Exponent Unit- Lesson 1

Grade: IP Subject: Algebra Subject: Algebra Subject: Algebra Matcrials: worksheets, colored cards, cards for game, markers for Technology Needed: calculator and smart phone Instructional Strategies: Fere teaching/collaboration Subject: Algebra Guided practice Cooperative learning Guided practice Cooperative learning Fere teaching/collaboration Independent actively Handson Technology Needed: calculator and smart phone Standard(s) Subject: Algebra Standard(s) Subject: Algebra Differentistion Below Proficiency: I can modify the worksheet and give filled out notes. Dipercive(r) The student will be able to identify the base and exponent. The student will be able to identify the base and exponent. Approaching/Emerging Proficiency: The lesson is mostly designed for motions actively exponents. Bloom's Taxonomy Cognitive Level: knowledge, synthesis Modallize; Learning Crediency: Challenge these students to teach others, and a collegity growthesis for their learning stations. When trying to gather the class back to me, I will use my attention method seaded actively. Students should be able to work well in groups. Lexpect students to their learning stations. Of Set-Lap/Prep: Prepare the learsthing stations. Precedures. <th>Grade: 3P Subject: Algebra Materials: worksheet;, colored cards, cards for game, markers for fraxing Subject: Algebra Instructional Strategies:</th> <th></th> <th></th>	Grade: 3P Subject: Algebra Materials: worksheet;, colored cards, cards for game, markers for fraxing Subject: Algebra Instructional Strategies:		
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The student will be able to define and create his/her own expression containing exponents. Preproduling/time issues is the students is the students is the students is the student of them. It can scaffold my hints and challenge these students to ask peers questions. Bioom's Taxonomy Cognitive Level: knowledge, synthesis Modalities/Learning Preferences: visual, kinesthetic, social Bioom's Taxonomy Cognitive Level: knowledge, synthesis Modalities/Learning Preferences: visual, kinesthetic, social Bioom's Taxonomy Cognitive Level: knowledge, synthesis Modalities/Learning Preferences: visual, kinesthetic, social Bioom's Taxonomy Cognitive Level: knowledge, synthesis Modalities/Learning Preferences: visual, kinesthetic, social Bioom's Taxonomy Cognitive Level: knowledge, synthesis Behavior Expectations - (systems, strategies, procedures specific to the students should mirror me and place their finger on their nose and get their eyes on me, (We can use any method similar to this that i vould let each class decide.] Behavior Expectations - (systems, strategies, procedures set distrated by ti. Minutes Procedures Set-up/Prep: Prepare the learning stations and notes for the lesson. Also cut the color sheets and place them around the room. Prepare the cards that will be used in the exponent card game. 7 Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Greet Students at the door handing them their specific color. 8 In inger: if I were to ask you to multiply 5 times itsel? 20 times, how	The student will be able to define and create his/her own expression containing exponents. Bloom's Taxonomy Cognitive Level: knowledge, synthesis Classroom Management (grouping(s), movement/transitions, etc.) While greeting the students as they come into class, I will hand them a colored slip of paper that will align with a spot or pod of desis in the room. This will easily group students for their learning stations. When trying to gather the class back to me, I will use my attention getting strategy of placing my finger on my nose (like nose goes) and their nose and get their eyes on me. (We can use any method similar to this that I would let each class decide.) I will have a turn in tray or envelope at each station, so the students classroom traget distracted by it. Minutes 607 Set-up/Prep: Prepare the learning stations and notes for the lesson. Also cut the color sheets and place their finger on their nose and get their eves on me. (We can use any method similar to this that I would let each class decide.) 7 Minutes 607 Set-up/Prep: Prepare the learning stations and notes for the lesson. Also cut the color sheets and place their more that will be used in the exponent card game. 7 Careet students abuit on their specific color. 8 Bell ringer: If here to ask you to nulliphy 5 times; how would you write this? I will give you a couple minutes to come up with a creative way to do so without actually writing out five times itself 20 times. (After a couple of minutes). Now I want you to turn to your partner and share with each other what you created. Also, you're your partner, discuss why a system or method to write this would be important in the real world. After sharing, we will discuss as a class the different methods we came up with and where this could be used. 13 Explain: (concepts, procedures, vocabulary, etc.) Here is where I will introduce the correct method of writing these numbers down. I will explain to them what the exponent is and represents, establish the vocabulary of base and power/exponent. and exp	The student will be able to identify the base and exponent	Annroaching / Emerging Proficiency: The Jesson is mostly designed
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$12^3 = 12 \cdot 12 \cdot 12 = 1728$ (here the base is 12 and the exponent is 2 and 12x12x12=1728 is known as expanded form)	12 - 12 - 12 - 12 - 17 - 17 - 17 - 17 -	$12^3 = 12 \cdot 12 \cdot 12 = 1728$ (here the base is 12 and the	e exponent is 3 and 12x12x12=1728 is known as expanded form)

