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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.7Understand 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.
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| Learning Target(s): |
| Students will be able to **simplify** rational expressionsStudents 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 PuzzleMultiplying 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.  |