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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
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| *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.
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| *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*