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| **Name:** | **David Young** | | | **Subject:** | | **Algebra 2** | | **Week of:** | **August 26-30, 2013** | |
| **Lesson Plans** | | | | | | | | | | |
|  | | **Monday:** | **Tuesday:** | | **Wednesday:** | | **Thursday:** | | | **Friday:** |
| **Statement of**  **Objective(s)/**  **Think, Know,**  **Do(start with a verb)** | | **Transformation Rules for Functions continued: Students will apply transformation rules to manipulate or evaluate functions (More Transformation practice worksheet)**   **F.BF.3,**  **F-IF.4, F-IF.6, and F-IF.9.** | **Transformation Rules for Functions continued from Monday: Students will apply transformation rules to manipulate or evaluate functions (complete More Transformation practice worksheet)  F.BF.3,**  **F-IF.4, F-IF.6, and F-IF.9.** | | **Summary of Transformations/Applications of transformations)**  **Review basic rules of transformations and apply them to real world problems.  F.BF.3,**  **F-IF.4, F-IF.6, and F-IF.9.** | | **Review of transformation unit: Students will finish all transformation assignments, review transformation rules and ask for clarity on any uncertain concepts to prepare for assessment   F.BF.3,**  **F-IF.4, F-IF.6, and F-IF.9.** | | | **Unit Assessment: Students will take a summative exam to test knowledge and application skills regarding transformations F.BF.3,**  **F-IF.4, F-IF.6, and F-IF.9.** |
| **Anticipatory**  **Set/Opening** | | **Opening problem: working backwards with only the graph to determine the function:**  http://www.purplemath.com/modules/fcntrans4.htm | **Quick Polls to determine progress of previous assignment / address any misconceptions** | | **Problem posing: Post one of the application problems from 5-1: students work in teams to construct viable descriptions using transformation language** | | **Open forum discussion / question & answer session** | | | **5 minute FastFacts – speed review of rules prior to assessment** |
| **Learning**  **Activities** | | **Collaborative Groups /pairs will continue working together to represent transformations graphically and descriptively; categorize functions by their parent graphs** | **Students will work together to match graphs with equations using prior knowledge and mathematical reasoning, without technology. Teams / Pairs will present / defend their matches. Technology may be used to determine accuracy after matching exercise.** | | **More Application / Investigation: Teams will analyze and determine best solutions for various real world application problems (see Study Guide Review page 79 Holt, 50-52, 55)** | | **Students will review all rules regarding transformation of functions / match graphs with equations** | | | **Assessment** |
| **Assessment of**  **Student**  **Understanding**  **/Closure** | | **Observe student participation & interaction during group/pair work** | **Observe student interaction during group / pair activity, exit ticket** | | **Observe student interaction during group / pair activity, exit ticket: students summarize in a few sentences their understanding of transformation uses** | | **Observation of student participation and understanding** | | | **Unit Exam – Summative Assessment of Skills** |