Timed Agenda LAP 1 Day 2

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| Time | What Students Will Do | What Teacher Will Do | Rationale |
| 10:36 – 10:55 | * Enter room and sit with group * Do starter in starter notebook * Share out | * Greet students * Starter: Write 32 , 35, 46, and 43 on the board. Circle the bases and label them “bases.” Circle the 4’s in the same color and level them “like bases.” Do the same with the 3’s, but in a different color. Draw an arrow between a 4 and a 3 and label it “unlike bases.” Circle the exponents and label them “exponents.” * Ask students to use the information on the board to write down their own definitions for base, like bases, unlike bases, and exponent. * Ask for volunteers to share out and come to an agreement about the definitions. * Tell students that an important rule with exponents is that the bases have to be the same in order to use any of the rules they’re figuring out. Their rules will not work otherwise.   + Show a few examples and nonexamples of this on the board   + Assure them that this might not make that much sense right now, but it will become more apparent as they continue working * Answer any questions about this. | An important aspect of exponent rules is that they can only be used when there are like bases. This concept is not addressed in the “What’s the Rule?” worksheet, so it needs to be brought up elsewhere before students get too far into the project. By giving them a diagram of sorts and asking them to come up with the definitions, it promotes higher-order thinking. |
| 10:55 – 10:56 | * Listen to instructions | * Tell students to continue working on their project. They need to finish the “What’s the Rule?” worksheet by the end of the period (remind them that this must happen in order for them to get a 4 for their planning grade) and call me over to check it. Once I’ve okayed their work, they can go on to the lesson planning. | Students know what they need to accomplish for the rest of the period. |
| 10:56 – 11:28 | * Complete “What’s the Rule?” worksheet * Check their work with me * Start lesson planning * Hand in all materials at the end of the period | * Circulate around the room * Check to make sure that each group has correctly figured out their rule * Collect all materials at the end of the period | I am able to assess each group’s progress and make sure that they are on the right track. |