

**TCA Daily Lesson Planner**

|                       |                    |       |             |         |                |       |
|-----------------------|--------------------|-------|-------------|---------|----------------|-------|
| <b>Lesson #</b><br>15 | <b>Course Code</b> | MCV4U | <b>Date</b> | 22/9/20 | <b>Teacher</b> | BAHAR |
|-----------------------|--------------------|-------|-------------|---------|----------------|-------|

**Period A**

|                          |    |  |   |
|--------------------------|----|--|---|
| <b>Warm up</b>           | 20 | Quiz, Q&A, Student Report, Student Marking, Debriefing, Check home work etc. |   |
| <b>Record Attendance</b> |    | Notes: attendance and concerns regarding specific student                    |   |
| <b>Lesson Intro.</b>     | 10 | Specific expectation (s)   | B1.1, B1.2, B1.3, B1.4  |
|                          |    | Learning goals   | <p>By the end of this period, students will be able to:</p> <ul style="list-style-type: none"> <li>- Finish the Review of Prerequisite Skills for Unit 4</li> <li>- Solve simple equations and inequalities</li> <li>- Know how to sketch graphs of parent functions and simple transformations of these graphs</li> <li>- Understand the intuitive concept of a limit of a function and be able to evaluate simple limits</li> <li>- Determine the derivatives of functions using all known rules</li> </ul>   |
|                          |    | Success Criteria   | <p>By the end of this period students should:</p> <ul style="list-style-type: none"> <li>- Know or understand the concepts of the exercise</li> <li>- Use critical thinking to create, solve and analyze</li> <li>- Communicate with appropriate notations</li> <li>- Apply connections between everything that was learned and problem arising in the real world problem</li> <li>- The students should be able to successfully answer and explain any questions from the given exercise (AFL/Conversation)</li> <li>- The students should be able to successfully solve and represent any assigned questions (AFL/Observation)</li> </ul> |
| <b>Lesson</b>            | 40 | Learning Activities  | Problem Solving<br>Discussion<br>Feedback   |
|                          |    | Resources  | Textbook: Calculus and Vectors (Nelson)   |
|                          |    | Assessment and Evaluation  | Assigned Textbook questions: Pg#162 1-12  |
| <b>Application</b>       | 20 |  |   |

**Period B**

|                      |    |                      |  |
|----------------------|----|----------------------|--|
| <b>Warm up</b>       | 15 |                      |  |
| <b>Lesson Intro.</b> |    | Specific expectation | B1.1, B1.2, B1.3, B1.4                               |
|                      |    | Learning goals       | By the end of this lesson, students will be able to: |

|                    |                           |  |
|--------------------|---------------------------|--|
|                    |                           | <ul style="list-style-type: none"> <li>- Define intervals of increase and decrease</li> <li>- Use derivative to reason about intervals of increase and decrease</li> <li>- Graph a function given the graph of the derivative</li> <li>- Determine the Critical Numbers and use it to find Local Max and Min using the First Derivative Test</li> </ul>  |
|                    | Success Criteria          | <p>By the end of this period students should:</p> <ul style="list-style-type: none"> <li>- Know or understand the concepts of interval of increase and decrease and critical numbers</li> <li>- Use critical thinking to create, solve and analyze strategies to find the interval of increase and decrease, also determine the local man &amp; min</li> <li>- Communicate with appropriate notations for reasoning about the interval of increase and decrease using derivatives</li> <li>- Apply connections between everything that was learned and problem arising in the real world problem</li> <li>- The students should be able to successfully answer and explain any questions from section taught in the class (AAL/Conversation)</li> <li>- The students should be able to successfully solve and represent any assigned questions from the lesson taught (AAL/Observation)</li> </ul> |
| <b>Lesson</b>      | 55                        | <p>Learning Activities</p> <p>Problem Solving<br/>Discussion<br/>Feedback</p>  |
|                    | Resources                 | Textbook: Calculus and Vectors (Nelson)  |
|                    | Assessment and Evaluation | Assigned Text book questions: Pg#196 1-7   |
| <b>Application</b> | 20                        | Student Teacher Discussion about the lesson  |

| TEACHING STRATEGIES                      |   | TEACHING STRATEGIES                  |   |
|--|---|--------------------------------------|---|
| Direct Instruction (teacher led)         | x | Class activity (teacher facilitated) | x |
| Direct instruction (discussion possible) | x | Experiential learning (by doing)     |   |
| Class discussion (teacher facilitated)   | x | Worksheets / Surveys                 |   |
| Small group discussion                   |   | Individual or group research         |   |
| Partner discussion / conferencing        |   | Teacher Modeling                     |   |
| Conferencing: teacher and student        | x | Use of Computers / Internet          |   |
| Teacher reading to class                 |   | Use of Video or Audio                |   |
| Silent individual reading                |   | Role Playing                         |   |
| Group based reading                      |   | Class Presentations                  |   |

|  |   |  |  |
|--|---|--|--|
| Independent work (Teacher facilitated) | x | Guest Speaker / Interviews / Questions |  |
| Group Work (Teacher facilitated)       |   | Field Trip                             |  |
| OTHER:                                 |   | OTHER:                                 |  |