Learning-Focused Strategies ____X____ **ACTIVATING LESSON**
Lesson Planning Form _____ **EXTENDING/REFINING LESSON**

Teacher Name: _____ **Class:** _____
Unit: _____ **Date of lesson:** _____

ESSENTIAL QUESTION: (with key questions if necessary) **Learning Goal:**	These are the main questions students will be asked: • How many hot dogs were on the grill before Kobayashi ordered the first hot dog? • How many hot dogs would each person eat in Round 20? • How many hot dogs would each person eat in Round n? The students will be able to construct a function to model a linear relationship between two quantities. Common Core State Standards Content Standard • F-BF.1 - Write a function that describes a relationship between two quantities. • F-BF.2 - Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms. • F-LE.5 - Interpret the parameters in a linear or exponential function in terms of a context.
ACTIVATING THINKING STRATEGIES: (Ex: KWL, word maps, Wordsplash, etc…)	Video showing competitive eaters Sonya Thomas and Kobayashi eating hot dogs at a convenience store.
ACCELERATION STRATEGIES: (focus on content maps and key vocabulary)	Preview vocabulary words: • Function • Linear relationship
TEACHING STRATEGIES: (graphic organizers)	The Problem Solving Framework will be used to help students reflect on: • "What problem are you trying to figure out?" • "What do you already know from the problem?" • "What do you need to know to solve the problem?" • "What is your conclusion?"
PROMPTS: (distributed guided practice and distributed summarizing)	These questions will be useful in guiding students and helping them reflect • What is a guess that is too low? • What is a guess that is too high? • What is your best guess? • How many hot dogs did each person order each round? • What pattern do you see? • How can we record this information? • How many total hot dogs did each person eat in the first four rounds?
SUMMARIZING STRATEGIES: (ex: Ticket out the Door, 3-2-1, etc. Answer the EQ)	• Think-Pair-Share • Summarizing questions will be distributed and asked throughout the lesson
EXTENDING/ REFINING ACTIVITY: (thinking skills and/or writing prompts)	These are the extension questions students will be asked (as needed): • How many total hot dogs would each person have eaten in Round 20? • How many total hot dogs would each person have eaten in Round n? • How many hot dogs would Kobayashi have to eat to catch up to Sonya after Round 20 is over? • How many hot dogs would Kobayashi have to eat to catch up to Sonya after Round n is over?
ASSIGNMENT AND/OR ASSESSMENT	Students will use the "What is your conclusion?" section of the Problem Solving Framework to explain their conclusion and justify their reasoning.
RE-TEACHING FOCUS AND STRATEGY (if necessary)	Reteach as needed based on "What is your conclusion?"