LEADERSHIP ACADEMY NETWORK | FWISD

Algebra I IPC | INSTRUCTIONAL PLANNING CALENDAR

3rd 6 WEEKS OVERVIEW

Readiness TEKS
A.2I, A.3D, A.5C, A.11B

Supporting TEKS
A.2H, A.3H, A.5B

Important Dates	Resources
	YAG Editable Copy of IPC Block Breakdown MTSS GUIDE Fluency Goals by Six Weeks / Examples of Fluency Trackers
Direct Link to Weekly IPC	
Week 1 **Week 2** **Week 3** **Week 4** **Week 5** **Week 6**	

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WEEK 1:					
READING					
Block Details/ Add Minutes	**MONDAY**	**TUESDAY**	**WEDNESDAY**	**THURSDAY**	**FRIDAY**
	11/03/25	*11/04/25*	*11/05/25*	*11/06/25*	*11/07/25*
Student Expectations **TEK**	A.2I(R) Solve Systems w/Graphs and Tables	A.5C(R) Solve Systems by Substitutions	A.5C(R) Solve Systems by Substitutions	A.5C(R) Solve Systems by Eliminations	A.5C(R) Solve Systems by Eliminations
Learning Objective	Students will use graphs and tables to solve systems of equations; and approximate solutions using tables	Students will use substitution to solve systems of equations	Students will use substitution to solve systems of equations	Students will use the elimination method to solve systems of equations	Students will use the elimination method to solve systems of equations
Fluency Practice	STEMscopes - Daily Numeracy (week 12)	STEMscopes - Daily Numeracy (week 12)	STEMscopes - Daily Numeracy (week 12)	STEMscopes - Daily Numeracy (week 12)	STEMscopes - Daily Numeracy (week 12)
ENGAGE Hook	STEMscopes - HOOK	Teacher-made warm up	Teacher-made warm up	Teacher-made warm up	Teacher-made warm up
EXPLORE AND EXPLAIN	Explore 1 - ***Solve Systems with Graphs and Tables*** Explain 1 - ***Solve Systems with Graphs and Tables***	Explore 2 - ***Solve Systems by Substitution***	Complete Explore 2 Explain 2 - ***Solve System by Substitution***	Explore 3 - ***Solve Systems by Elimination***	Complete Explore 3 Explain 3 - ***Solve Systems by Elimination***
Multiple Response Strategy	Table Talk Response Cards	Table Talk Response Cards	Table Talk Response Cards	Table Talk Response Cards	Table Talk Response Cards

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Resources	Teacher Guide - Systems of Equations	Teacher Guide - Systems of Equations	Teacher Guide - Systems of Equations	Teacher Guide - Systems of Equations	Teacher Guide - Systems of Equations
Independent Practice: Demonstration of Learning	Exit Ticket	Exit Ticket	Exit Ticket	Exit Ticket	Exit Ticket
Intervene/ Accelerate **1x per week 6W1** **3x per week 6W2** **Daily M-Th 6W3**	**Intervene:** _Exit Ticket **Accelerate:** _Would You Rather?: Pocket Money, Choice Board	**Intervene:** _Exit Ticket **Accelerate:** _Would You Rather?: Pocket Money, Choice Board	**Intervene:** _Exit Ticket **Accelerate:** _Would You Rather?: Pocket Money, Choice Board	**Intervene:** _Exit Ticket **Accelerate:** _Would You Rather?: Pocket Money, Choice Board	**Intervene:** _Exit Ticket **Accelerate:** _Would You Rather?: Pocket Money, Choice Board
Success Criteria *A student has achieved mastery when…*	***Students will:*** ☐ Understand that system of equations refer to when working with more than one equation simultaneously ☐ Understand that the intersection is referred to as the solution to the system because the intersection is the coordinate that satisfies both equations; if true, then it is the solution ☐ Determine if the solution to the	***Students will:*** ☐ Understand that the substitution method is when a value or expression is substituted to create a new equation with one variable to solve for ☐ Determine the value of the second variable in an equation with two variables by using substitution - substitute the value of one variable into the	***Students will:*** ☐ Understand that the substitution method is when a value or expression is substituted to create a new equation with one variable to solve for ☐ Determine the value of the second variable in an equation with two variables by using substitution - substitute the value of one variable into the	***Students will:*** ☐ Understand that a coefficient is a multiplicative factor in some term of a polynomial ☐ Understand that a zero pair is a pair of numbers that equal zero when added together ☐ Determine “like” terms in an equations and how they can be combined with addition or subtraction ☐ Understand that equations can form	***Students will:*** ☐ Understand that a coefficient is a multiplicative factor in some term of a polynomial ☐ Understand that a zero pair is a pair of numbers that equal zero when added together ☐ Determine “like” terms in an equations and how they can be combined with addition or subtraction

