

AGENDAS FOR THE WEEK: *Month Day – Month Day*

One sentence summary of the week's lessons/learning goals: Students will develop an understanding of like terms and using the distributive property to simplify algebraic expressions through collaborative activities, games, stations, and individual practice.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
(Include times for each part of your lesson)	Objective(s): SWBAT - Identify like terms in an algebraic expression. - Explain why terms are or are not like terms. - Combine like terms to simplify basic algebraic expressions. MAFS/NGSSS: MA.6.AR.1.4 – Apply properties of operations to generate equivalent algebraic expressions with integer coefficients.	Objective(s): SWBAT - Apply the distributive property to algebraic expressions. - Combine like terms after using the distributive property. - Explain the steps used to simplify an expression. MAFS/NGSSS: MA.6.AR.1.4 – Apply properties of operations to generate equivalent algebraic expressions with integer coefficients.	Objective(s): SWBAT - Identify pairs of like terms. - Explain why two terms are like terms. - Apply their understanding of like terms during a game. - Simplify expressions using the distributive property and combining like terms. MAFS/NGSSS: MA.6.AR.1.4 and MA.7.AR.1.2 – Apply properties of operations and determine whether expressions are equivalent.	Objective(s): SWBAT - Apply the distributive property and combine like terms. - Determine whether expressions are equivalent. - Explain their reasoning when simplifying expressions. - Work independently and collaboratively to solve algebraic problems. MAFS/NGSSS: MA.6.AR.1.4 and MA.7.AR.1.2 – Apply properties of operations and determine whether expressions are equivalent.	Objective(s): SWBAT - Apply the distributive property and combine like terms to simplify expressions. - Determine whether expressions are equivalent. - Explain their mathematical reasoning. - Demonstrate their understanding independently on a quiz. MAFS/NGSSS: MA.6.AR.1.4 and MA.7.AR.1.2 – Demonstrate understanding of equivalent expressions through review and assessment.
P	Engage (~10 minutes) - The bellringer will normally consist of 2–3 questions based on areas where Mrs. Walsh has noticed students making the most errors. - Since students' previous class focused on order of operations, Monday's bellringer will include two order-of-operations problems	Engage (~10 minutes) - Bellringer: Students complete 2–3 simple problems referencing the combining like terms worksheets from Monday. - The teachers use the bellringer to quickly identify areas that may need to be reviewed	Engage Memory Matching Bellringer (~10–15 minutes) - Ten cards containing algebraic terms are displayed. - Students have 45 seconds to study the cards before they are flipped over. - Students take turns raising their hands	Engage - Students complete 2–3 problems reviewing the distributive property and combining like terms. - Select problems based on common errors observed during Wednesday's activities.	Engage - Students participate in a scavenger hunt review. - Students solve problems involving like terms, the distributive property, combining like terms, and equivalent expressions.

	that have already been worked out step-by-step, but contain an intentional mistake. - Students will identify where the mistake occurred and correct the remaining steps. - The teachers will briefly discuss the errors with the class before transitioning into the new topic.	before beginning the day's activities.	and choosing two cards. - Teachers will reveal the cards to determine whether the two terms are like terms. - Students explain why the selected terms do or do not match. - This serves as a quick review of identifying like terms while also encouraging students to recall the location of information.	- The teachers briefly review the most common mistakes before beginning the day's activities.	- Students show their work as they complete each problem..
L A	Explore (~20 minutes) - Students receive notes introducing like terms. - The notes include: Definition of like terms A visual representation Three examples worked through as a class Two problems for students to complete independently - After approximately 10 minutes, the teachers will bring the class back together to review the two problems and discuss student answers. - The goal is to provide a slow introduction before students begin working independently. Explain	Explore “Heads Up” Like Terms Activity (~25 minutes) - Students are divided into two groups: Some students receive a parent/base like-term card. Other students receive cards containing examples of that like term. - Students with the parent cards hold the cards up to their foreheads without looking at them. - Students with example cards move around the room to find the person whose parent term matches their card. - Students holding the cards must use the examples other students give them to determine what term is on their forehead. For example: - Student A has (x) on their forehead.	Explore Like Terms UNO Activity (~30–35 minutes) - Students participate in an UNO-style game using algebraic terms. - Instead of matching by color or number, students play a card when it contains a like term to the card currently in play. - For example, $(2x)$ can be played on $(3x)$, and $(2x^2)$ can be played on $(5x^2)$. - Students must identify whether terms are like terms before playing. - Students are encouraged to explain their reasoning when making a play. Explain - Students explain why a card can or cannot be played. - Teachers will listen for misconceptions	Explore “Reveal the Picture” Group Activity (~45 minutes) - Students are divided into small groups. - Each group receives three algebraic expressions that they must simplify using the distributive property and combining like terms. - A hidden picture is displayed on the classroom screen and divided into multiple sections/pieces. - Each section of the picture corresponds to a correct answer from one of the problems. - When a group correctly solves a problem and shows their work, the corresponding section of the picture is revealed.	Elaborate - Students complete any additional review needed. - Transition from collaborative review to independent assessment.

