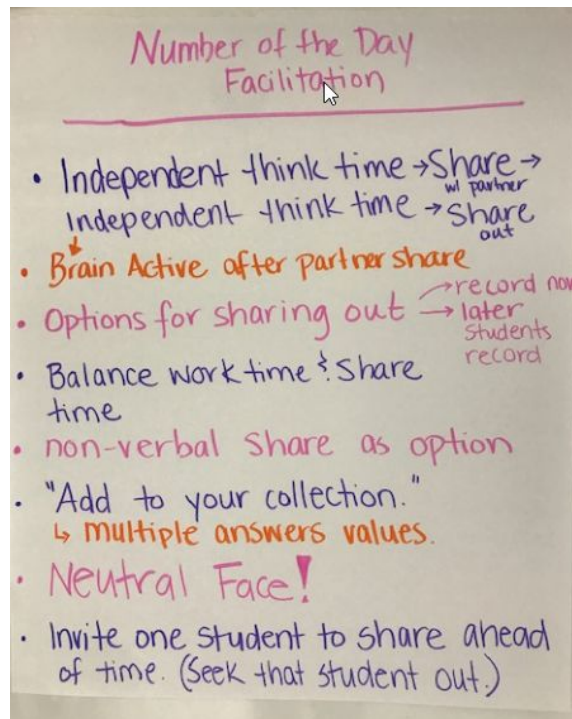|	
Learning Target 3: *I can / by / so that* *What [level of thinking](#)* *will students engage* *in? How will you know* *students are learning* *the target? What* *information will you* *use to pull small* *groups?*	**I can** evaluate algebraic expressions **By** substituting values for variables in an expression and simplifying. *Standard Details:* Include exponents, square roots and absolute value, rational numbers.
Dates:	January 11 and <mark>January 14</mark> January 16 (even day missed due to snow day)
[Opening/](#) **[Number Sense](#)** **[Routine](#)** *What will your strong* *start look like to* *engage students from* *the beginning?*	**Number of the day:** Consider all the possible ways to make the number 9.
Mini Lesson: *What do students* *need to know to be* *successful during* *Work Time? What is* *the best instructional* *strategy to teach this?*	[Lesson 3 Student Notes](#) [Lesson 3 Smartboard (old notes)](#) [Lesson 3 SmartBoard](#) Add to SmartBoard: Check for Understanding Exercise: About 5 minutes (For Smartboard but not notes) ***Show Me Structure!*** ● Students pair up at their table groups and take out one whiteboard per pair. The teacher puts up example 1 on the board. ● Students work together on the problem with their partner. The teacher walks around to listen closely to student thinking. ● When both pairs are done at a table, the two pairs square up and compare

answers, help each other and coach each other.
- When the groups have committed to one answer, flip your whiteboards upside down and wait patiently.
- When the teacher sees all whiteboards upside down, the teacher says "ok, show me!"
- The students show the answers and the teacher then displays the answer with the work for students to check.
- Give a moment for the students to discuss the following question with their partner: *What is one thing you want to remember about evaluating expressions?*
- Repeat for example 2.

Example 1: Evaluate $a - b(3a + 7)$ when $a = -3.2 \text{ and } b = 9$

Example 2: Evaluate $6 - [\, x\,(2 - y)\,]$ when $x = \frac{1}{3} \text{ and } y = 11$

Work Time:

What are the best structures and activities for students to engage in [reading, writing, thinking, and speaking](#) in your content area?

Does the level of rigor or complexity of these learning tasks match that of the learning target and assessments?

[Connect 4](#): Evaluating Expressions
[Answer sheet](#)

[Sage & Scribe](#): Evaluating Expressions

[Translating Game](#)

[Evaluate Expression WS](#)

[Google Quiz](#)
Catherine made this if you'd like to use it with your class. Make sure you make a copy for your personal drive to assign to you Google Class.

What is the small group activity aligned to this learning target?

[Evaluating Expressions Notes and Practice](#):
Teacher can review notes and do 2 problems from front and back with students in small group and they can finish the rest in class on their own or in Hawk Time or for HW to get extra practice

Idea for Small Group: If students are making common mistakes, consider which examples might help support the individual student's understanding.

What do you notice about the two expressions? Now evaluate both on your whiteboard.

Example 1:
$$ab^3$$
$$(ab)^3$$
Option 1: Evaluate the two expressions when a = 2 and b = 3.
Option 2: Evaluate the two expressions when a = 1/4 and b = 8.

Example 2: Evaluate the two expressions when g = -2 and h = 5.

$$|g| - |h|$$
$$|g - h|$$

Example 3: Evaluate the two expressions when x = -3 and y = -7

$$x - y(4x)$$
$$(x - y)(4x)$$

Progress Monitoring/Hawk Time
What feedback will we get from students during small group and during Work Time to determine who still needs additional intervention?

Connect Four: Evaluating Expressions

Error Analysis of Quiz/Graded Exit Ticket

Debrief/Reflection:
*How will students show their learning through **writing** in order to make their thinking visible so that we can make the right adjustments for the next lesson?*

Graded Exit Ticket