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	system of equations is correct by looking for the point of intersection on the graph and finding a point in common on the table of each equation ☐ Understand that a system of equations don't have to have an intersection	equation and solve for the remaining variable ☐ Understand that equations that are not immediately set up for substitution will need to have one variable isolated first before using the substitution method	equation and solve for the remaining variable ☐ Understand that equations that are not immediately set up for substitution will need to have one variable isolated first before using the substitution method	a system and that either equation can be used to substitute and solve ☐ Check their answers by substituting the solution into both equations in the system of equations	☐ Understand that equations can form a system and that either equation can be used to substitute and solve ☐ Check their answers by substituting the solution into both equations in the system of equations
Math Menu / Stations	Interactive Notebook IXL → Learning → Skill Plans →Textbooks →STEMscopes →Systems of Equations →Explore 1 →Solve a system of equations by grading →Solve a system of equations by grading: word problems **Accelerate:** _Would You Rather?: Pocket Money, Choice Board	Interactive Notebook IXL → Learning → Skill Plans →Textbooks →STEMscopes →Systems of Equations →Explore 2 →Solve a system of equations using substitution **Accelerate:** _Would You Rather?: Pocket Money, Choice Board	Interactive Notebook IXL → Learning → Skill Plans →Textbooks →STEMscopes →Systems of Equations →Explore 2 →Solve a system of equations using substitution: word problems **Accelerate:** _Would You Rather?: Pocket Money, Choice Board	Interactive Notebook IXL → Learning → Skill Plans →Textbooks →STEMscopes →Systems of Equations →Explore 3 →Solve a system of equations using eliminations **Accelerate:** _Would You Rather?: Pocket Money, Choice Board	Interactive Notebook IXL → Learning → Skill Plans →Textbooks →STEMscopes →Systems of Equations →Explore 3 →Solve a system of equations using eliminations: word problems **Accelerate:** _Would You Rather?: Pocket Money, Choice Board

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WEEK 2:					
MATH					
Block Details/ 90 Minutes	**MONDAY**	**TUESDAY**	**WEDNESDAY**	**THURSDAY**	**FRIDAY**
	11/10/25	*11/11/25*	*11/12/25*	*11/13/25*	*11/14/25*
Student Expectations **TEK**	A.5C(R) Select Methods to Solve Systems	***LAN Teacher Holiday***	Spiral Review: A.2I, A.3FG, A.5C	MOL: A.2I, A.3FG, A.5C	Benchmark Review: A.2ABCDEFGHI, A.3ABDEG, A.4ABC, A.5ABC, A.12ABCDE
Learning Objective	Students will determine the most efficient methods to solve a system of linear equations		Students will participate in stations to review for A.2I, A.3FG, A.5C	Students will review and demonstrate mastery of A.2I, A.3FG, A.5C	Students will participate in stations to review for Benchmark TEKS: A.2ABCDEFGHI, A.3ABDEG, A.4ABC, A.5ABC, A.12ABCDE
Fluency Practice	STEMscopes - Daily Numeracy (week 13)		STEMscopes - Daily Numeracy (week 13)	N/A	STEMscopes - Daily Numeracy (week 13)
ENGAGE Hook	Teacher-made warm up		Teacher-made warm up	N/A	Teacher-made warm up
EXPLORE AND EXPLAIN	Explore 4 - ***Select Methods to Solve Systems*** Explain 4 - ***Select Methods to Solve Systems***		***Unit 5 Systems Review - Lesson 10: Maneuvering the Middle***	MOL	IXL → Learning → Skill Plans →Textbooks →STEMscopes →Scopes 1,4,5-6 →Explore 4 →Checkpoints: →Function Concepts, Slope and rate of change, Linear modeling,

