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| **Name:** | **David Young** | | | **Subject:** | **Algebra II** | | | **Week of:** | **February 10, 2014** | |
| **Lesson Plans** | | | | | | | | | | |
|  | | **Monday:** | **Tuesday:** | | | **Wednesday:** | **Thursday:** | | | **Friday:** |
| **Statement of**  **Objective(s)/**  **Think, Know,**  **Do(start with a verb)** | | **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** | | | **Solve Rational Equations, Unit 8.5** |
| **Anticipatory**  **Set/Opening** | | **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** | | | **Display example 3 from textbook (p. 602) to introduce a rational equation application. Discuss why a kayaker might want to know the speed of a river’s current (floating season is coming soon.)** |
| **Learning**  **Activities** | | **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.** |  | | | **Students will take notes and work through guided practice problems (1-11) on page 605.** |
| **Assessment of**  **Student**  **Understanding**  **/Closure** | | **Teacher observation and questioning. Partner grading of in class work and discussion** | **Class grading of in class work.** | | | **Monitor discussions** | **Test** | | | **Observed student practice and discussion** |