Timed Agenda LAP 2 Day 1

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| Time | What Students Will Do | What Teacher Will Do | Rationale |
| 10:36-10:50 | * Hand in graded worksheets and grade sheet if presented yesterday * Silently complete project reflection | * Collect graded worksheets and grade sheet from yesterday’s teachers * Starter: Complete project reflection | After working for six days on a project, it’s important that students take the time to reflect on their work and think about what they can do better next time. |
| 10:50 - 11:10 | * Copy down notes * Ask questions | * Ask students to take out a blank sheet of paper so that they can take notes * Tell students that I have compiled some quick notes from their lessons and “What’s the Rule?” worksheets. These will help them remember the exponent rules moving forward. * Talk through the notes with students | My students consistently ask me to give them notes on topics, so I am honoring that request. Since they have put so much time into figuring out the rules and making lessons, I’m just going to pull from their materials and condense them into one notes sheet for them. |
| 11:10 –11:28 | * Choose an appropriately tiered worksheet * Simplify expressions independently or with others at their table * Check answers against answer key * Hand in worksheets at the end of the period | * Hand out tiered sheets of exponent problems for students to work on   + Tell students that we will come back to scientific notation very soon * Go through some of the more challenging ones with the class when questions arise * Encourage students to refer to their notes and each other before they ask me * Tell students to check their answers with the answer key * Collect worksheets at the end of the period | Students have completed mini-worksheets on each exponent rule during the jigsaw, but they have not yet completed any worksheets in which they must use many different exponent rules.  Tiered worksheets allow students to find their appropriate level of challenge. |