

# AGENDAS FOR THE WEEK: 9/28 – 10/24

**One-sentence summary of the week's lessons/learning goals:** Students will build fluency with multiplying polynomial expressions while reviewing function notation, evaluating functions, and adding and subtracting functions in preparation for the chapter assessment.

|                                              | MONDAY                                                                                                                                                                                                                                                                                | TUESDAY                                                                                                                                                                                                                                                                                                                             | WEDNESDAY                                                                                                                                                                                                                                                                                                                   | THURSDAY                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | FRIDAY                                                                                                                                                                                                                                                              |
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| (Include times for each part of your lesson) | <p><b>Objective(s): SWBAT</b></p> <ul style="list-style-type: none"> <li>• Multiply monomials using exponent properties.</li> <li>• Multiply a monomial and a binomial using the Distributive Property.</li> <li>• Show the steps used to multiply polynomial expressions.</li> </ul> | <p><b>Objective(s): SWBAT</b></p> <ul style="list-style-type: none"> <li>• Apply the Distributive Property to multiply polynomial expressions.</li> <li>• Multiply monomials, binomials, and polynomials while organizing their work.</li> <li>• Apply polynomial multiplication to algebraic and real-world situations.</li> </ul> | <p><b>Objective(s): SWBAT</b></p> <ul style="list-style-type: none"> <li>• Use prior knowledge of multiplication to multiply polynomial expressions.</li> <li>• Multiply binomials and polynomials using an organized method.</li> <li>• Compare the traditional multiplication method with an array/area model.</li> </ul> | <p><b>Objective(s): SWBAT</b></p> <ul style="list-style-type: none"> <li>• Evaluate functions using a table and identify the corresponding output.</li> <li>• Connect evaluating a function to identifying an ordered pair.</li> <li>• Review and apply skills from the chapter, including function notation, evaluating functions, adding/subtracting functions, and multiplying polynomial expressions.</li> <li>• Practice skills independently using DeltaMath.</li> </ul> | <p><b>Objective(s): SWBAT</b></p> <ul style="list-style-type: none"> <li>• Demonstrate their understanding of polynomial operations and function concepts from the chapter.</li> <li>• Apply appropriate strategies and show work when solving problems.</li> </ul> |
|                                              | <p><b>MAFS/NGSSS:</b><br/> <b>MA.912.AR.1.3</b> - Add, subtract, and multiply polynomial expressions with rational number coefficients</p>                                                                                                                                            | <p><b>MAFS/NGSSS:</b><br/> <b>MA.912.AR.1.3</b> - Add, subtract, and multiply polynomial expressions with rational number coefficients</p>                                                                                                                                                                                          | <p><b>MAFS/NGSSS:</b><br/> <b>MA.912.AR.1.3</b> - Add, subtract, and multiply polynomial expressions with rational number coefficients</p>                                                                                                                                                                                  | <p><b>MAFS/NGSSS:</b><br/> <b>MA.912.AR.1.3</b> - Add, subtract, and multiply polynomial expressions with rational number coefficients</p>                                                                                                                                                                                                                                                                                                                                     | <p><b>MAFS/NGSSS:</b><br/> <b>MA.912.AR.1.3</b> - Add, subtract, and multiply polynomial expressions with rational number coefficients</p>                                                                                                                          |

