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| **Name:** | **David Young** | | | **Subject:** | **Algebra II** | | | **Week of:** | **10/28/2013** | |
| **Lesson Plans** | | | | | | | | | | |
|  | | **Monday:** | **Tuesday:** | | | **Wednesday:** | **Thursday:** | | | **Friday:** |
| **Statement of**  **Objective(s)/**  **Think, Know,**  **Do(start with a verb)** | | **Students will multiply polynomials and use binomial expansion to expand expressions that are raised to positive integer powers.** | **Students will use the long division process to divide polynomials.** | | | **Students will divide polynomials using the long division process.** | **Students will divide polynomials using the synthetic division process.** | | | **Students will compare and contrast the long division and synthetic division algorithms.** |
| **Anticipatory**  **Set/Opening** | | **Write about it: Explain, in sentences, what it means to square something. Explain, in sentences, what it means to cube something.** | **Students will see how the long division process allows you to divide polynomials.** | | | **Write about it: How can you divide polynomials? What happens when you have a remainder?** | **Students will see how the synthetic division process allows you to divide polynomials.** | | | **Write about it: Explain when you would need to use long division instead of synthetic division. What information does the remainder give to you?** |
| **Learning**  **Activities** | | **Students will compare answers when practicing multiplying polynomials. Students will make the connection between the “FOIL” process and distributing.** | **Students will use example long division problems to begin practicing the process themselves.** | | | **Students will compare answers when practicing the long division process of dividing polynomials.** | **Working in pairs or groups, students will cooperatively work together to practice synthetically dividing polynomials. They will also** | | | **Students will determine when they must use long division instead of synthetic division.** |
| **Assessment of**  **Student**  **Understanding**  **/Closure** | | **Teacher observation and questioning, homework checks/quizzes, unit quiz, and unit test.** | **Teacher observation and questioning, homework checks/quizzes, and unit test.** | | | **Teacher observation and questioning, homework checks/quizzes, and unit test.** | **Teacher observation and questioning, homework checks/quizzes, and unit test.** | | | **Teacher observation and questioning, homework checks/quizzes, and unit test.** |