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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.** |