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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** |