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| Teacher’s Name: Christopher West | Date: 3/12/18 |
| Course: GSE Algebra II | Block (s): 2nd |

**R.L. Osborne High School**

Daily Lesson Plan

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| Standard(s): | |
| * Rational & Radical Relationships * MCC9-12.A.APR.7 Understand that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions. | |
| Learning Target(s): | |
| Students will be able to **simplify** rational expressions  Students will be able to **multiply** rational expressions. | |
| Opening Session | |
| Warm Up: (Optional):  ½ Sheet: 2 Problems:  What is the end behavior of these polynomials?  Drill: Mixed Operations of Integers | Activator: (Required)  <https://youtu.be/sfhypVsrr3c> Math By 5’s Crazy Guy  Polynomial Multiplication Puzzle  Multiplying Rational Fractions – Remember what rules? |
| Other Activities: Return Tests and discuss most common mistakes. | |
| Work Session | |
| Differentiated Problem Sets that require multiplying rational expressions. | |
| Closing Session | |
| *Reminder: Revisit the learning target.*  *TOTD* | |
| Assessment Strategies | |
| *How will you assess student understanding?*  TOTD - *Given an example, explain the process multiplying and simplifying the rational expression, and then perform the procedures.* | |
| Differentiation | |
| Product and Support:  L3: Lowest level students will work on rational expressions that have already been completely factored, to focus on multiplying. Teacher will question, observe, and support these students as needed.  L2: Middle level students will work on a rational expression problem set that starts out with completely factored problems, and progress to non-factored. Teacher will support these students on an as needed basis.  L3: Higher level students will work on rational expressions that are not factored. Teacher will support these students only when directly asked. | |