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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**  [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 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*