

**Sample High School Lesson Plan**  
**MATHEMATICS DEPARTMENT**

Teacher: Pamela Sola

Periods: 1, 2, 3, 4, 8, 9

Week 3: Aug. 24<sup>th</sup> – Aug. 28<sup>th</sup>, 2009

Course: Integrated Advanced Algebra

Developed in Collaboration With: Crystal Hilton

| Monday                                                                                                                                                                                                                                                                                                                  | Tuesday                                                                                                                                                                                                                                                                                                                 | Wednesday                                                                                                                                                                                                                                                                                     | Thursday                                                                                                                                                                                                                                                                        | Friday                                                                                                                                                                                                                                                                                                                       |   |   |   |       |  |  |  |  |  |  |                                                                                                                                                                             |                                                                          |                                                                                     |                                                                                                                                  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|-------|--|--|--|--|--|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|-------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|
| <b>Standard:</b><br>MA.1.A.1. Students will explore and interpret the characteristics of functions, using graphs, tables, and simple algebraic techniques.<br>h. Graph the basic function $f(x) = x^2$ . Graph vertical shifts, stretches, and shrinks, as well as reflections.                                         | <b>Standard:</b><br>MA.1.A.1. Students will explore and interpret the characteristics of functions, using graphs, tables, and simple algebraic techniques.<br>h. Graph the basic function $f(x) = x^2$ . Graph vertical shifts, stretches, and shrinks, as well as reflections.                                         | <b>Standard:</b><br>MA.1.A.1. Students will explore and interpret the characteristics of functions, using graphs, tables, and simple algebraic techniques.<br>h. Graph the basic function $f(x) =  x $ . Graph vertical shifts, stretches, and shrinks, as well as reflections.               | <b>Standard:</b><br>MA.1.A.1. Students will explore and interpret the characteristics of functions, using graphs, tables, and simple algebraic techniques.<br>h. Graph the basic function $f(x) =  x $ . Graph vertical shifts, stretches, and shrinks, as well as reflections. | <b>Standard:</b><br>MA.1.A.1. Students will explore and interpret the characteristics of functions, using graphs, tables, and simple algebraic techniques.<br>h. Graph the basic function $f(x) = x$ ; $f(x) = x^2$ ; $f(x) = x^3$ ; $f(x) =  x ^2$ . Graph vertical shifts, stretches, and shrinks, as well as reflections. |   |   |   |       |  |  |  |  |  |  |                                                                                                                                                                             |                                                                          |                                                                                     |                                                                                                                                  |
| <b>Essential Question:</b><br>How do I analyze and graph cubic functions and how will it be affected by various transformations?                                                                                                                                                                                        | <b>Essential Question:</b><br>How do I analyze and graph cubic functions and how will it be affected by various transformations?                                                                                                                                                                                        | <b>Essential Question:</b><br>How will I analyze and graph an absolute value function and how will it be affected by various transformations?                                                                                                                                                 | <b>Essential Question:</b><br>How will I analyze and graph an absolute value function and how will it be affected by various transformations?                                                                                                                                   | <b>Essential Question:</b><br>How will I analyze and graph a linear, quadratic, cubic & absolute value function and how will it be affected by various transformations?                                                                                                                                                      |   |   |   |       |  |  |  |  |  |  |                                                                                                                                                                             |                                                                          |                                                                                     |                                                                                                                                  |
| <b>Vocabulary:</b><br>Cubic function, vertical shift, reflection, stretch, shrink.                                                                                                                                                                                                                                      | <b>Vocabulary:</b><br>Cubic function, even function, odd function, symmetry, and behavior.                                                                                                                                                                                                                              | <b>Vocabulary:</b><br>Absolute value, symmetry.                                                                                                                                                                                                                                               | <b>Vocabulary:</b><br>Absolute value.                                                                                                                                                                                                                                           | <b>Vocabulary:</b><br>Linear, quadratic, cubic, absolute value.                                                                                                                                                                                                                                                              |   |   |   |       |  |  |  |  |  |  |                                                                                                                                                                             |                                                                          |                                                                                     |                                                                                                                                  |