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|  | <p><b>Engage</b><br/>(10 minutes)</p> <p><b>Bellringer:</b></p> <ul style="list-style-type: none"> <li>- Students will independently complete selected problems from Friday's quiz that were most frequently missed.</li> <li>- After most students have finished, volunteers will come to the board to solve the problems.</li> <li>- Students will compare their work with their classmates' solutions and ask questions about any steps or answers they do not understand.</li> </ul> | <p><b>Engage</b></p> | <p><b>Engage</b><br/>(10 minutes)</p> <p><b>Bellringer:</b></p> <ul style="list-style-type: none"> <li>- Students will independently complete review problems from previously learned content.</li> <li>- After most students have finished, volunteers will solve the problems on the board.</li> <li>- Students will compare their answers with the student solutions and ask questions about any differences.</li> </ul> | <p><b>Engage</b><br/>(10 minutes)</p> <p><b>Rotation Introduction:</b></p> <ul style="list-style-type: none"> <li>- Students will be introduced to the three rotation stations and expectations.</li> <li>- A timer will be used to help students transition between stations and stay organized.</li> </ul> | <p><b>Engage</b><br/>(15 minutes)</p> <p><b>Test Review</b></p> <ul style="list-style-type: none"> <li>- Students will be divided into six groups, with each group receiving a problem representing a major topic from the chapter.</li> <li>- <b>Each group will receive a poster divided into four sections: Problem &amp; Work, Steps, Strategy, and Common Mistakes.</b></li> <li>- Students will work collaboratively to solve their assigned problem, show all necessary work, identify the steps they used, describe a strategy or trick that helped them solve the problem, and identify a common mistake a student might make.</li> <li>- Each group will briefly present their poster to the class, explaining their problem and solution as <b>if they were teaching the class.</b> The teacher will use a timer to keep presentations brief and ensure the activity remains within the 15-minute review period.</li> </ul> |
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| <div data-bbox="121 99 205 191" data-label="Text"> <p><b>L</b></p> </div> <div data-bbox="121 833 205 925" data-label="Text"> <p><b>A</b></p> </div> | <div data-bbox="258 86 516 175" data-label="Section-Header"> <p><b>Explore</b><br/><b>Split-Class Instruction</b><br/>(15 minutes)</p> </div> <div data-bbox="306 183 583 683" data-label="List-Group"> <ul style="list-style-type: none"> <li>- The class will be divided into two groups.</li> <li>- Group 1 with Ms Mayra: Multiplying monomials.</li> <li>- Group 2 with Mrs. Walsh: multiplying binomials using the Distributive Property.</li> <li>- Students will work through the corresponding notes and guided examples with their assigned teacher.</li> </ul> </div> <div data-bbox="258 786 512 875" data-label="Section-Header"> <p><b>Explain</b><br/><b>Teacher-Guided Notes</b><br/>(20 minutes)</p> </div> <div data-bbox="306 883 594 1419" data-label="List-Group"> <ul style="list-style-type: none"> <li>- Each teacher will explicitly explain the procedures and reasoning for the assigned topic.</li> <li>- Students will record important steps and work through examples with their teacher.</li> <li>- Emphasis will be placed on showing the process, including how exponents and coefficients are handled when multiplying.</li> </ul> </div> <div data-bbox="258 1455 480 1511" data-label="Section-Header"> <p><b>Elaborate</b><br/><b>Worksheet Practice</b></p> </div> | <div data-bbox="623 53 840 142" data-label="Section-Header"> <p><b>Explore</b><br/><b>Full-Class Activity</b><br/>(90 minutes)</p> </div> <div data-bbox="669 151 978 1065" data-label="List-Group"> <ul style="list-style-type: none"> <li>- Students will work through the provided polynomial multiplication activity/worksheet for the majority of the class period.</li> <li>- The worksheet includes practice with multiplying a polynomial and a monomial, using the Distributive Property, and multiplying binomials using the FOIL method.</li> <li>- Students will work independently or collaborate with peers as needed.</li> <li>- Teachers will circulate throughout the activity, asking questions, addressing misconceptions, and providing support without immediately giving students the answer.</li> </ul> </div> <div data-bbox="623 1135 716 1162" data-label="Section-Header"> <p><b>Explain</b></p> </div> <div data-bbox="669 1170 957 1479" data-label="List-Group"> <ul style="list-style-type: none"> <li>- Explanation will be embedded throughout the activity.</li> <li>- When students encounter a problem they are struggling with, the teacher will use the student's work to help them identify the step where their</li> </ul> </div> | <div data-bbox="1003 86 1142 142" data-label="Section-Header"> <p><b>Explore</b><br/>(10 minutes)</p> </div> <div data-bbox="1050 151 1339 683" data-label="List-Group"> <ul style="list-style-type: none"> <li>- Students will complete a <math>3 \times 2</math> multiplication problem using the traditional/"old school" multiplication method.</li> <li>- The purpose of the activity is to activate prior knowledge and help students recognize the connection between numerical multiplication and multiplying polynomial terms.</li> </ul> </div> <div data-bbox="1003 786 1178 842" data-label="Section-Header"> <p><b>Explain</b><br/>(15-20 minutes)</p> </div> <div data-bbox="1050 850 1339 1419" data-label="List-Group"> <ul style="list-style-type: none"> <li>- The teacher will connect the traditional multiplication method to multiplying binomials and polynomials.</li> <li>- Students will learn an organized method for multiplying polynomial expressions, including using an array/area model.</li> <li>- The teacher will emphasize keeping terms organized and combining like terms when necessary.