Timed Agenda LAP 3 Day 3

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| Time | What Students Will Do | What Teacher Will Do | Rationale |
| 10:36 – 11:05 | * Continue playing Exponent Rummy games * Do extension if desired | * Tell students to continue playing Exponent Rummy games * Pose optional extension to students:   + Create your own game using the cards * Hand back worksheets from jigsaw * Circulate | The more students practice simplifying exponential expressions, the easier it will become. The extension brings more original thinking to the activity. |
| 11:05 – 11:10 | * 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 in the future. |
| 11:10 - 11:15 | * Listen to instructions * Ask questions | * Hand out exit slip to students * Explain that each student has a different exponential expression that is like the “boxed” expression card from the Exponent Rummy deck. They need to create four exponential expressions that are equivalent to their original expression. Each of their expressions must use a different exponent rule – addition, multiplication, subtraction, and negatives. In addition to creating four expressions, they need to show work for each expression that proves that it can simplify to the original expression. * Tell them that this exit slip will be graded as a quiz grade. | This exit slip is an opportunity for me to assess my students’ understanding of equivalent exponential expressions and exponent rules. They have become familiar with equivalent expressions throughout the game days, and now they must take it one step further and create them on their own. This also holds them accountable for their behavior during the game days. If they weren’t paying attention or putting effort into the game, I anticipate that they might struggle more with the assignment.  In addition, this exit slip provides a great opportunity for differentiation. I can give students an original expression that meets the level of challenge that they personally need. |
| 11:15 - 11:28 | * Complete exit slip independently and silently. Turn in when done. * Quiet free time when done | * Collect exit slips at end of period | Same rationale as above. |