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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** | ✅ I can graph rational functions by finding their asymptotes, intercepts, and holes, and I can use limit notation to describe their behavior. I can identify vertical and horizontal asymptotes of a rational function. I can locate x- and y-intercepts and holes in the graph. I can sketch a rational function that shows these key features. I can write limits that describe the behavior near vertical asymptotes and as x → ∞ or –∞. | Review Long Division and Synthetic Division | Teacher models Graphing Rational Functions | 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 Graphing problem |
| **Tuesday** | ✅ I can graph rational functions by finding their asymptotes, intercepts, and holes, and I can use limit notation to describe their behavior. I can identify vertical and horizontal asymptotes of a rational function. I can locate x- and y-intercepts and holes in the graph. I can sketch a rational function that shows these key features. I can write limits that describe the behavior near vertical asymptotes and as x → ∞ or –∞. | 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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| **Wednesday** | ✅ *I can find limits of functions as x approaches positive or negative infinity and describe the end behavior of the graph.* I can recognize when a function has a horizontal asymptote. I can use limit notation to describe what happens as x → ∞ and x → –∞. I can determine whether the function approaches a number, infinity, or does not exist. I can explain how the degree of the numerator and denominator affects the limit at infinity. | Review Rational Functions | Teacher models Limits approaching infinity | Work through an example problem together with class input. | Students work in pairs to solve 2 checking steps with partners. | Students solve 2–3 independently. | Exit ticket – one problem |
| **Thursday** | ✅ *I can find limits of functions as x approaches positive or negative infinity and describe the end behavior of the graph.* I can recognize when a function has a horizontal asymptote. I can use limit notation to describe what happens as x → ∞ and x → –∞. I can determine whether the function approaches a number, infinity, or does not exist. I can explain how the degree of the numerator and denominator affects the limit at infinity. | Warm-up review problem from Wednesday. | 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.tmp***Friday** | I am reviewing concepts learned during the week by showing mastery with GADOE learning taskI can show mastery through GADOE learning applications | **GADOE LEARNING TASK** |

*\*key literacy strategies*