| <b>Sponge (5 min.):</b><br>Complete the following table:<br><table><tr><td><math>x</math></td><td>-2</td><td>-1</td><td>0</td><td>1</td><td>2</td><td>3</td></tr><tr><td><math>x^3</math></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>                                                       | $x$                                                                                                                                                                                                                                                                                                                     | -2                                                                                                                                                                                                                                                                                            | -1                                                                                                                                                                                                                                                                              | 0                                                                                                                                                                                                                                                                                                                            | 1 | 2 | 3 | $x^3$ |  |  |  |  |  |  | <b>Sponge (5 min.):</b><br>Make an Anticipation Guide with 5 true/false statements using the words cubic function, odd function, even function, symmetry, and end behavior. | <b>Sponge (5 min.):</b><br>Complete Absolute Value Graphic Organizer #1. | <b>Sponge (10 min.):</b><br>Complete a Frayer model for an absolute value function. | <b>Sponge (5 min.):</b><br>Journal Prompt: How are linear, quadratic, cubic, and absolute value functions similar and different? |
| $x$                                                                                                                                                                                                                                                                                                                     | -2                                                                                                                                                                                                                                                                                                                      | -1                                                                                                                                                                                                                                                                                            | 0                                                                                                                                                                                                                                                                               | 1                                                                                                                                                                                                                                                                                                                            | 2 | 3 |   |       |  |  |  |  |  |  |                                                                                                                                                                             |                                                                          |                                                                                     |                                                                                                                                  |
| $x^3$                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                              |   |   |   |       |  |  |  |  |  |  |                                                                                                                                                                             |                                                                          |                                                                                     |                                                                                                                                  |
| <b>Opening (15min):</b><br>Graph parent function $f(x) = x^2$ .<br>Use graphing utility to compare parent graphs to $y = x^2 + 2$ ; $y = x^2 - 2$ ; $y = -2x^2 + 2$ ; $y = -2x^2 - 3$ . Have students make conjectures first and then test them on graphing calculator.                                                 | <b>Work Period (10 min.):</b><br>Divide class into 3 groups and have them create a Frayer model for one of the vocabulary words.<br><b>Content Presentation (15min):</b><br>Have each group share their Frayer model with the class.<br>Work p. 127 Ex. 3 and Guided practice #2 and EOCT study guide p. 17 as a class. | <b>Opening (15min):</b><br>Give a visual picture of graphs and have students discuss the change from the parent graph for the following $y= x +2$ ; $y= x -2$ ; $y=2 x $ ; $y = - x $ ; $y = \frac{1}{2} x $ .<br><br>Discuss vocabulary from Absolute Value Graphic Organizer #1 as a class. | <b>Opening (10min):</b><br><a href="#">Translation of Absolute Value Graphs</a> Video                                                                                                                                                                                           | <b>Opening:</b><br>None                                                                                                                                                                                                                                                                                                      |   |   |   |       |  |  |  |  |  |  |                                                                                                                                                                             |                                                                          |                                                                                     |                                                                                                                                  |
| <b>Work Period (20 min.):</b><br>Have students create a foldable that illustrates the parent graph in block 1, and blocks 2 - 5 with the following transformations: vertical shift up, vertical shift down, stretch/wrapward shift, stretch with downward shift, reflection with a stretch. Equations must be included. | <b>Work Period (10 min.):</b><br>Student work: textbook p. 128 (1, 2, 10 - 13) using <a href="#">Boss/Secretary</a> .                                                                                                                                                                                                   | <b>Work Period (20 min.):</b><br>Students complete From Wonderland to Functionland Task #9-11 using <a href="#">Data Check</a> .                                                                                                                                                              | <b>Work Period (20 min.):</b><br>Students complete Absolute Value Graphic Organizer #4 in pairs using <a href="#">Kelly Coach</a> .                                                                                                                                             | <b>Work Period (40 min.):</b><br>Administer Math 1 Quiz #2 (1.1-1.3, 1.7, 1.8, 2.10, 3.1)                                                                                                                                                                                                                                    |   |   |   |       |  |  |  |  |  |  |                                                                                                                                                                             |                                                                          |                                                                                     |                                                                                                                                  |

# Hs Mathematics Unit Lesson System

**Wolfgang Guggemos**

A red circular graphic with a gradient, appearing as a partial circle or a stylized arrow pointing to the right, located to the right of the author's name.

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