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					Linear equations, Parallel and perpendicular lines, Graphs and transformations of linear functions
Multiple Response Strategy	Table Talk Response Cards		Table Talk		Table Talk
Resources	Teacher Guide - Systems of Equations		***Unit 5 Systems Review - Maneuvering the Middle***		***IXL***
Independent Practice: Demonstration of Learning	Exit Ticket		N/A		Exit Ticket
Intervene/ Accelerate **1x per week 6W1** **3x per week 6W2** **Daily M-Th 6W3**	**Intervene:** Exit Ticket **Accelerate:** _Would You Rather?: Pocket Money, Choice Board		**Intervene:** Exit Ticket **Accelerate:** _Would You Rather?: Pocket Money, Choice Board		**Intervene:** Exit Ticket **Accelerate:** _Would You Rather?: Pocket Money, Choice Board
Success Criteria *A student has achieved mastery when...*	***Students will:*** ☐ Determine the most efficient method for solving systems of equations based on the form of the system of equations.		***Students will:*** ☐ Determine the most efficient method for solving systems of equations based on the form of the system of equations.		***N/A***

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	☐ Understand that graphing is suitable when there are only two equations and simple graphical solutions are feasible ☐ Understand that substitution is necessary when one equation can be easily solved for one variable. ☐ Understand that elimination is efficient when coefficients can be manipulated to cancel one variable out		☐ Understand that graphing is suitable when there are only two equations and simple graphical solutions are feasible ☐ Understand that substitution is necessary when one equation can be easily solved for one variable. ☐ Understand that elimination is efficient when coefficients can be manipulated to cancel one variable out		
Math Menu / Stations	Interactive Notebook IXL → Learning → Skill Plans →Textbooks →STEMscopes →Systems of Equations →Explore 4 →Solve a system of equations using any method →Solve a system of equations using any method: word problems		Interactive Notebook		Interactive Notebook

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WEEK 3:					
MATH					
Block Details/ 90 Minutes	**MONDAY**	**TUESDAY**	**WEDNESDAY**	**THURSDAY**	**FRIDAY**
	11/17/25	*11/18/25*	*11/19/25*	*11/20/25*	*11/21/25*
Student Expectations **TEK**	Benchmark/Spiral Review:A.2ABCDEFGHI, A.3ABDEG, A.4ABC, A.5ABC, A.12ABCDE	**ELAR Benchmark (Leonard shut down)** **(LAFO shut down)**	Benchmark/Spiral Review :A.2ABCDEFGHI, A.3ABDEG, A.4ABC, A.5ABC, A.12ABCDE	**Math Benchmark (Leonard shut down)** **(LAFO shut down 11/19)**	MakeUps/Reflection: A.2ABCDEFGHI, A.3ABDEG, A.4ABC, A.5ABC, A.12ABCDE
Learning Objective	Students will participate in stations to review for A.2ABCDEFGHI, A.3ABDEG, A.4ABC, A.5ABC, A.12ABCDE		Students will participate in stations to review for A.2ABCDEFGHI, A.3ABDEG, A.4ABC, A.5ABC, A.12ABCDE		Students will be able to analyze their Benchmark results and reflect on answer choices for A.2ABCDEFGHI, A.3ABDEG, A.4ABC, A.5ABC, A.12ABCDE
Fluency Practice	STEMscopes - Daily Numeracy (week 14)		STEMscopes - Daily Numeracy (week 14)		STEMscopes - Daily Numeracy (week 14)
ENGAGE Hook	Teacher-created warm up		Teacher-created warm up		Teacher-created warm up
EXPLORE AND EXPLAIN	***Unit 1: Equations and Inequalities Review - Maneuvering the Middle***		***Unit 9: Properties of Functions Review - Maneuvering the Middle***		N/A

