Timed Agenda LAP 3 Day 2

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| Time | What Students Will Do | What Teacher Will Do | Rationale |
| 10:36 – 10:45 | * Enter room * Do starter * Share answers | * Starter: Which expression doesn’t belong? Given a few expressions, students will have to identify which one is not equivalent to the others. * Call on volunteers | This starter extends upon yesterday’s sorting game and gets students thinking about equivalent expressions right away. |
| 10:45 – 10:46 | * One person from each group grabs instructions and a deck | * Ask one person from each group to grab instructions and a deck | Students will need their materials in order to play the games. |
| 10:46 – 11:00 | * Follow along as the class reads the game instructions * One student volunteers to model the game with me * Ask questions | * Tell students that we’re going to raise the stakes a little and play a new game, Exponent Rummy (game 2) * Ask a student to read aloud the instructions for Exponent Rummy * Ask for a volunteer to model the game with me * Answer any questions * Briefly explain and model Go Fish (game 3) – tell them that it’s just like the Go Fish they usually play, except the cards you’re asking for are equivalent exponential expressions. | This game is a little more confusing than the sorting game, so I anticipate needing to model more of it than I did yesterday. By getting a student to model it with me, the interplay between players is clearer.  I anticipate that students will be a lot more familiar with Go Fish, so I plan to go through the modeling of it more quickly. |
| 11:00 – 11:25 | * Play Exponent Rummy and/or Go Fish | * Tell students that they have the rest of the class to play the games | This will give students time to actually play the games and practice simplifying exponential expressions. |
| 11:25 – 11:28 | * Gather all materials and put away in bag * Count cards to make sure that they are all there | * Collect materials from groups | The materials need to be kept organized so that they can be used again. |