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|  | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
| **Makowski**  **Week of: 2/6/2017**  ALGEBRA 1 | Introduce 8.3 “Laws of Exponents: Dividing Monomials” | Continue 8.3 | BrainPOP: Multiplying & Dividing Exponents;  Review 8.1-8.3 | Skill Check 1: Exponents;  Introduce 8.4 “Negative and Zero Exponents” | Continue 8.4 |
| CCSS: | N.RN.1 Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. | N.RN.1 Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. | Review CCSS | N.RN.2 Rewrite expressions involving radicals and rational exponents using the properties of exponents. | N.RN.2 Rewrite expressions involving radicals and rational exponents using the properties of exponents. |
| 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 division of monomials, by summarizing the subtraction of powers.  Write to evaluate quotients, using the properties of powers. | Apply quotients of powers, by showing how powers of fractions can be simplified.  Orally explain to a partner how to simplify a quotient, using the correct law of exponents. | Evaluate the content objectives for sections 8.1-8.3, by reflecting on key skills and vocabulary.  Orally summarize the laws and properties of exponents with a partner, using content-specific vocabulary. | Understand negative exponents, by representing them as values less than 1.  Write to simplify expressions containing negative exponents, using the definition | Understand zero exponents, by representing them as 1.  Orally state to a partner expressions containing zero, using key vocabulary. |
| VOCABULARY: | Quotient-of-Powers Property, Power of a Fraction | Quotient-of-Powers Property, Power of a Fraction | Review vocabulary | Definition of negative exponent, zero as an exponent | Definition of negative exponent, zero as an exponent |
| 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 8.3 | Assign: p. 387-388 (17-63 odd) | Assign: p. 418-419 (1-24) | Assign: WS 8.4 | Assign: Review Skill WS |

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| **Makowski**  **Week of: 2/6/2017**  8th GRADE MATH | Continue 2.4 | Introduce Investigation 3 “The Pythagorean Theorem” and 3.1 “Discovering the Pythagorean Theorem” | Continue 3.1 | Type 3 Writing;  Continue 3.1 | Quiz (2.4-3.1) |
| CCSS: | 8.EE.A.2 Use square root and cube root symbols to represent solutions to equations of the form *x*2 = *p* and *x*3 = p, where *p* is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that √2 is irrational. | 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. | 8.G.B.6 Explain a proof of the Pythagorean Theorem and its converse. | 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 edge length of a cube, by showing how to find its volume.  Write to estimate cube root values, using knowledge of multiplication of whole numbers. | Remember the characteristics of all triangles, by listing similarities and differences.  Write to give examples of right, obtuse, and acute triangles, using dot paper. | Understand the Pythagorean Theorem, by explaining the relationship amongst the areas of the squares on the sides of a right triangle.  Orally describe the sides of a right triangle, using content-specific vocabulary. | Analyze the Pythagorean Theorem, by determining in a Type 3 writing, whether a given triangle is a right triangle.  Write to respond to questions asked about triangles in a Type 3 writing, using FCA’s. | Evaluate the content for lessons 2.4-3.1, by testing skills and vocabulary on a quiz.  Write to synthesize information from lessons 2.4-3.1 on a quiz, using vocabulary, guided notes and assignments. |
| VOCABULARY: | Cube root | Acute triangle, obtuse triangle, right triangle, hypotenuse, leg | Acute triangle, obtuse triangle, right triangle, hypotenuse, leg | Acute triangle, obtuse triangle, right triangle, hypotenuse, leg | Review vocabulary |
| 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 | -Individual learning  -Technology  -Type 1/2 writing | -Individual learning  -Technology  -Type 1/2 writing |
| CLOSING ACTIVITY: | Assign: : p. 33 (60-64) using Labsheet 2.4 Cube net | Assign: No HW | Assign: p. 49 (1-4) | Assign: Additional Practice WS | Assign: No HW |

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