|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Name:** | **David Young** | | | **Subject:** | **Algebra 2** | | | **Week of:** | **January 6, 2014** | |
| **Lesson Plans** | | | | | | | | | | |
|  | | **Monday:** | **Tuesday:** | | | **Wednesday:** | **Thursday:** | | | **Friday:** |
| **Statement of**  **Objective(s)/**  **Think, Know,**  **Do(start with a verb)** | |  | **Students will explore linear functions (arithmetic sequence) as an introduction to exponential functions-growth & decay** | | | **Students will use an exponential growth model to make predictions, analyze graphs, and derive function rules** | **Students will continue to explore exponential growth & decay** | | | **Students will use exponential growth and decay to analyze real world situations** |
| **Anticipatory**  **Set/Opening** | |  | **Review Semester 1 final, quick review of rules/ expectations** | | | **Write About:**  **Poster 1 activity, what makes a function linear?** | **Bell ringer –In your own words, describe the difference between linear and exponential functions.** | | | **Write About:**  **Describe the difference in the graphs of an exponential growth vs. exponential decay function.** |
| **Learning**  **Activities** | |  | **Students will engage in Poster 1 activity**  **In pairs, students will use provided tables, tiles, or markers to visually represent the sequence shown in the activity to discover patterns, make predictions, and derive function rules for the given sequence.** | | | **Student will engage in Poster 2 activity**  **In pairs, students will use provided tables, tiles, or markers to visually represent the sequence shown in the activity to discover patterns, make predictions, and derive function rules for the given sequence.** | **Task Cards/ Lesson Summary Questions**  **In pairs, students will use tiles or makers to assist them in completing tasks outlined on the cards and use those experiences to answer corresponding summary questions.** | | | **Students Notes:**  **Summary comparison chart will be used for class discussion, and then students will use charts to write notes in their own words. Notes will be used as guide to complete Exponential Functions WS #1** |
| **Assessment of**  **Student**  **Understanding**  **/Closure** | |  | **Observe/monitor student progress on activity. Engage students in proper class discussions when necessary.** | | | **Parking Lot: What have you learned/what are you confused/unsure about? Students will also compare poster 1 and 2 assignments.** | **Observe/monitor student progress on activity.**  **Exit Ticket- based off this activity, how would you define exponential growth? Exponential decay?** | | | **Observe and Monitor student discussion/work** |