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|  | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
| **Makowski**  **Week of: 4/24/2017**  ALGEBRA 1 | Introduce 10.2 “Solving Equations by Using Square Roots” | Continue 10.2 | Continue 10.2 | Introduce 10.3 “Completing the Square” | Continue 10.3 |
| 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*. | 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*. | F.IF.8 Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context. | F.IF.8 Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context. |
| CONTENT OBJECTIVE:  (Student Can…)  LANGUAGE OBJECTIVE:  (Student Can …)  *WIDA Accommodations:*  Speaking: Model language pronunciation.  Writing: Demonstrate effective note-taking and provide a template. | Understand square roots, by representing equations of the form ax2=k.  Write to state how rounding takes place, using the place value of hundredths when giving answers. | Apply quadratic equations, by showing how to rewrite the equation in the form  a (x-h)2 =k.  Write to evaluate the zeros of ach function, using the vertex and axis of symmetry of a parabola. | Analyze the solutions of quadratic equations, by finding connections between their value and where they would be on a graph.  Orally explain solving equations by using square roots to a partner, using a series of steps. | Remember how to complete the square, by identifying algebra tiles that would fill in empty spaces.  Write to restate a given quadratic function, using vertex form. | Understand how to complete the square, by representing the function in  y=a(x-h) + k form.  Write to state a binomial as a perfect-square trinomial, using algebra tiles. |
| VOCABULARY: | Square root | Square root | Square root | Completing the Square | Completing the Square |
| DIFFERENTIATION  THROUGH: | -Whole group and individual learning  -Graphic organizer  -Modeling  -Manipulatives  -A/B Partners  -Technology  -Problem-solving strategies | -Partner think-pair-share  -Manipulatives  -Technology  -Problem-solving strategies | -Partner think-pair-share  -Manipulatives  -Technology  -Problem-solving strategies | -Whole group and individual learning  -Graphic organizer  -Modeling  -Manipulatives  -A/B Partners  -Technology  -Problem-solving strategies | -Partner think-pair-share  -Manipulatives  -Technology  -Problem-solving strategies |
| CLOSING ACTIVITY: | Assign: WS 10.2 | Assign: p. 490 (21-51) | Assign: Solving Square Root Equations WS | Assign: WS 10.3 | Assign: p. 496 (9-63) |

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| **Makowski**  **Week of: 4/24/2017**  8th GRADE MATH | Continue 1.3 | Type 3 Writing; Review Investigation 1 | Introduce Investigation 2 “Examining Growth Patterns” and 2.1 “Killer Plant Strikes Lake Victoria: y-intercepts other than 1” | Continue 2.1 | Quiz (1.3-2.1) |
| 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. | Review CCSS | 8.F.A.1 Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output. | 8.F.A.1 Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output. | 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. | Apply knowledge of growth factors, by showing how real-world relationships compare to rubas.  Orally discuss various plans and patterns with a partner, using content-specific vocabulary. | Analyze exponential functions, by determining in a Type 3 writing the different forms of representing values.  Write to respond to questions asked about exponential growth in a Type 3 writing, using FCA’s. | Analyze exponential growth, by comparing equations and graphs to those made in Investigation 1.  Write to describe how much of a lake’s surface will be covered by a plant, using an exponential equation. | Analyze exponential growth, by finding connections between exponential functions and real-world situations.  Orally describe exponential relationships to a partner, using key vocabulary. | Evaluate the content for lessons 1.3-2.1, by testing skills and vocabulary on a quiz.  Write to synthesize information from lessons 1.3-2.1 on a quiz, using vocabulary, guided notes and assignments. |
| VOCABULARY: | Exponential Growth, Growth factor, Exponential functions | Review Vocabulary | Review vocabulary | Review Vocabulary | Review Vocabulary |
| DIFFERENTIATION  THROUGH: | -Partner think-pair-share  -Manipulatives  -Technology  -Problem-solving strategies | -Individual learning  -Technology  -Type 1/2 writing | -Whole group and individual learning  -Graphic organizer  -Modeling  -Manipulatives  -A/B Partners  -Technology  -Problem-solving strategies | -Partner think-pair-share  -Manipulatives  -Technology  -Problem-solving strategies | -Individual learning  -Technology  -Type 1/2 writing |
| CLOSING ACTIVITY: | Assign: p. 18-20 (#14-15) | Assign: Investigation 1 Review WS | Assign: p. 32 (#1) | Assign: p. 32-33 (2-4) | Assign: No HW |

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