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| **Standard**:  **PC.FGR.2.8: Solve simple rational equations in one variable, and give examples showing how extraneous solutions may arise.**  **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 solve rational equations   I can solve rational equation by finding common denominators  I can solve rational equation by cross multiplication | Review Synthetic Division | Introduce solving rational equations (finding common denominators, cross multiplication). | | Teacher models solving 2–3 rational equations, highlighting restrictions and checking solutions. | | | Students work in pairs to solve a rational equation on whiteboards, share strategies.. | Students complete practice problems (mix of easy and medium). | | | xit ticket: Solve one rational equation and identify any restrictions. | | |
| **Tuesday** | ✅ I can solve rational equations   I can solve rational equation by finding common denominators  I can solve rational equation by cross multiplication | Quick recap—students list one key idea from graphing rational functions OR limits to infinity. | Review common mistakes and “look-fors” on graphs (asymptotes, end behavior). | | Small groups graph one rational function and justify end behavior. | | | Students take **Mastery Check** (short assessment on graphing & limits). | | | | Reflection: “What strategy helped you most on today’s check?”. | | |
| **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. | Kahoot/Quizizz or quick review game on Unit 1 vocabulary. | Teacher highlights key Unit 1 concepts (graphing rational functions, limits, rational equations). | | Teacher works through one sample assessment-style problem. | | |  Class reviews a multi-part problem together (graph + limit + equation).   checking steps with partners. | Students rotate through practice stations or complete a review packet. | | | Students complete a 3-2-1 reflection (3 things I know, 2 things I need to review, 1 question I still have). | | |
| **Thursday** |  **Learning Target (I Can):** I can review and connect concepts from rational functions, limits, and rational equations to prepare for the assessment.   **Success Criteria:**  I can solve practice problems without assistance.  I can explain my reasoning to a peer or teacher.  I can identify what I need to review before the assessment. | Brief “mindset prep” — students write one strategy they will use during the test. | | Clarify directions and expectations for the assessment. | | | Teacher models one non-graded warm-up problem similar to test style. | Quick check for understanding on assessment rules. | | Students complete the **Unit 1 Assessment**. | | | Students complete an exit reflection: “How confident are you in today’s test?” | |
| *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp***Friday** | I can demonstrate mastery of Unit 1 concepts on rational functions, limits, and rational equations.   I can complete the assessment independently.   I can show my work clearly and check my answers.   I can reflect on my performance and areas of strength or growth. | **GADOE LEARNING TASK** | | | | | | | | | | | | |

*\*key literacy strategies*