|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Seguin Lesson Plan Template | | | | | | | Teacher | Calvin P. Boykin | | | |
| Week of | 11/4/19 – 11/8/19 | | | |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  | |  | |  | |  |  |  |  |
|  |  | **Monday** | | **Tuesday** | | **Wednesday** | | **Thursday** | | **Friday** | |
| ***Commit***  Describe the TEKS related to the day's lesson. | | RS: AR.2A, AR.2C, AR.2D  Writing Cubic Functions | | RS: AR.2A, AR.2C, AR.2D  Writing Cubic Functions | | RS: AR.2B, AR.2D  Modeling with Cubic Functions | | RS: AR.2B, AR.2D  Test over Quadratic Functions  Modeling with Cubic Functions | | RS: AR.2A, AR.2C, AR.2D  Test over Quadratic Functions  Transforming and Analyzing Linear Functions | |
|
|
|
|
|
|
| ***Inspire***  Opening Hook/ Intro | | Cubic equations can help with finding the volume of 3D spaces and the weight of certain objects. | | Cubic equations can help with finding the volume of 3D spaces and the weight of certain objects. | | Real-world data rarely follows exact patterns, but we can use patterns in the data to look for trends. We can use these to create models that simulate the data set. | | Real-world data rarely follows exact patterns, but we can use patterns in the data to look for trends. We can use these to create models that simulate the data set. | | Transformations help us to determine how the graph changes by manipulating different variables in the equation. | |
|
|
|
|
|
|
| ***Acquire***  What knowledge or new skill will students be able to demonstrate at the end of the lesson? | | SWBAT find first, second and third finite differences to determine if a set of data is cubic, then write the equation for the set. | | SWBAT find first, second and third finite differences to determine if a set of data is cubic, then write the equation for the set. | | SWBAT create scatterplots and use the data points to model an exponential equation. | | SWBAT create scatterplots and use the data points to model an exponential equation. | | SWBAT look at the equation of the line and approximate the position, compression/stretch, and reflection of the graph. | |
|
|
|
|
|
|
| ***Apply***  How will students display knowledge or mastery of what they've learned?  and/or  How will the learning be assessed? | | Students will complete an exit ticket consisting of 5 problems that will demonstrate mastery | | Students will complete an exit ticket consisting of 5 problems that will demonstrate mastery | | Students will complete an exit ticket consisting of 5 problems that will demonstrate mastery | | Students will complete an exit ticket consisting of 5 problems that will demonstrate mastery | | Students will complete an exit ticket consisting of 5 problems that will demonstrate mastery | |
| **Plus Period Plan** Please indicate what remediation activity AND enrichment activity you will be focusing on during PLUS Period this week. | | Homework/Tutoring | | Continue with Writing Quadratic Equations | | Athletics | | Athletics | | Plus Period??? | |
|
|
|
|
|
|