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Multiple Response Strategy	Table Talk		Table Talk		N/A
Resources					LAN Fall Benchmark
Independent Practice: Demonstration of Learning	Exit Ticket		Exit Ticket		Data Reflection Guide
Intervene/ Accelerate **1x per week 6W1** **3x per week 6W2** **Daily M-Th 6W3**	**Intervene:** _Exit Ticket **Accelerate:** _N/A		**Intervene:** _Exit Ticket **Accelerate:** _N/A		**Intervene:** _N/A **Accelerate:** _N/A
Success Criteria *A student has achieved mastery when...*	N/A		N/A		N/A
Math Menu / Stations	Interactive Notebook		Interactive Notebook		Interactive Notebook

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MATH					
Block Details/ Add Minutes	**MONDAY**	**TUESDAY**	**WEDNESDAY**	**THURSDAY**	**FRIDAY**
					

WEEK 4:					
MATH					
Block Details/ 90 Minutes	**MONDAY**	**TUESDAY**	**WEDNESDAY**	**THURSDAY**	**FRIDAY**
	12/1/25	*12/2/25*	*12/3/25*	*12/4/25*	*12/5/25*
Student Expectations **TEK**	A.5B(S) Solving Inequalities w/Variables on Both Sides	A.5B(S) Solving Inequalities w/Distributive Property and Fractions	A.3D(R) Solutions of Linear Inequalities	A.3D(R) Solutions of Linear Inequalities	A.3H(S) Graph Linear Inequalities
Learning Objective	Students will solve inequalities and interpret their solutions in the context of the situations	Students will model and solve inequalities that include the distributive property and fractions	Students will use substitution to determine if an ordered pair is a solution; then model ordered pairs on a coordinate grid and	Students will use substitution to determine if an ordered pair is a solution; then model ordered pairs on a coordinate grid and	Students use linear a linear inequality to graph and interpret solutions in context

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			formalize the meaning of the shaded half-plane	formalize the meaning of the shaded half-plane	
Fluency Practice	STEMscopes - Daily Numeracy (week 15)	STEMscopes - Daily Numeracy (week 15)	STEMscopes - Daily Numeracy (week 15)	STEMscopes - Daily Numeracy (week 15)	STEMscopes - Daily Numeracy (week 15)
ENGAGE Hook	STEMscopes - HOOK	Teacher-created warm up	Teacher-created warm up	Teacher-created warm up	Teacher-created warm up
EXPLORE AND EXPLAIN	Explore 1 - ***Solve Inequalities with Variables on Both Sides*** Explain 1 - ***Solve Inequalities with Variables on Both Sides***	Explore 2 - ***Solve Inequalities with the Distributive Property and Fractions*** Explain 2 - ***Solve Inequalities with the Distributive Property and Fractions***	Explore 3- ***Solutions of Linear Inequalities***	Complete Explore 3 Explain 3 - ***Solutions of Linear Inequalities***	Explore 4 - ***Graphing Linear Inequalities*** Explain 4 - ***Graphing Linear Inequalities***
Multiple Response Strategy	Table Talk Response Cards	Table Talk Response Cards	Table Talk Think-Pair-Share	Table Talk	Table Talk
Resources	Teacher Guide - Inequalities and Systems of Inequalities	Teacher Guide - Inequalities and Systems of Inequalities	Teacher Guide - Inequalities and Systems of Inequalities	Teacher Guide - Inequalities and Systems of Inequalities	Teacher Guide - Inequalities and Systems of Inequalities
Independent Practice: Demonstration of Learning	Exit Ticket	Exit Ticket	Exit Ticket	Exit Ticket	Exit Ticket

