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| **Name:** | **David Young** | **Subject:** |  **Algebra II** | **Week of:**  | **January 27, 2014** |
|  **Lesson Plans** |
|  | **Monday:** | **Tuesday:** | **Wednesday:** | **Thursday:** | **Friday:** |
| **Statement of** **Objective(s)/****Think, Know,****Do(start with a verb)** | **Students will review factoring skills.** | **Students will identify rational expressions and begin to multiply and divide them.**  | **Students will continue to multiply and divide rational expressions.** | **Students will begin to add and subtract rational expressions** | **Quiz**  |
| **Anticipatory****Set/Opening** | **Create three expressions that can be factored using different techniques on each expression.**  | **Write about: What is a rational function and when might it be used?**[**www.sophia.org/tutorials/rational-functions-in-the-real-world--3**](http://www.sophia.org/tutorials/rational-functions-in-the-real-world--3) | **Write about it: How are division and multiplication related? What is division (as it relates to factors of num. and denom.)? or What is a rational expression and what do they do?** | **Using basic fractions, add and/or subtract the values.****What allows you to perform the operation?** | **Quiz** |
| **Learning****Activities** | **Students trade papers and factor the problems. Then compare answers with the partner.** **Write about: Using complete sentences, explain what a factor is and what we use factoring for.****Factor Sheet #1 for practice after finished.** | **Students will identify values for which an expression is undefined.** **Students will be asked how this impacts the domain of their expression.** | **Students will share answers of opening question and discuss the concept of division as it relates to multiplying by the reciprocal and cancelling of common factors.****Worksheet #1 or 2** | **Students will begin by finding the LCM of rational expressions with a partner.****Worksheets from 8.3/Board Problems****Write about: Why is factoring a necessary skill for finding the LCM? List the factoring techniques the you are both familiar with** | **Quiz** |
| **Assessment of****Student****Understanding****/Closure** | **Parking Lot Question:****Which technique is the easiest for you? Hardest?** | **Teacher observation and questioning. Partner grading of in class work and discussion** | **Ticket out of class: What skill is vital to your ability to “simplify” rational expressions and why?** | **Ti- Nspire Quiz** | **Quiz** |