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|  | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
| **Makowski**  **Week of: 2/13/2017**  ALGEBRA 1 | Introduce 8.5 “Scientific Notation” | Earned NWEA Reward Day! | Continue 8.5 | NWEA Skill Builder | Skill Check 2: Exponents; Review “Operations with Expressions” unit |
| CCSS: | A.SSE.B.3 Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression. |  | A.SSE.B.3 Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression. | Review 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. | Remember scientific calculations, by recognizing the need for special notation.  Write to perform computations involving scientific notation, using the structure of an expression. |  | Apply scientific calculations, by showing how large and small numbers can be written.  Orally discuss real-world uses of scientific notation, using the video-clip “Power of 10”. | Remember at-level math skills, by recognizing correct solutions to a computer-based tutorial.  Write to solve various at-level math problems, using pencil and paper. | Evaluate the content for “Operations with Expressions” unit, by reflecting on skills, vocabulary, and content.  Write to answer questions about the unit “Operations with Expressions,” using a study guide. |
| VOCABULARY: | Scientific notation, decimal notation, calculator notation |  | Scientific notation, decimal notation, calculator notation | Review 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 | -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: WS 8.5 |  | Assign: p. 402 (15-49) | Assign: No HW | Assign: Study for unit test on 2/27 |

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| **Makowski**  **Week of: 2/13/2017**  8th GRADE MATH | Introduce 3.2 “A Proof of the Pythagorean Theorem” | Earned NWEA Reward Day! | Continue 3.2; BrainPOP | NWEA Skill Builder | Continue 3.2 |
| CCSS: | 8.G.B.7 Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions. |  | 8.G.B.7 Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions. | Review CCSS | 8.G.B.7 Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions. |
| 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 Pythagorean theorem, by concluding that the sum of the areas of the squares on the legs of a right triangle equals the area of the square on its hypotenuse.  Write to define the Pythagorean Theorem, using a sentence frame. |  | Apply the Pythagorean theorem, by solving for the hypotenuse of a right triangle given the lengths of the legs.  Orally explain to a partner how to find an unknown side length of a right triangle,using key vocabulary. | Remember at-level math skills, by recognizing correct solutions to a computer-based tutorial.  Write to solve various at-level math problems, using pencil and paper. | Analyze the Pythagorean theorem, by comparing the areas of the squares on the legs of right triangle with the area of the square on the hypotenuse.  Write to state the Pythagorean theorem, using a2 + b2 = c2. |
| VOCABULARY: | Theorem, Pythagorean theorem |  | Theorem, Pythagorean theorem | Review vocabulary | Theorem, Pythagorean theorem |
| 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 | -Individual learning  -Technology  -Type 1/2 writing | -Partner think-pair-share  -Manipulatives  -Technology  -Problem-solving strategies |
| CLOSING ACTIVITY: | Assign: No HW |  | Assign: p. 50 (5, 6) | Assign: No HW | Assign: Skill WS |

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