Teacher: Marc Belfer Course: Pre-Calculus Period(s): 3 Week of: May 14- 18, 2018

	Standards	Goals As a result of this lesson the student will be able to:	Instructional Strategies What the teacher will do to ensure the student meets the goals:	Activities The student will:	Homework & Assessment Student achievement will be measured by:
Monday	PC.FBF.5 PC.FLQE.4	Understand and verify through function composition that exponential and logarithmic functions are inverses of each other and use this relationship to solve problems involving logarithms and exponents. Express a logarithm as the solution to the exponential equation, $=d$ where a, c, and d are numbers and the base b is 2, 10, or e; evaluate the logarithm using technology.	ESOL Accommodations: Follow oral instructions to design math graphs using manipulatives and illustrated examples in small groups. Cooperative learning, extended time for completion of assignments, rephrase directions as needed, small group extended learning, and reduce number of questions on or alternate forms of assessments as needed. Powerpoint Notes, Interactive assignments such as vocabulary cards, electronic games, and MDC activities. Project based learning to ensure mastery of concepts.	_____Essential Question: TE _____Alternative Lesson Openers: Electronic Classroom _____Classroom Activity: Lesson 11.1 _____Examples 1–4: PE _____Extra Examples 1–4 with Key Questions: TE	Lesson 11.1 Interactive Discussions

Tuesday	PC.FBF.5 PC.FLQE.4	Understand and verify through function composition that exponential and logarithmic functions are inverses of each other and use this relationship to solve problems involving logarithms and exponents. Express a logarithm as the solution to the exponential equation, $=d$ where a, c, and d are numbers and the base b is 2, 10, or e; evaluate the logarithm using technology.	ESOL Accommodations: Follow oral instructions to design math graphs using manipulatives and illustrated examples in small groups. Cooperative learning, extended time for completion of assignments, rephrase directions as needed, small group extended learning, and reduce number of questions on or alternate forms of assessments as needed. Powerpoint Notes, Interactive assignments such as vocabulary cards, electronic games, and MDC activities. Project based learning to ensure mastery of concepts.	_____Essential Question: TE _____Alternative Lesson Openers: Electronic Classroom _____Classroom Activity: Lesson 11.2 _____Examples 1–4: PE _____Extra Examples 1–4 with Key Questions: TE	Lesson 11.2 Interactive Discussions

Wednesday	PC.FBF.5 PC.FLQE.4	Understand and verify through function composition that exponential and logarithmic functions are inverses of each other and use this relationship to solve problems involving logarithms and exponents. Express a logarithm as the solution to the exponential equation, $=d$ where a, c, and d are numbers and the base b is 2, 10, or e; evaluate the logarithm using technology.	ESOL Accommodations: Follow oral instructions to design math graphs using manipulatives and illustrated examples in small groups. Cooperative learning, extended time for completion of assignments, rephrase directions as needed, small group extended learning, and reduce number of questions on or alternate forms of assessments as needed. Powerpoint Notes, Interactive assignments such as vocabulary cards, electronic games, and MDC activities. Project based learning to ensure mastery of concepts.	_____Essential Question: TE _____Alternative Lesson Openers: Electronic Classroom _____Classroom Activity: Writing District Exam Lesson 11.3 _____Examples 1–4: PE _____Extra Examples 1–4 with Key Questions: TE	Writing District Exam Lesson 11.3 Interactive Discussions

Thursday	PC.FBF.5 PC.FLQE.4	Understand and verify through function composition that exponential and logarithmic functions are inverses of each other and use this relationship to solve problems involving logarithms and exponents. Express a logarithm as the solution to the exponential equation, $=d$ where a, c, and d are numbers and the base b is 2, 10, or e; evaluate the logarithm using technology.	ESOL Accommodations: Follow oral instructions to design math graphs using manipulatives and illustrated examples in small groups. Cooperative learning, extended time for completion of assignments, rephrase directions as needed, small group extended learning, and reduce number of questions on or alternate forms of assessments as needed. Powerpoint Notes, Interactive assignments such as vocabulary cards, electronic games, and MDC activities. Project based learning to ensure mastery of concepts.	_____Essential Question: TE _____Alternative Lesson Openers: Electronic Classroom _____Classroom Activity: Lesson 11.4 _____Examples 1–4: PE _____Extra Examples 1–4 with Key Questions: TE	Lesson 11.4 Interactive Discussions

Friday	PC.FBF.5 PC.FLQE.4	Understand and verify through function composition that exponential and logarithmic functions are inverses of each other and use this relationship to solve problems involving logarithms and exponents. Express a logarithm as the solution to the exponential equation, $=d$ where a, c, and d are numbers and the base b is 2, 10, or e; evaluate the logarithm using technology.	ESOL Accommodations: Follow oral instructions to design math graphs using manipulatives and illustrated examples in small groups. Cooperative learning, extended time for completion of assignments, rephrase directions as needed, small group extended learning, and reduce number of questions on or alternate forms of assessments as needed. Powerpoint Notes, Interactive assignments such as vocabulary cards, electronic games, and MDC activities. Project based learning to ensure mastery of concepts.	_____Essential Question: TE _____Alternative Lesson Openers: Electronic Classroom _____Classroom Activity: Lesson 11.5 _____Examples 1–4: PE _____Extra Examples 1–4 with Key Questions: TE	Lesson 11.5 Interactive Discussions

* All plans are subject to change. Student progress will be monitored and adjustments will be made.