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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**  [x]   **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*