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Intervene/ Accelerate **1x per week 6W1** **3x per week 6W2** **Daily M-Th 6W3**	**Intervene:** _Exit Ticket **Accelerate:** _Would You Rather: Running a Bakery, Choice Board	**Intervene:** _Exit Ticket **Accelerate:** _Would You Rather: Running a Bakery, Choice Board	**Intervene:** _Exit Ticket **Accelerate:** __Would You Rather: Running a Bakery, Choice Board	**Intervene:** _Exit Ticket **Accelerate:** __Would You Rather: Running a Bakery, Choice Board	**Intervene:** _Exit Ticket **Accelerate:** __Would You Rather: Running a Bakery, Choice Board
Success Criteria *A student has achieved mastery when...*	***Students will:*** ☐ Understand that a closed circle is used to graph a solution set; a closed circle shows that a number is included. The inequality symbol has the equal-to bar at the bottom that shows it should include that number ☐ Recognize that the direction of each sign is related to the direction on a number line when the inequality is written with the variable on the left ☐ Understand that the direction of the inequality changes when you multiply both sides by a negative number;	***Students will:*** ☐ Understand that the process for solving inequalities that include fractions is the same as solving equations that include fractions ☐ Determine the first step to solving an inequality usually involves multiply both sides by the denominator of the fraction in order to create an equivalent inequality that does not have a fraction	***Students will:*** ☐ Determine if there is a solution after plotting a point on the coordinate plane by looking to see if the points appear in clustered groups ☐ Understand that solving the inequality for y and then graphing would produce the same graph because it is the same inequality written differently ☐ Understand that when solving inequalities, the solutions are shaded; the numbers and the ordered pairs that are shaded are solutions to the	***Students will:*** ☐ Determine if there is a solution after plotting a point on the coordinate plane by looking to see if the points appear in clustered groups ☐ Understand that solving the inequality for y and then graphing would produce the same graph because it is the same inequality written differently ☐ Understand that when solving inequalities, the solutions are shaded; the numbers and the ordered pairs that are shaded are solutions to	***Students will:*** ☐ Determine if solutions are reasonable by considering if decimals make sense or the solution should be limited to only whole numbers or only integers; the solution has to be understood ☐ Understand that solving linear inequalities are different from solving linear equations; solving linear inequalities require using a test point to determine which half-plane contains the solutions and shading the solutions

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	multiplying by a negative number changes what side of zero the number is on		inequality ☐ Determine which side of the boundary lines contains solutions by testing one or more pairs of values on each side and see if they make the inequality true	the inequality ☐ Determine which side of the boundary lines contains solutions by testing one or more pairs of values on each side and see if they make the inequality true	
Math Menu / Stations	Interactive Notebook, IXL → Learning → Skill Plans →Textbooks →STEMscopes →Systems of Equations →Explore 1 →Solve advanced linear inequalities	Interactive Notebook, IXL → Learning → Skill Plans →Textbooks →STEMscopes →Systems of Equations →Explore 2 →Graph solutions to advanced linear inequalities	IInteractive Notebook, IXL → Learning → Skill Plans →Textbooks →STEMscopes →Systems of Equations →Explore 3 →Does (x,y) satisfy the inequality?	Interactive Notebook, XL → Learning → Skill Plans →Textbooks →STEMscopes →Systems of Equations →Explore 3 →Does (x,y) satisfy the inequality?	Interactive Notebook, XL → Learning → Skill Plans →Textbooks →STEMscopes →Systems of Equations →Explore 4 →Graph a two-variable linear inequality

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WEEK 5:					
MATH					
Block Details/ 90 Minutes	**MONDAY**	**TUESDAY**	**WEDNESDAY**	**THURSDAY**	**FRIDAY**
	12/8/25	*12/9/25*	*12/10/25*	*12/11/25*	*12/12/25*

