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|  | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
| **Makowski****Week of: 4/17/2017**ALGEBRA 1 | ELA M-STEPDay 1 | ELA M-STEPDay 2 | Social StudiesM-STEP | Continue 10.1 | Continue 10.1 |
| CCSS: | Review CCSS | Review CCSS | Review 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*. | 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*. |
| CONTENT OBJECTIVE:(Student Can…)LANGUAGE OBJECTIVE:(Student Can …)*WIDA Accommodations:*Speaking: Model language pronunciation.Writing: Demonstrate effective note-taking and provide a template. | Evaluate ELA content, by testing skills and vocabulary on a state assessment.Write to answer questions about ELA, using a lap-top computer. | Evaluate ELA content, by testing skills and vocabulary on a state assessment.Write to answer questions about ELA, using a lap-top computer. | Evaluate social studies content, by testing skills and vocabulary on a state assessment.Write to answer questions about social studies, using a lap-top computer. | Understand how to find zeros of a function, by representing the solution through factoring.Write to describe the vertical and horizontal translations of a parabola, using content-specific vocabulary. | Apply knowledge of graphing parabolas, by showing how the x-intercept is the solution to the equation.Orally describe transformations of functions to a partner, using a graphing calculator |
| VOCABULARY: | Review vocabulary | Review vocabulary | Review vocabulary | Parabola, minimum value, maximum value, horizontal translation, vertical translation, parent function, axis of symmetry | Parabola, minimum value, maximum value, horizontal translation, vertical translation, parent function, axis of symmetry |
| DIFFERENTIATIONTHROUGH: | -Individual learning-Technology-Type 1/2 writing | -Individual learning-Technology-Type 1/2 writing | -Individual learning-Technology-Type 1/2 writing | -Partner think-pair-share -Manipulatives-Technology-Problem-solving strategies | -Partner think-pair-share -Manipulatives-Technology-Problem-solving strategies |
| CLOSING ACTIVITY: | Assign: No HW | Assign: No HW | Assign: No HW | Assign: WS 10.1 | Assign: Linear to Quadratic WS |

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| **Makowski****Week of: 4/17/2017**8th GRADE MATH | ELA M-STEPDay 1 | ELA M-STEPDay 2 | Social StudiesM-STEP | Quiz (1.1-1.2) | Introduce Problem 1.3 “Making a New Offer: Growth Factors” |
| CCSS: | Review CCSS | Review CCSS | Review CCSS | Review CCSS | 8.EE.A.3 Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other.  |
| CONTENT OBJECTIVE:(Student Can…)LANGUAGE OBJECTIVE:(Student Can…)*WIDA Accommodations:*Speaking: Model language pronunciation.Writing: Demonstrate effective note-taking and provide a template. | Evaluate ELA content, by testing skills and vocabulary on a state assessment.Write to answer questions about ELA, using a lap-top computer. | Evaluate ELA content, by testing skills and vocabulary on a state assessment.Write to answer questions about ELA, using a lap-top computer. | Evaluate social studies content, by testing skills and vocabulary on a state assessment.Write to answer questions about social studies, using a lap-top computer. | Evaluate the content for lessons 1.1-1.2, by testing skills and vocabulary on a quiz.Write to synthesize information from lessons 1.1-1.2 on a quiz, using vocabulary, guided notes and assignments. | Remember the value of growth factors, by recording very large or small values in a table.Write to compare four different reward plans, using the total number of rubas for each. |
| VOCABULARY: | Review Vocabulary | Review vocabulary | Review vocabulary | Review vocabulary | Exponential Growth, Growth factor, Exponential functions |
| DIFFERENTIATIONTHROUGH: | -Individual learning-Technology-Type 1/2 writing | -Individual learning-Technology-Type 1/2 writing | -Individual learning-Technology-Type 1/2 writing | Individual learning-Technology-Type 1/2 writing | -Whole group and individual learning-Graphic organizer-Modeling-Manipulatives-A/B Partners-Technology-Problem-solving strategies |
| CLOSING ACTIVITY: | Assign: No HW | Assign: p. 16-17 (4-12) | Assign: p. 21 (22-41) | Assign: No HW | Assign: p. 17 (13) |

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