AGENDAS FOR THE WEEK: *Oct 12 – Oct 16*

	MONDAY 7:40AM – 8:40AM AND 1:22PM - 2:19PM	**TUESDAY** 7:40AM – 8:40AM AND 1:22PM - 2:19PM	**WEDNESDAY** 7:40AM – 8:40AM AND 1:22PM - 2:19PM	**THURSDAY** 7:40AM – 8:40AM AND 1:22PM - 2:19PM	**FRIDAY** 7:40AM – 8:22AM AND 9:51AM - 10:31AM
	Objective(s): SWBAT * * *	**Objective(s): SWBAT** *Compare slopes and y-intercept to identify distinct parallel lines *Rewrite standard-form equations in slope-intercept form to compare slopes *Justify whether two lines are parallel	**Objective(s): SWBAT** *Use Desmos to select parallel line that passes through a given point *Eliminate answer choices by comparing slope *Recognize perpendicular lines as lines intersecting at 90 degrees and use Desmos to compare answer choices	**Objective(s): SWBAT** *Identify parallel and perpendicular slopes. *Use slope relationships and Desmos to select a line through a given point *Explain and justify their choices using equations and graphs.	**Objective(s): SWBAT** *Rewrite linear equations in slope-intercept form *Use inverse operations to isolate y
P	**Engage**	**Engage** Students complete a Do Now converting standard form to slope-intercept form and identifying the slope. Then, the teacher displays parallel and intersecting paths for a brief Think-Pair-Share. Students will predict whether a pair of linear equations represents parallel lines.	**Engage** Students complete a short MCQ reviewing the relationship between the slopes of parallel lines. Teacher introduces the CBA-style questions that ask students to select a parallel line that also passes through a specified point.	**Engage** Students complete the parallel-line Do Now. Teacher reviews identifying the slope, eliminating options, and using Desmos to check which line passes through the point.	**Engage** Teacher reviews $y = mx + b$. Students identify which variable must be isolated and recall the steps for converting an equation

L **A**	**Explore** **NO SCHOOL: COLOMBUS DAY** **Explain** **Elaborate**	**Explore** Each shoulder partner independently identifies the slope and y-intercept of a different equation. Partners share their findings, and each student records a prediction with reasoning. Students check their predictions against projected graphs and draw a conclusion. Repeat with a second pair of equations. **Explain** Teacher formalizes the relationship between parallel lines, equal slopes, and different y-intercepts. Through gradual release, students compare equations in slope-intercept form, then rewrite standard-form equations to compare slopes on their sleeves. **Elaborate** Students independently classify equation pairs, showing conversions, slopes, and brief justifications. Students analyze an error involving identical lines. Early finishers create distinct parallel equations and their own parallel and nonparallel pairs with an answer key.	**Explore** Students independently compare the slopes of four answer choices and eliminate two options. Using Desmos, they graph the remaining choices and the given point to predict which equation satisfies both conditions. **Explain** Teacher models the routine: identify the original slope, eliminate choices with different slopes, graph the remaining choices and the given point in Desmos, and select the line passing through that point. Students will participate in a kahoot to practice. **Elaborate** Briefly define perpendicular lines as intersecting at 90 degrees. Demonstrate eliminating choices with the same slope, then graphing the remaining choices alongside the original line to identify a right-angle intersection. Students complete 2 questions that ask them questions on perpendicular lines.	**Explore** Students work with shoulder partners to match four original equations with parallel and perpendicular equations. Teacher circulates and asks both partners to explain their matches before moving to independent practice. **Explain (BEFORE CARD MATCH)** Teacher introduces perpendicular lines as intersecting at 90° and models finding opposite reciprocal slopes. Students practice with whole numbers and fractions. Teacher models a perpendicular MCQ using slope elimination and Desmos, followed by guided practice. **Elaborate** Students complete the MCQ worksheet, including standard-form equations. They record the required slope and answer, then check posted solutions and make corrections. Students choose one activity on the back to complete their response.	**Explore** Students attempt the first problem independently. Teacher circulates to identify difficulties with moving terms and dividing. **Explain** Teacher models converting an equation to slope-intercept form. Teacher emphasizes using inverse operations and dividing every term by the coefficient of y. **Elaborate** Students complete the practice questions independently. Teacher provides individual support and addresses common errors involving signs and division.
N	**Evaluate and Summary**	**Evaluate and Summary** Students independently complete an index-card exit ticket identifying whether two equations represent distinct parallel lines and explaining the rule using slopes and y-intercepts. Teacher summarizes the distinction	**Evaluate and Summary** https://forms.gle/YrMXKfjPnfq3Ycjs5 Students fill out this google form to demonstrate their understanding on solving such questions	**Evaluate and Summary** Students complete the Google Forms exit ticket. Teacher uses their responses, oral explanations, and worksheet work to assess understanding.	**Evaluate and Summary** Students check their steps using the answer key and correct errors. Teacher collects the worksheet to assess students' ability to isolate y and simplify.

Resources:		Week 7 Slidedeck Explore Parallel Lines Practice	Week 7 Slidedeck Kahoot	Week 7 Slidedeck Card Sort Envelopes MCQ Worksheet Answer Key	Week 7 Slidedeck Convert to Slope-Intercept WS