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| **Standard**   * **MGSE9–12.F.BF.2: Write arithmetic and geometric sequences both recursively and with an explicit formula.** * **MGSE9–12.F.IF.3: Recognize sequences as functions whose domain is the set of integers.** * **MGSE9–12.F.IF.7a: Graph linear functions, including arithmetic sequences, showing slope and intercept.**   **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 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 | |
| **Tuesday** | **LT:** I can recognize arithmetic sequences.  **SC1:** I can list terms of a sequence.  **SC2:** I can identify the common difference | **Quick Write** – “How do patterns grow?” | **Think-Aloud Modeling** – Teacher demonstrates arithmetic sequence (2, 5, 8, …). | **Graphic Organizer (Guided)** – Chart showing nth term vs explicit rule. | | | **Think-Pair-Share** – Students explain how to find the next 3 terms. |  | | **Exit Ticket** – Write the 7th term of 4, 7, 10, … |
| **Wednesday** | **LT:** I can write explicit formulas for arithmetic sequences.  **SC1:** I can identify first term and common difference.  **SC2:** I can write an explicit formula. | Notice/Wonder – “Why do recursive formulas need the first term?” |  | **Prompting & Cueing** – Teacher asks guiding questions while writing recursive rules. | | |  | Delta math assignment | | Submit assignment |
| **Thursday** | **LT:** I can write recursive formulas for arithmetic sequences.  **SC1:** I can define a recursive formula using a₁ and d.  **SC2:** I can generate terms from recursive formulas. | **Do Now** – Plot first 5 terms of sequence 3, 6, 9, |  | **Prompting & Cueing** – Teacher asks guiding questions while writing recursive rules. | | | **Jigsaw Strategy** – Groups solve recursive problems, then teach peers. |  | | **3-2-1 Summary** – 3 steps for writing formula, 2 examples, 1 question. |
| **Friday** | **LT:** I can relate arithmetic sequences to linear functions.  **SC1:** I can represent sequences as graphs.  **SC2:** I can explain slope as common difference. | Do Now – Plot first 5 terms of sequence 3, 6, 9, |  | **Error Analysis (Guided)** – Class critiques incorrect solution. | | | **Team Problem Solving** – Groups write explicit formulas for assigned sequences |  | | **Peer Debrief** – Partners share: which is easier, explicit or recursive? |

*\*key literacy strategies*