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| **Standard**:  **PC.FGR.2.3: Represent the limit of a function using both the informal definition and the graphical interpretation in the context of piecewise-defined functions; interpret limits expressed in analytic notation.**  **Assessment: ☐ Quiz ☐ Unit Test ☐ Project ☐ Lab ☐ None** | | | | | | | | | | | | | | |
|  | **Pre-Teaching**  *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp*  **Learning Target**    **Success Criteria 1**    **Success Criteria 2** | **Activation of Learning**  *(5 min)* | | **Focused Instruction**  *(10 min)*  ***\*I DO*** | | **Guided Instruction**  *(10 min)*  ***\*WE DO*** | | **Collaborative**  **Learning**  *(10 min)*  ***\*Y’ALL DO*** | | | **Independent Learning**  *(10 min)*  ***\*YOU DO*** | | | **Closing**  *(5 min)* |
| * Do Now * Quick Write\* * Think/Pair/Share * Polls * Notice/Wonder * Number Talks * Engaging Video * Open-Ended Question | | * Think Aloud * Visuals * Demonstration * Analogies\* * Worked Examples * Nearpod Activity * Mnemonic Devices\* | | * Socratic Seminar \* * Call/Response * Probing Questions * Graphic Organizer * Nearpod Activity * Digital Whiteboard | | * Jigsaw\* * Discussions\* * Expert Groups * Labs * Stations * Think/Pair/Share * Create Visuals * Gallery Walk | | | * Written Response\* * Digital Portfolio * Presentation * Canvas Assignment * Choice Board * Independent Project * Portfolio | | | * Group Discussion * Exit Ticket * 3-2-1 * Parking Lot * Journaling\* * Nearpod |
| *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp***Monday** |  **Learning Objective:** Students will be able to divide polynomials using long division.   **Success Criteria:** I can set up polynomial long division correctly.  I can divide, multiply, subtract, and bring down terms in the correct order.  I can interpret the quotient and remainder. | Quick review of exponent rules and distribution to connect to dividing polynomials. | Teacher models dividing polynomials using long division with step-by-step explanation. | | Work through an example problem together with class input. | | | Students work in pairs to solve 2 division problems, checking steps with partners. | Students solve 2–3 polynomial division problems independently. | | | Exit ticket – one division problem to check mastery. | | |
| **Tuesday** |  **Learning Objective:** Students will strengthen accuracy and fluency in dividing polynomials. **Success Criteria:** I can identify and correct common errors when dividing polynomials. I can work collaboratively to solve and check division problems. I can independently complete a variety of polynomial division problems. | Warm-up review problem from Monday. | Teacher reviews common mistakes and demonstrates one example. | | Class solves a practice problem together on the board | | | Students complete a worksheet in pairs with teacher circulating for support. | Students complete remaining worksheet problems individually. | | | * Exit slip – solve a polynomial division problem and explain the remainder. | | |
| *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmpC:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp***Wednesday** | I **Learning Objective:** Students will be able to evaluate polynomials using synthetic division.   **Success Criteria:**  I can set up synthetic division correctly for a given divisor.  I can perform synthetic division to find values of polynomials at specific inputs.  I can explain how synthetic division connects to the Remainder Theorem. | Quick check-in on zeros of functions and factor theorem | Teacher models synthetic division to evaluate polynomials at given values. | | Class works through an example together with teacher support. | | | Pairs solve 2 synthetic division problems, explaining steps to each other. | Students complete 2–3 evaluation problems on their own. | | | Exit ticket – evaluate one polynomial using synthetic division. | | |
| **Thursday** |  **Learning Objective:** Students will apply synthetic division to evaluate and practice problem-solving with polynomials.   **Success Criteria:**  I can complete multiple problems using synthetic division without errors.  I can explain the steps of synthetic division to a peer.  I can demonstrate mastery through independent practice and exit tickets. | Warm-up: Quick synthetic division problem to review yesterday. | | Teacher reviews yesterday’s exit ticket and models one more example. | | | Work through one evaluation problem together. | Small groups complete a set of synthetic division practice problems. | | Students solve additional problems independently as a formative check. | | | Exit ticket – evaluate a polynomial and explain how synthetic division helps. | |
| *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp***Friday** | Learning Objective: Students will review and consolidate understanding of dividing polynomials and evaluating polynomials using synthetic division.  Success Criteria:  I can explain the process of dividing polynomials using both long division and synthetic division.  I can evaluate polynomials using synthetic division and explain the Remainder Theorem connection.  I can accurately solve mixed review problems that combine this week’s skills. | Quick warm-up with one long division and one synthetic division problem. | | Teacher reviews key steps and highlights common mistakes from the week. | | Class works together on one mixed review problem. | | Students work in small groups to solve a review set of problems (mix of long and synthetic division). | | | Students complete an individual review worksheet or mini-quiz. | | | Exit ticket – reflection question: *“Which method do you prefer for dividing/evaluating polynomials and why?* |

*\*key literacy strategies*