Exponent Unit- Lesson 1			
	$10002452420^{\circ} = 1$ (base is 10002452420, exponent is 0)		
	$0^0=0$ (this is a special case and the only time w	hen the exponent is 0 the answer isn't one, when base is 0.)	
	$8^1 = 8$ (base 8, exponent 1)		
5- to explain stations 20- 5 min at each station Total = 25	 5- to experiences, reflective questions- probing or clarifying questions) This is where we will have the group learning centers. I will set up 4 areas around the classroom. Each area will have a color that will coordinate with the ones given at the beginning of class. At one station, the group will create a situation where exponents would be needed. (ex: to describe the distance to the moon, to describe how small a bacterium is, the amount of ways someone could arrange a 4-letter word (word meaning 4 letters side by side, does not have to be an actual word and letters can repeat) out of 8 letters) As I monitor this group, I may give hints or provide an example if they are stuck. Additionally, if they cannot think of anything I will allow the students to use their smart phones to search for a problem/situation that exponents would be used in. The second station would have a worksheet that will consist of a type of card game like war (thus, the game would be played in pairs). I would have multiple "cards" with exponential expressions on them. The students would divide the cards equally and flip one at a time and then have to determine which value is bigger. The student with the greater value wins the round and collects both cards. Then, the student with the most cards or plays the opponent out of cards wins. The fourth station will challenge students to draw pictures that represent the given exponential expression. These pictures will need to be school appropriate but can be drawn in whatever way the students interpret the expression to be. 		
5	Review (wrap up and transition to next activity): I will have	e the students stay at the last station they are at, and ask each group to	
	explain the problem they created. If a group did not create challenging part about it?	a situation or come up with anything, then I will ask what was the most	
	Wrap up: After they share their problems (difficulties I will I	aighlight that tomorrow we will learn how to multiply and/or divide	
	exponents with the same base. Also, if you did not finish yo	ur worksheet with the group, you are to complete it and turn it into me	
	tomorrow at the beginning of class.		
Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc. I would be monitoring each groups' progression and would ask the students to clarify what is to be done at each station before it begins.		Summative Assessment (linked back to objectives) End of lesson: I will be able to collect each groups' worksheets, situation they created, and the pictures they drew that represented exponents. The individual worksheets will display how well the students are doing with the new content.	
Consideration for Back-up Plan:If applicable- overall unit, chapter, concept, etc.:Having the winners and losers of the card game play each other if they are done too quickly.If applicable- overall unit, chapter, concept, etc.:		If applicable- overall unit, chapter, concept, etc.: The material covered today will be on the first quiz.	
Assist or provide hints for the station with the creation question. Allow students to use phone if they have been trying for 3 minutes and have not come up with anything.			
Give examples of drawings or sketches of exponential expressions.			
If groups don't work out to be four groups of four it can easily be manipulated for the card game to work, as one can play it with 3 or more, the game will just go faster.			
Reflection (What went well? What did the students learn? How do you know? What changes would you make?):			
I modified the creation station to a station that just simply had the students brainstorm any situation where exponents can be used. I also may change the group stations to just three and then give the exponent worksheet after group work is completed. I think this may help groups focus and work well together. Additionally, there will not be two stations with worksheets on them. Furthermore, I think limiting the stations will			

allow a better and more fruitful group discussion about the stations. Then, after our discussion, I will give out the worksheet and allow time for the students to work on the worksheet in pairs or independently. I liked that I posted instructions on the board about the groups and the agenda, however I need to have a more organized lecture time when reviewing the basics of exponents. Name: _____

Directions: Please calculate the following problems. Please identify the base and the exponent and write each problem in expanded form.

1. $8^4 =$	2. $6^5 =$
Answer:	
Base- 8	Base- 6
Exponent- 4	Exponent- 5
8x8x8x8 = 4096	6x6x6x6x6= 7776

3. A window washer is assigned to wash 7 rows of windows. Each row contains 7 windows. He is to wash these windows 7 times a month. How many windows does the window washer wash in a month. (i.e. $4^3 = 64$ should be the form of your final answer). Please show all your work.

Answer: $7 \cdot 7 \cdot 7 = 7^3 = 343$. (expanded form is not required but hopefully I can see this in their work)

Might see $7^2 \cdot 7 = 343$ I will give partial credit but explain to them that if written in expanded form, it is the same as 7 cubed.

Period: _____