First two days back... take "speed" final in groups of 2-4... answer the ones you remember in 45 minutes. Then 30 minutes to use notes and look up the harder ones (this works as a review, but also lets me know what my new students learned and/or didn't in first semester). Begin to grade it day 1... tally how many got each type of question to decide if more review is needed to start... day 2 pass back their finals (still in groups) and compare their answers to the ones they just finished... similar mistakes? new mistakes? just forgot? remember now? go over any questions... decide if we can start Polynomials on Friday or if we need one more day of review!

5.1 (1-1.5 Days) focus vocab for the chapter --> standard form, degree, lead coeff, constant, y-int, # of solutions based on degree, # real solutions based on zeros, end behavior AND be able to use a graph calc to identify those... In Class and HMWK pg 285 #17-31 (odd) change directions to match what is described above... I need to find a few review for our 2-4-2 homework although a lot of this is review from quadratics

5.2 (1-1.5 Days) review factoring (GCF and quadratics) to solve... match to graph and compare/contrast... talk about multiplicity and what that looks like on a graph... (I also like to remove one of the zeros by factoring, compare the graphs and see how that those we didn't remove still touch... awesome for multiplicity

5.3 (1 Day) talk about how you could expand on section 5.2 and solve by factoring, but that graphing is the way we are going to go

5.4 (1-1.5) i usually show an example of long division with integers as a review, show one example of how awful long division is for polynomials (mention that it is the way to solve when degrees are separated by two or more, but not going to have to worry about in this class) but i do show synthetic as a way to show them how to solve when imaginary are involved like chapter 4 (they usually like it after they realize how bad long division is... plus it looks like magic!!) we then use graphing calculators to help show connection, and eventually just use the graphing calc to find zeros all the way down til quadratic formula

5.5 (1-1.5) Theorems... continue to stress what the graphs look like, how we can use them to solve but use the theorems to supplement that

5.6 (1 day) Fundamental theorem of algebra... hey!! we've been stressing this since day 1, you already know this theorem! what if degree is 5, but graph only shows 3 roots, what must be true about the other 2?? put it all together!

5.7 Do not cover this

5.8 Depends on time and how many days are 1 day instead of 1.5 days... if they pick up on it and we have time then I spend time on this (usually 1 day)

5.9 Do not cover this in depth... talk about it while graphing over several day

Nate, I wasn't sure if you wanted any of this specific stuff... but it is my game plan for first 3-5 weeks back.

Charlie Cuddy  
Omaha Bryan High School  
402-557-3100  
Math Teacher  
Head Boys and Girls Track Coach  
Head Boys and Girls Cross Country Coach