</li> </ul> </div> <div data-bbox="1003 1455 1142 1511" data-label="Section-Header"> <p><b>Elaborate</b><br/>(45 minutes)</p> </div> | <div data-bbox="1365 86 1575 142" data-label="Section-Header"> <p><b>Explore</b><br/><b>Rotation Stations:</b></p> </div> <div data-bbox="1365 151 1692 781" data-label="Text"> <p><b>Station 1</b> — Evaluating Functions Using a Table: Students will use the provided function table worksheet to evaluate functions and determine the corresponding output. The graphing portion of the worksheet will be removed. The focus will remain on evaluating the function and recognizing that an input and its corresponding output create a coordinate. (This will begin preparing students for the connection between evaluating functions and graphing that will be addressed the following week.)</p> </div> <div data-bbox="1365 818 1692 1260" data-label="Text"> <p><b>Station 2</b> — Chapter Review Students will complete a review covering the major concepts from the chapter:</p> <ul style="list-style-type: none"> <li>• Function notation</li> <li>• Evaluating functions</li> <li>• Adding functions</li> <li>• Subtracting functions</li> <li>• Multiplying monomials</li> <li>• Multiplying binomials</li> <li>• Multiplying polynomials</li> </ul> </div> <div data-bbox="1365 1297 1680 1419" data-label="Text"> <p>Students will collaborate and use their work to identify topics they still need to review.</p> </div> <div data-bbox="1365 1455 1625 1479" data-label="Section-Header"> <p><b>Station 3</b> — DeltaMath</p> </div> | <div data-bbox="1722 86 1873 142" data-label="Section-Header"> <p><b>Elaborate</b><br/><b>Chapter Test</b></p> </div> <div data-bbox="1768 151 2043 431" data-label="List-Group"> <ul style="list-style-type: none"> <li>- Students will independently complete the chapter assessment, demonstrating their understanding of the concepts covered throughout the chapter.</li> </ul> </div> |
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|   | <p>(45 minutes)</p> <ul style="list-style-type: none"> <li>- Students will begin the corresponding worksheet with their group.</li> <li>- After completing the guided portion, students may continue working independently or collaborate with classmates.</li> <li>- Teachers will circulate to answer questions and check student progress.</li> <li>- An answer sheet will be displayed at the front of the classroom so students can check their work and focus on identifying and correcting errors rather than simply obtaining the correct answer.</li> </ul> | <p>reasoning needs to be adjusted.</p> <p><b>Elaborate</b></p> <ul style="list-style-type: none"> <li>- Students will apply multiplication skills to increasingly complex polynomial expressions and the application problems included in the activity.</li> <li>- Students will be encouraged to compare strategies with classmates and explain why their method works.</li> </ul> | <ul style="list-style-type: none"> <li>- Students will complete the multiplying binomials and polynomials worksheet.</li> <li>- Students will be allowed to choose the multiplication method that works best for them, such as:<br/>Traditional/“old school” multiplication<br/>Distributive Property/FOIL<br/>Array/area method</li> <li>- Students will collaborate with peers and ask either teacher for assistance.</li> <li>- The answer sheet will remain available for students to check their work.</li> </ul> | <p>Students will complete their assigned DeltaMath practice for the week.</p> <p>Students may ask the teacher for assistance when needed and should use the practice to identify areas where they need additional support.</p> <p>-</p>                                                                                                                                            |                                                                                                                                                                                                                                             |
| N | <p><b>Evaluate and Summary</b></p> <ul style="list-style-type: none"> <li>- Teachers will check student work and understanding throughout the guided examples and worksheet.</li> <li>- Students will be asked to explain the steps they used when multiplying rather than only providing the final answer.</li> </ul>                                                                                                                                                                                                                                               | <p><b>Evaluate and Summary</b></p> <ul style="list-style-type: none"> <li>- Students will apply multiplication skills to increasingly complex polynomial expressions and the application problems included in the activity. Students will compare strategies with classmates and explain why their method works.</li> </ul>                                                         | <p><b>Evaluate and Summary</b></p> <ul style="list-style-type: none"> <li>- Teachers will circulate and check student work, focusing on whether students are correctly applying the multiplication process and organizing their terms.</li> <li>- Students will explain which method they chose and why it helped them complete the problem.</li> </ul>                                                                                                                                                                | <p><b>Evaluate and Summary</b></p> <ul style="list-style-type: none"> <li>- Teachers will monitor student work at each station and use student questions and errors to identify areas that may need clarification before the test.</li> <li>- Students will be encouraged to identify which topics they feel confident with and which topics require additional review.</li> </ul> | <p><b>Evaluate and Summary</b></p> <ul style="list-style-type: none"> <li>- The teacher will monitor student work and presentations to identify remaining misconceptions and clarify any important errors before the assessment.</li> </ul> |

