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| **Name:** | **David Young** | | | **Subject:** | **Algebra II** | | | **Week of:** | **9/30/2013** | |
| **Lesson Plans** | | | | | | | | | | |
|  | | **Monday:** | **Tuesday:** | | | **Wednesday:** | **Thursday:** | | | **Friday:** |
| **Statement of**  **Objective(s)/**  **Think, Know,**  **Do(start with a verb)** | | **Students will work to solve problems that involve setting f(x) = g(x), where f and g may be linear or quadratic.** | **Review for Test** | | | **Test** | **5.5 Complex Numbers and Roots: Students will define and use imaginary and complex numbers.** | | | **5.5 Complex Numbers and Roots: Students will solve quadratic equations with complex roots.** |
| **Anticipatory**  **Set/Opening** | | **Ask students to write about what it means to set two equations equal to each other** | **Create a problem from this unit and trade with someone to work. Compare and explain.** | | | **Test** | **Given the problem x^2 +1=0, students will solve for x, leading to discussion of how to take the square root of a negative number.** | | | **Have students fill in a Venn diagram illustrating the relationships of the set of complex numbers.** |
| **Learning**  **Activities** | | **As groups of 2 or 3, work the quadratic application problems. Students must justify why they set up a problem a certain way.** | **Group Review**  **Include: Definitions**  **Processes**  **Techniques**  **Shortcuts** | | | **Test** | **Working cooperatively, students will work through worksheet #1, practicing simplifying complex numbers and operations on complex numbers.** | | | **Students will work the practice problems on worksheet number #2, solving quadratic equations and defining complex conjugates.** |
| **Assessment of**  **Student**  **Understanding**  **/Closure** | | **Exit Ticket: Of the things we have covered in this unit, what do we need to review the most and WHY?** | **Round Robin Questions: Review Problems and Terminology** | | | **Test** | **After displaying key, have students correct their work and “thumbs up” or down when they have all answers correct.** | | | **Students will compare answers working in pairs and then write explanations on their papers of how they missed any problems.** |