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|  | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
| **Makowski**  **Week of: 4/10/2017**  ALGEBRA 1 | Introduce “Quadratics” Unit and 10.1 “Graphing Parabolas” | Math M-STEP  Day 1 | Math M-STEP  Day 2 | ½ Day;  PBIS Special Event | No School |
| CCSS: | A.REI.4 Solve quadratic equations by inspection (e.g., for *x*2 = 49), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as *a* ± *bi* for real numbers *a* and *b*. | Review CCSS | Review CCSS |  |  |
| CONTENT OBJECTIVE:  (Student Can…)  LANGUAGE OBJECTIVE:  (Student Can …)  *WIDA Accommodations:*  Speaking: Model language pronunciation.  Writing: Demonstrate effective note-taking and provide a template. | Understand the definition of a parabola, by illustrating its axis of symmetry and maximum or minimum value.  Write to interpret the vertex and axis of symmetry of a parabola, using the vertex form of a quadratic function. | Evaluate Math content, by testing skills and vocabulary on a state assessment.  Write to answer questions about math, using a lap-top computer. | Evaluate Math content, by testing skills and vocabulary on a state assessment.  Write to answer questions about math, using a lap-top computer. |  |  |
| VOCABULARY: | Parabola, minimum value, maximum value, horizontal  translation, vertical translation, parent function, axis of symmetry | Review vocabulary | Review vocabulary |  |  |
| DIFFERENTIATION  THROUGH: | -Whole group and individual learning  -Graphic organizer  -Modeling  -Manipulatives  -A/B Partners  -Technology  -Problem-solving strategies | -Individual learning  -Technology  -Type 1/2 writing | -Individual learning  -Technology  -Type 1/2 writing |  |  |
| CLOSING ACTIVITY: | Assign: p. 485 (11-39) | Assign: No HW | Assign: No HW |  |  |

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| **Makowski**  **Week of: 4/10/2017**  8th GRADE MATH | Introduce Unit “Growing, Growing, Growing” & “Investigation 1: Exponential Growth”; Problem 1.1 “Making Ballots: Introducing Exponential Functions” | Math M-STEP  Day 1 | Math M-STEP  Day 2 | ½ Day;  PBIS Special Event | No School |
| CCSS: | 8.FA.2 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). | Review CCSS | Review CCSS |  |  |
| CONTENT OBJECTIVE:  (Student Can…)  LANGUAGE OBJECTIVE:  (Student Can…)  *WIDA Accommodations:*  Speaking: Model language pronunciation.  Writing: Demonstrate effective note-taking and provide a template. | Understand exponential functions, by predicting a growth pattern.  Write to describe a growth pattern, using a table, graph, and equation. | Evaluate Math content, by testing skills and vocabulary on a state assessment.  Write to answer questions about math, using a lap-top computer. | Evaluate Math content, by testing skills and vocabulary on a state assessment.  Write to answer questions about math, using a lap-top computer. |  |  |
| VOCABULARY: | Review Vocabulary | Review vocabulary | Review vocabulary |  |  |
| DIFFERENTIATION  THROUGH: | -Whole group and individual learning  -Graphic organizer  -Modeling  -Manipulatives  -A/B Partners  -Technology  -Problem-solving strategies | -Individual learning  -Technology  -Type 1/2 writing | -Individual learning  -Technology  -Type 1/2 writing |  |  |
| CLOSING ACTIVITY: | Assign: p. 14 (1) | Assign: No HW | Assign: No HW |  |  |

\*Mrs. Makowski reserves the right to alter these plans, if needed.\*