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Student Expectations **TEK**	A.2H(S) Write Linear Inequalities	A.2H(S) Write Linear Inequalities	A.5B(S) Solving Systems of Inequalities	A.5B(S) Solving Systems of Inequalities	Review and MOL A.2H, A.3DH, A.5B
Learning Objective	Students use the graph of a linear inequality to determine the related equation and inequality	Students use the graph of a linear inequality to determine the related equation and inequality	Student use graphs of inequalities to determine solutions in context; model systems of inequalities with and without solutions	Student use graphs of inequalities to determine solutions in context; model systems of inequalities with and without solutions	Students will be able to demonstrate mastery of learning of A.2F and A.2G A.2H, A.3DH, and A.5B on Scope Assessment
Fluency Practice	STEMscopes - Daily Numeracy (week 16)	STEMscopes - Daily Numeracy (week 16)	STEMscopes - Daily Numeracy (week 16)	STEMscopes - Daily Numeracy (week 16)	STEMscopes - Daily Numeracy (week 16)
ENGAGE Hook	Teacher-made warm up	Teacher-made warm up	Teacher-made warm up	Teacher-made warm up	Teacher-made warm up
EXPLORE AND EXPLAIN	Explore 5 - ***Writing Linear Inequalities***	Complete Explore 5 Explain 5 - ***Writing Linear Inequalities***	Explore 6 - ***Systems of Inequalities***	Complete Explore 6 Explain 6 - ***Systems of Inequalities***	MOL
Multiple Response Strategy	Table Talk	Table Talk	Table Talk Response Cards	Table Talk Response Cards	
Resources	Teacher Guide - Inequalities and Systems of Inequalities	Teacher Guide - Inequalities and Systems of Inequalities	Teacher Guide - Inequalities and Systems of Inequalities	Teacher Guide - Inequalities and Systems of Inequalities	
Independent Practice: Demonstration of	Exit Ticket	Exit Ticket	Exit Ticket	Exit Ticket	

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Learning					
Intervene/ Accelerate **1x per week 6W1** **3x per week 6W2** **Daily M-Th 6W3**	**Intervene:** _Exit Ticket **Accelerate:** _Would You Rather: Running a Bakery, Choice Board	**Intervene:** _Exit Ticket **Accelerate:** _Would You Rather: Running a Bakery, Choice Board	**Intervene:** _Exit Ticket **Accelerate:** _Would You Rather: Running a Bakery, Choice Board	**Intervene:** _Exit Ticket **Accelerate:** _Would You Rather: Running a Bakery, Choice Board	
Success Criteria *A student has achieved mastery when…*	***Students will***: ☐ Understand that when looking at a graph of a linear inequality, the graph will show a solid boundary line if points are solutions and a dashed line if they are not ☐ Understand that when looking at an algebraic linear inequality, the graph should have a solid boundary line if the inequality has a less than or equal to or a greater than or equal to symbol; the graph should have a dashed	***Students will***: ☐ Understand that when looking at a graph of a linear inequality, the graph will show a solid boundary line if points are solutions and a dashed line if they are not ☐ Understand that when looking at an algebraic linear inequality, the graph should have a solid boundary line if the inequality has a less than or equal to or a greater than or equal to symbol; the graph should have a dashed	***Students will***: ☐ Recognize how a system of linear equations are similar to a system of linear inequalities; both are used when a situation has more than one constraint, the graphs of both systems are created using straight lines ☐ The solutions to the system of equations are the point or points where the lines intersect; the solutions to the system of inequalities are the points in the region bounded	***Students will***: ☐ Recognize how a system of linear equations are similar to a system of linear inequalities; both are used when a situation has more than one constraint, the graphs of both systems are created using straight lines ☐ The solutions to the system of equations are the point or points where the lines intersect; the solutions to the system of inequalities are the points in the region bounded	

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	boundary line if the inequality has a less than or greater than inequality symbol ☐ Determine the equation of the boundary, use slope-intercept form to write the related equation	boundary line if the inequality has a less than or greater than inequality symbol ☐ Determine the equation of the boundary, use slope-intercept form to write the related equation	by the lines ☐ Understand that the most efficient way to represent all solutions to a system of linear inequalities is graphing both inequalities on an xy-coordinate grid	by the lines ☐ Understand that the most efficient way to represent all solutions to a system of linear inequalities is graphing both inequalities on an xy-coordinate grid	
Math Menu / Stations	Interactive Notebook, IXL → Learning → Skill Plans →Textbooks →STEMscopes →Systems of Equations →Explore 5 →Write a linear inequality from a graph	Interactive Notebook, IXL → Learning → Skill Plans →Textbooks →STEMscopes →Systems of Equations →Explore 5 →Write two-variable inequalities: word problems	Interactive Notebook, IXL → Learning → Skill Plans →Textbooks →STEMscopes →Systems of Equations →Explore 6 →Is (x,y) a solution to the system of linear inequalities?	Interactive Notebook, IXL → Learning → Skill Plans →Textbooks →STEMscopes →Systems of Equations →Explore 6 →Solve systems of linear inequalities by graphing	

