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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 |
| **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 | 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 |
| **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*