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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** | ✅ 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. | | |
| **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. | |
| *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 task  I can show mastery through GADOE learning applications | **GADOE LEARNING TASK** | | | | | | | | | | | | |

*\*key literacy strategies*