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|  | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
| **Makowski**  **Week of: 12/19/2016**  ALGEBRA 1 | Continue 7.2 | Continue 7.2 | Review 7.1-7.2 | NWEA Skill Builder | “12 Days of Christmas” review of basic skills |
| 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. | Review CCSS | 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. | Apply the substitution method, by solving a system of linear equations.  Orally describe to a partner which variable is simplest to substitute, using a system of linear equations. | Analyze a system of equations, by determining which equation needs to be written in slope-intercept form.  Orally suggest to a partner the answer to a riddle, using ordered pair solutions. | Evaluate the methods used to solve a system of linear equations, by reflecting on graphing and substitution.  Write to state the solution to a system of linear equations, using an ordered pair. | Remember at-level math skills, by recognizing correct solutions to a computer-based tutorial with 80% accuracy.  Write to solve various at-level math problems on a computer-based tutorial, using pencil and paper. | Apply multiplication and addition skills, by solving for the cost of the “12 Days of Christmas” without the use of a calculator.  Write to predict the cost to purchase the “12 Days of Christmas” using a Type 1 writing. |
| VOCABULARY: | Substitution method | Substitution method | Review Vocabulary | Review Vocabulary | Review vocabulary |
| DIFFERENTIATION  THROUGH: | -Partner think-pair-share  -Manipulatives  -Technology  -Problem-solving strategies | -Partner think-pair-share  -Manipulatives  -Technology  -Problem-solving strategies | -Partner think-pair-share  -Manipulatives  -Technology  -Problem-solving strategies | -Individual learning  -Technology  -Type 1/2 writing | -Partner think-pair-share  -Manipulatives  -Technology  -Problem-solving strategies |
| CLOSING ACTIVITY: | Assign: p. 329 (9-27 odd) | Assign: Substitution Riddle WS | Assign: p. 362 (1, 3, 6, 9, 10, 12) | Assign: NWEA Skill Builder Missions | Assign: NWEA Skill Builder Missions |

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| **Makowski**  **Week of: 12/19/2016**  8th GRADE MATH | “Looking for Pythagoras” Unit Pre-Test | Introduce Investigation 1 “Coordinate Grids” and Problem 1.1 “Driving Around Euclid: Locating Points and Finding Distances” | Continue 1.1 | NWEA Skill Builder | “12 Days of Christmas” review of basic skills |
| CCSS: | Preview CCSS | 8.G.B.6 Explain a proof of the Pythagorean Theorem and its converse. | 8.G.B.6 Explain a proof of the Pythagorean Theorem and its converse. | 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. | Evaluate the content for “Looking for Pythagoras” unit by determining knowledge of skills, vocabulary, and content.  Write to answer questions about the unit “Looking for Pythagoras”, using a graphic organizer with multiple-choice questions. | Understand two types of distances on a coordinate grid, by illustrating them on a map.  Write to compare how driving and flying distances are related, using two locations on a map. | Apply the knowledge of a coordinate plane, by showing how to state coordinates as (x, y).  Orally explain to a partner which direction points are located, using ordered pairs. | Remember at-level math skills, by recognizing correct solutions to a computer-based tutorial with 80% accuracy.  Write to solve various at-level math problems on a computer-based tutorial, using pencil and paper. | Apply multiplication and addition skills, by solving for the cost of the “12 Days of Christmas” without the use of a calculator.  Write to predict the cost to purchase the “12 Days of Christmas” using a Type 1 writing. |
| VOCABULARY: | Preview vocabulary | Review vocabulary | Review vocabulary | Review Vocabulary | Review vocabulary |
| DIFFERENTIATION  THROUGH: | -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 | -Partner think-pair-share  -Manipulatives  -Technology  -Problem-solving strategies |
| CLOSING ACTIVITY: | Assign: Unit Readiness skill packet | Assign: p. 14 (1-6) | Assign: p. 17 (26-34) | Assign: NWEA Skill Builder Missions | Assign: NWEA Skill Builder Missions |

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