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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.**  **MGSE9–12.A.REI.3: Solve linear inequalities in one variable. MGSE9–12.A.CED.1: Create inequalities in one variable and use them to solve problems. MGSE9–12.A.REI.12: Graph linear inequalities in two variables and systems of inequalities.**  **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 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? | |
| **Tuesday** | LT: I can review and reinforce Unit 1 concepts. SC1: I can identify key terms and definitions. SC2: I can recall strategies used in solving problems. | Quick Write – 'What part of Unit 1 was easiest/hardest for you?' | Think-Aloud Modeling – Teacher reviews major concepts with worked examples. | Graphic Organizer (Guided) – Fill in Unit 1 review chart together. | | | Think-Pair-Share – Students explain one concept to a partner. | Practice Problems – Students complete a short review set. | | Exit Ticket – Write one concept you feel confident with, one you need to review. |
| **Wednesday** | LT: I can synthesize and connect all Unit 1 standards. SC1: I can explain how different concepts are related. SC2: I can prepare for summative assessment by practicing skills. | Notice/Wonder – Display a mixed practice test question set. | Anchor Chart – Build a summary chart of Unit 1 strategies. | Reciprocal Teaching – Groups take roles to review problem sets. | | | Jigsaw Strategy – Groups review different standards and teach each other. | Independent Review – Students complete Unit 1 practice quiz. | | Peer Debrief – Partners discuss which standards need last-minute review. |
| **Thursday** | LT: I can demonstrate mastery of Unit 1 concepts on the summative assessment. SC1: I can accurately solve Unit 1 problems. SC2: I can show understanding of all standards without assistance. | Review LT/SC – Quick overview of Unit 1 goals. | Assessment Directions – Teacher explains expectations. | Independent Work – Students complete Unit 1 Summative Assessment. | | | Independent Work – Students complete Unit 1 Summative Assessment. | Independent Work – Students complete Unit 1 Summative Assessment. | | Exit Ticket/Reflection – Students reflect on their effort and confidence. |
| **Friday** | LT: I can solve linear inequalities in one variable. SC1: I can apply inverse operations to solve inequalities. SC2: I can graph solutions on a number line. | Quick Write – 'How are equations and inequalities similar/different?' | Think-Aloud Modeling – Teacher solves inequalities step-by-step, emphasizing inequality rules. | Graphic Organizer (Guided) – Students complete template: solving steps + number line graph. | | | Think-Pair-Share – Solve an inequality and compare graphs. | Worked Examples – Students solve 5 inequalities and graph on number lines. | | Exit Ticket – Solve: 3x – 5 > 7. |

*\*key literacy strategies*