	- Mrs. Walsh and I will reinforce the difference between like and unlike terms. - We will discuss examples to emphasize that terms must have the same variable part to be combined. - Students will be asked to explain their reasoning rather than simply identify an answer. Elaborate (~60 minutes) - Students will complete the Combining Like Terms Puzzle and Combining Like Terms Enrichment Activity, one at a time. - Each activity will have approximately 30 minutes allotted. - Students may work collaboratively and discuss problems with their group. - An answer key will be available at the front of the classroom for students to check their work when they finish. - Students are expected to show all necessary work and explain their steps. A correct answer without sufficient work will not receive credit.	- Other students may approach and say $(3x)$, $(7x)$, or $(-2x)$. - Student A uses those examples to determine that their parent term is (x). - The activity allows students to recognize like terms more interactively. Explain - The teachers bring students back together and discuss the matches. - Students explain why certain terms belong together. - The teachers introduce the connection between identifying like terms and the next step of combining them after applying the distributive property. Elaborate Distributive Property Group Activity (~45 minutes) - Students work in groups on a worksheet/activity introducing the distributive property with algebraic expressions. - The focus is on connecting the steps: Distribute. Identify like terms. Combine like terms. Write the equivalent simplified expression.	involving variables, coefficients, and exponents. - Teachers will provide clarification when students disagree about whether terms are alike. Elaborate	- As more pieces are revealed, students work together to determine what the hidden image might be. - The teachers emphasize that students must show their work before a piece is revealed. Simply providing the correct answer is not enough. - The picture will be a Lilo & Stitch image, but it will be divided into enough pieces that revealing one or two sections does not immediately give away the answer. - To make the activity more challenging, pieces can be revealed in different areas of the picture rather than revealing the image from one side to the other. - Once all groups have completed their problems, the full image is revealed.	
--	--	---	--	---	--

	- The teachers will circulate, monitor progress, and help students who return with questions about incorrect answers. - Timers and warnings will be used to help students stay on task.	- Students show their work and explain each step. - Answer keys are available for self-checking. - The teachers circulate and address errors, particularly students forgetting to distribute to every term or stopping before combining like terms. - Timers/warnings are used to maintain pacing.			
N	Evaluate and Summary - Student work is evaluated based on both the correct answer and the mathematical work shown. - Because answer keys are available, a correct answer without sufficient supporting work will not receive a grade. - Teachers will use student questions, work shown, and completion time as informal evidence of understanding. Closing question: “How can you tell if two terms are like terms?”	Evaluate and Summary - The teachers monitor student work and group discussions. - Students check their answers and correct mistakes. - Work is graded based on correct answers plus sufficient mathematical reasoning. Closing question: “Why is combining like terms often the step that comes after using the distributive property?”	Evaluate and Summary - Performance during the UNO activity provides an informal assessment of students' ability to identify like terms. - Student participation, correct plays, explanations, and points/wins provide evidence of understanding. - Worksheet work is evaluated based on the reasoning/work shown as well as the correct answer. Closing question: “What information do you need to look at to decide if two terms are like terms?”	Evaluate and Summary - The teachers use the reveal activity to evaluate students' ability to apply the distributive property and combine like terms. - Correct answers without adequate supporting work do not receive credit.	Evaluate and Summary - Students complete the quiz independently. - Quiz questions require students to demonstrate their process, not just provide final answers. - Student grades throughout the week and quiz results provide evidence of their understanding.
Resources:	Like Terms Notes Combining Like Terms Puzzle Combining Like Terms Enrichment Activity Monday bellringer: 2 order-of-operations problems with intentional errors	Bellringer: 2–3 simple combining-like-terms problems “Heads Up” Like Terms Cards Parent/base term cards Example/like-term cards	Bellringer: 10 matching cards with algebraic terms Timer for the 45-second memorization period Like Terms UNO cards	Bellringer: 2–3 distributive property/combining like terms problems Lilo & Stitch picture for the reveal activity Picture divided into multiple sections	Scavenger Hunt Review Scavenger hunt answer key Quiz Scratch paper/notebooks for showing work Timer

	Answer keys for both worksheets Timer Pencils/paper or student notebooks	Distributive Property + Combining Like Terms group worksheet/activity Answer key Timer Pencils/paper or student notebooks	Wednesday combining like terms/distributive property worksheet Answer key Timer Pencils/paper or student notebooks	Problem/answer cards corresponding to each picture section Projector/screen Group recording sheets or paper “Build the Expression” group problems Timer Answer key for teacher checking Optional: small group whiteboards/markers	
--	--	--	---	---	--

Questions to ask students during lesson:

- What makes these two terms like terms?
- Why can these terms be combined?
- Why can't these terms be combined?
- What part of the term tells you whether it is like another term?
- Did you distribute to every term?
- What should you do after using the distributive property?
- Can you explain how you got your answer?
- Where in your work did your answer change?
- Why doesn't your answer match the answer key?
- Can you find the mistake in your work?

Misconceptions or identified areas where students will struggle:

- Confusing terms that have similar numbers with like terms.
- Trying to combine terms with different variables.
- Combining terms with different exponents
- Combining coefficients incorrectly.
- Forgetting that the variable and its exponent must match when identifying like terms.
- Distributing to only one term instead of every term inside the parentheses.
- Making sign errors when distributing a negative.
- Forgetting to combine like terms after distributing.