| Lesson | Plan | Temp | late |
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| Grade: Alg | ebra l | Subject: Math | |
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| Materials: Computers/iPads | | Technology Needed: Computers/iPads | |
| Instruction | nal Strategies: | Guided Practices and Concrete Application: | |
| Direct Guide Socrat Learni Lectur Techn Other | : instructionPeer teaching/collaboration/ cooperative learning: d practicecooperative learningtic SeminarVisuals/Graphic organizersing CentersPBLreDiscussion/Debatetology integrationModeling | Large group activity Independent activity Technology integration Pairing/collaboration Simulations/Scenarios Other (list) Explain: | |
| | | | |
| Standard(s) HS.F-BF.3 Objective(s) By the end of the period the students will be able to identify the effect on the graph of replacing f(x) by f(x)+k, f(x+k), kf(x), and f(kx) for specific values of k. Bloom's Taxonomy Cognitive Level: Analyze Evaluate Create | | Differentiation Below Proficiency: Have the chart done, with no understanding of what it means Above Proficiency: Can remember what each transformation does without question. Approaching/Emerging Proficiency: Student can remember what a few of the transformations do without question. Modalities/Learning Preferences: | |
| | | | |
| Minutes | Procedures | | |
| 10 | Set-up/Prep: | | |
| | Get lantons or computers for the students to use. Review the material | | |
| 10 | Engage: (opening activity/ anticipatory Set – access prior I I will look to engage the students by asking them, "Can so After two students do that, I will ask them, "So, these are function for the graph that is up 2 or to the right 4? This is | earning / stimulate interest /generate questions, etc.) meone come up and draw the graph of x^2 for me? How about x^3?". the standard forms of the graph. Can anyone tell me how to write a what you are going to learn today. | |
| 10 Explain: (concepts, procedures, vocabulary, etc.) I will give the class the six different transformations and see what they can come up with for what each one does to a function. The homework page will have three columns with the first one filled out with the transformations and they will be tasked to fill out the second column. The third column will be filled out together as that one is a little more confusing. The students will be instructed to make sure they are not just using up down left or right but are using the idea of what the variable is in the definition. | | | |
| 15 Explore: (independent, concreate practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) Students will be given time to see what transformations do to functions. We will review what they put down to make sure the students have the correct things down and then fill out the third column using the second as a reference. | | | |
| 15 Review (wrap up and transition to next activity): After we go through the chart, I will let them use that and each other to work on the problems on the back page. These questions are application based. They will be able to check their work on the graphing utility. | | | |
| Formative Assessment: (linked to objectives) Sur Progress monitoring throughout lesson- clarifying questions, I check- in strategies, etc. each While the students are working, I can walk around the classroom each and see if they are making the connections and understanding what each transformation does. | | Summative Assessment (linked back to objectives) End of lesson: They would have completed the chart showing what each transformation does to the function and have the homework exercises completed. If applicable- overall unit, chapter, concept, etc.: | |

Lesson Plan Template

| Consideration for Back-up Plan: | | | | |
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| Graphing calculators could be used instead of the computers or | | | | |
| iPads, but often those don't have colors for the lines. | | | | |
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| Reflection (What went well? What did the students learn? How do you know? What changes would you make?): | | | | |
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