
| **Thursday** | **NO SCHOOL – FALL BREAK** |
| **Friday** | **NO SCHOOL – FALL BREAK** |

*\*key literacy strategies*