

Planning Meeting Agenda

Unit 3, Lesson 3: Linear Regression

Pre-Lesson

- What are scholars walking into this lesson already knowing how to do?
- Based on classwork and exit tickets from Lessons 1 and 2, what skills do scholars need additional practice with? How do you know? How/when can this practice be worked in?
- What is the objective of this lesson? What is the rich thinking in this lesson? What experience(s) will scholars have in this lesson that will build their understanding and ability to think mathematically?
- What are the vocabulary words that anchor this lesson?

Do Now

- What do scholars need to put on the page to indicate they are on the right track?
- Where might scholars struggle? What questions can you ask to help them get on the right track?

Explore

- What is the story of this data? What do you want to hear from scholars? Why is it important that they grapple with the data before solving?
- Where might scholars struggle? What questions can you ask to help get them on the right track?

Practice

- What is the story of this data? What do you want to hear from scholars? Why is it important that they grapple with the data before solving?
- How can you strategically support scholars during the practice portion?

Assessments

- What questions on the Unit 3 quiz align with this lesson? What is the thinking work scholars need to practice in this lesson in order to do well on the quiz?
- How does this lesson align to the year-end Regents exam? What is the thinking work scholars need to practice in this lesson in order to do well on the Regents?