WEEK 6:					
MATH					
Block Details/ 90 Minutes	**MONDAY**	**TUESDAY**	**WEDNESDAY**	**THURSDAY**	**FRIDAY**
	12/15/25	*12/16/25*	*12/17/25*	*12/18/25*	*12/19/25*

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Student Expectations **TEK**	A.11B(R) Multiplication w/Exponents	A.11B(R) Division w/Exponents	A.11B(R) Power of a Power Low	Review and Quiz A.11B(R)	***Winter Break***
Learning Objective	Students look for patterns in multiplication expressions with exponents with the same bases.	Students look for patterns in division expressions with exponents with the same bases.	Students explore expressions with exponents raised to another exponent; discover efficient methods for simplifying these expressions	Students will be able to demonstrate mastery of learning of A.11B(R) mini assessment	
Fluency Practice	STEMscopes - Daily Numeracy (week 17)	STEMscopes - Daily Numeracy (week 17)	STEMscopes - Daily Numeracy (week 17)	STEMscopes - Daily Numeracy (week 17)	
ENGAGE Hook	Teacher-made warm up	Teacher-made warm up	Teacher-made warm up	N/A	
EXPLORE AND EXPLAIN	***Maneuvering the Middle Unit 6 - Lesson 1:*** *Properties of Exponents (Multiplications)*	***Maneuvering the Middle Unit 6 - Lesson 2*** *Properties of Exponents (Division)*	***Maneuvering the Middle Unit 6 - Lesson 3:*** *Rational Exponents*	***Maneuvering the Middle Unit 6 -*** *Properties of Exponents Quiz*	
Multiple Response Strategy	Table Talk	Table Talk	Table Talk	N/A	
Resources	Maneuvering the Middle	Maneuvering the Middle	Maneuvering the Middle	Maneuvering the Middle	
Independent Practice: Demonstration of Learning	Exit Ticket	Exit Ticket	Exit Ticket	N/A	

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Intervene/ Accelerate **1x per week 6W1** **3x per week 6W2** **Daily M-Th 6W3**	**Intervene:** _Exit Ticket **Accelerate:** _Would You Rather: Land the Plane, Choice Board	**Intervene:** _Exit Ticket **Accelerate:** _Would You Rather: Land the Plane, Choice Board	**Intervene:** _Exit Ticket **Accelerate:** _Would You Rather: Land the Plane, Choice Board	**Intervene:** _ **Accelerate:** _	
Success Criteria *A student has achieved mastery when…*	***Students will:*** ☐ Know to add exponents of like bases when multiplying expressions ☐ Know to subtract exponents of like bases when dividing expressions; the exponent in the denominator should be subtracted from the exponent in the numerator	***Students will:*** ☐ Know to add exponents of like bases when multiplying expressions ☐ Know to subtract exponents of like bases when dividing expressions; the exponent in the denominator should be subtracted from the exponent in the numerator	***Students will:*** ☐ Define the Laws of Exponents: and how to apply them in the correct situation ☐ Understand that when a base with a power is raised to an exponent, the exponents can be multiplied	***Students will:***	
Math Menu / Stations	Interactive Notebook, IXL → Learning → Skill Plans →Textbooks →STEMscopes →Properties of Exponents →Explore 1 →Multiplication Rule for	Interactive Notebook IXL → Learning → Skill Plans →Textbooks →STEMscopes →Properties of Exponents →Explore 1 →Division Rule for	Interactive Notebook IXL → Learning → Skill Plans →Textbooks →STEMscopes →Properties of Exponents →Explore 2 →Power Rule for	Interactive Notebook, IXL → Learning → Skill Plans →Textbooks →STEMscopes →Properties of Exponents →Explore 3 →Simplify exponential	

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	Exponents	Exponents	Exponents	expressions using the power rule →Simplify exponential expressions using the exponent rules	

Benchmark Review (All TEKS unpacked)