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| **Name:** | **David Young** | | | **Subject:** | **Algebra II** | | | **Week of:** | **February 3, 2014** | |
| **Lesson Plans** | | | | | | | | | | |
|  | | **Monday:** | **Tuesday:** | | | **Wednesday:** | **Thursday:** | | | **Friday:** |
| **Statement of**  **Objective(s)/**  **Think, Know,**  **Do(start with a verb)** | | **Students will continue to perform operations with rational expressions** | **Students will identify the holes, asymptotes, and intercepts of rational expressions.** | | | **Students will identify the holes, asymptotes, and intercepts of rational expressions.** | **Review for Test** | | | **Test** |
| **Anticipatory**  **Set/Opening** | | **Place 2 problems on the board for discussion (addition and division).** | **Write about: Given a rational functions graph, what do you notice about it when compared to other types of graphs we have discussed.** | | | **Review definitions from previous day.** | **Students will compare notes and formulate at least 3 questions.** | | | **Test** |
| **Learning**  **Activities** | | **Each student will be given card with a rational expression on it. They will pair with another student and perform the operation specified by teacher. Discuss any issues.** | **Students will compare answers from above and then formulate definitions and techniques for finding holes, asymptotes, intercepts, domain, and range in groups of 3 – Class share** | | | **Students will work as partners to identify the critical parts for the graphs of rational expressions.**  **Worksheets for 8.4** | **Students will share questions with the class and discuss/analyze solutions.** | | |  |
| **Assessment of**  **Student**  **Understanding**  **/Closure** | | **Parking Lot Question:**  **When and How did you and your partners find a common denominator** | **Teacher observation and questioning. Partner grading of in class work and discussion** | | | **Class grading of in class work.** | **Monitor discussions** | | | **Test** |