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|  | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
| **Makowski**  **Week of: 12/12/2016**  ALGEBRA 1 | Continue 7.1 | Introduce 7.2 “The Substitution Method” | Continue 7.2 | Reading Comprehension Retell | Continue 7.2 |
| CCSS: | A.REI.6 Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables. | A.REI.6 Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables. | A.REI.6 Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables. | Review/Preview CCSS | A.REI.6 Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables. |
| CONTENT OBJECTIVE:  (Student Can…)  LANGUAGE OBJECTIVE:  (Student Can …)  *WIDA Accommodations:*  Speaking: Model language pronunciation.  Writing: Demonstrate effective note-taking and provide a template. | Apply a system of equations, by showing how to write an equation in slope-intercept form.  Orally explain how to graph a system of linear equations to a partner, using slope and y-intercept. | Understand the substitution method, by representing the steps used to solve a system of equations.  Write to evaluate a system of equations, using the substitution method. | Apply the substitution method, by showing how to substitute a solution back into the original equation.  Write to state the solution to a system of equations, using an ordered pair. | Understand tables and graphs, by summarizing important facts from the book, “Extreme Temperatures: Learning about Positive and Negative Numbers.”  Write to recount details about the relationship between tables and graphs, using information taken on sticky notes to retell the story. | Analyze the substitution method, by determining the ordered pair solution.  Orally describe to a partner which variable is simplest to substitute, using a system of linear equations. |
| VOCABULARY: | System of equations, solution | Substitution method | Substitution method | Review vocabulary | Substitution method |
| DIFFERENTIATION  THROUGH: | -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 | -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: Riddle WS | Assign: WS 7.2 odds | Assign: WS 7.2 evens | Assign: No HW | Assign: p. 329 (9-27 odd) |

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| **Makowski**  **Week of: 12/12/2016**  8th GRADE MATH | Introduce Problem 5.3 “After-School Jobs and Homework: Working Backward: Setting up a Two-Way Table” | Continue 5.3; Review Investigation 5 | Review for “Thinking with Mathematical Models” unit test | Reading Comprehension Retell | “Thinking with Mathematical Models” unit test |
| CCSS: | 8.SP.A.4 Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables. | 8.SP.A.4 Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables. | Review Unit CCSS | Review/Preview CCSS | Review Unit 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 a two-way table, by interpreting a tally to record results.  Write to restate data in a table, using fractions and percents. | Evaluate the skills in Investigation 5, by reflecting on two-way tables.  Orally summarize the main ideas of the unit, using a self –assessment form. | Evaluate the content for “Thinking with Mathematical Models” unit, by reflecting on skills and vocabulary.  Write to answer questions about the unit “Thinking with Mathematical Models”, using a graphic organizer with sample multiple-choice questions. | Understand tables, graphs, and equations, by summarizing important facts from the book, “Extreme Temperatures: Learning about Positive and Negative Numbers.”  Write to recount details about the relationship between tables and graphs, using information taken on sticky notes to retell the story. | Evaluate the content for “Thinking with Mathematical Models” unit, by testing skills and vocabulary.  Write to synthesize information from unit “Thinking with Mathematical Models”, using a graphing calculator on a multiple-choice test. |
| VOCABULARY: | Review vocabulary | Review vocabulary | Review vocabulary | Review/Preview vocabulary | Review vocabulary |
| 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 | -Whole group and individual learning  -Graphic organizer  -Modeling  -Manipulatives  -A/B Partners  -Technology  -Problem-solving strategies | -Whole group and individual learning  -Graphic organizer  -Modeling  -Manipulatives  -A/B Partners  -Technology  -Problem-solving strategies | -Individual learning  -Technology  -Type 1/2 writing |
| CLOSING ACTIVITY: | Assign: p. 122 (18) | Assign: Self-Assessment WS | Assign: Study for unit test | Assign: Study for unit test | Assign: No HW |

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