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| <b>Resources:</b> | <ul style="list-style-type: none"> <li>- Friday quiz questions/mistakes for bellringer'</li> <li>- Notes and worksheet on multiplying monomials and binomials</li> <li>- Classroom answer sheets</li> <li>- Student notebooks/paper</li> </ul> | <ul style="list-style-type: none"> <li>- Polynomial multiplication worksheet/activity</li> <li>- Additional polynomial multiplication problems</li> <li>- House Plans enrichment/application activity</li> <li>- Classroom answer sheet</li> <li>- Student notebooks/paper</li> </ul> | <ul style="list-style-type: none"> <li>- Bellringer review problems</li> <li>- <math>3 \times 2</math> multiplication example</li> <li>- Teacher notes on multiplying binomials and polynomials</li> <li>- Multiplying polynomial worksheet</li> <li>- Array/area model examples</li> <li>- Classroom answer sheet</li> </ul> | <ul style="list-style-type: none"> <li>- Function table worksheet with graphing portion removed</li> <li>- Chapter review worksheet</li> <li>- DeltaMath assignments</li> <li>- Timer</li> <li>- Student notebooks/paper</li> <li>- Classroom answer sheets</li> </ul> | <ul style="list-style-type: none"> <li>- Six review problems representing chapter topics</li> <li>- Review posters</li> <li>- Markers</li> <li>- Timer</li> <li>- Student notes/classwork</li> </ul> |
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Questions to ask students during lesson:

- What is the first step you need to take to solve this problem?
- What does this part of the expression represent?
- Why did you use that operation/property?
- Can you explain what you did in your own words?
- What do you notice about the terms you can combine?
- How is multiplying these polynomials similar to the multiplication method you already know?
- How is evaluating a function connected to an ordered pair?
- Can you find the step where the mistake occurred?
- Is there another method you could use to solve this problem?
- Which method makes the most sense to you, and why?

Misconceptions or identified areas where students will struggle:

- Confusing the rules for multiplying coefficients with the rules for multiplying exponents.
- Adding exponents incorrectly when terms are not being multiplied.
- Forgetting to distribute a monomial to every term in a polynomial.
- Losing or changing signs when distributing a negative coefficient.
- Treating unlike terms as like terms when combining the result.
- Forgetting to combine like terms after multiplying.
- Leaving out one of the products when multiplying two binomials.
- Confusing the steps of FOIL with simply multiplying the first terms.