Teacher: Mrs. M. Williams

Subject: Algebra	Monday	Tuesday	Wednesday	Thursday	Friday
ACCRS:	Understand that polynomials form a system analogous to the integers; namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials. [A-APR1] Understand that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions. [A-APR7]	Understand that polynomials form a system analogous to the integers; namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials. [A-APR1] Understand that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions. [A-APR7]	Understand that polynomials form a system analogous to the integers; namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials. [A-APR1] Understand that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions. [A-APR7]	Understand that polynomials form a system analogous to the integers; namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials. [A-APR1] Understand that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions. [A-APR7	Understand that polynomials form a system analogous to the integers; namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials. [A-APR1] Understand that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions. [A-APR7
Before:	Students will be put into groups	Warm up multiplying/ dividing monomials	Warm up; review homework	Review any questions from the week adding and subtracting polynomials and multiply using the distributive property	Warm up review adding / subtracting integers without calculator.
During:	Students will circle the classroom to stations around the classroom. They will be grouped together in groups of 4 to 5.	Students will begin taking notes on multiplying binomials. The students will use nearpod to complete their notes. Answers to questions throughout the lesson will appear on the board up front	Students will circle the classroom to stations around the classroom. They will be grouped together in groups of 4 to 5.	Students will be put in groups of two and they will complete an activity around the room multiplying/ dividing polynomials	Students will be put in rows and given a problem at the head of the row that each must complete as it is passed along to the next student behind them
After:	Students will do work in each station. I will place myself as a station with the students.	Students will be given a guided notes sheet to complete. Students will answer questions on the computers through nearpod.	Students will do work in each station. I will place myself as a station with the students.	They will complete the activity by ending where they start (scavenger hunt).	They will complete the activity by checking the work of the person ahead of them before passing it back to the last student

Desired Outcome:	●Students engage in independent practice. ●Students apply knowledge to a new situation. ●Students summarize a process or procedure	Students will be able to simplify expressions by multiplying binomials and using the properties of exponents rule	●Students engage in independent practice. ●Students apply knowledge to a new situation. ●Students summarize a process or procedure	●Students engage in independent practice. ●Students apply knowledge to a new situation. ●Students summarize a process or procedure	●Students apply knowledge to a new situation. ●Students summarize a process or procedure
Formative/Summative	Group activity.	I will walk around and make sure students are taking notes.	Group activity.	Group activity.	Group activity.
Homework:	none	Google classroom	none	none	none
Higher Order Questions:	How is multiplying monomials different from dividing monomials?	When you multiply two binomials does it matter the order in which you multiply?	What happens when you multiply a special product?	Can you have a negative exponent why/ why not?	When do you add exponents? When do you subtract exponents? Do you add exponents when the base is different?