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|  | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
| **Makowski**  **Week of: 1/23/2017**  ALGEBRA 1 | Reading Comprehension Retell | Semester Unit Pre-Tests | Introduce Unit 5: “Operations with Expressions”; Introduce 2.1 “The Real Numbers and Absolute Value” | Skill Check 1;  Introduce 2.6 “Adding and Subtracting Expressions” | Introduce 2.7 “Multiplying and Dividing Expressions” |
| CCSS: | Review/Preview CCSS | Preview Unit CCSS | N.RN.3 Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational. | A.SSE.1 Interpret expressions that represent a quantity in terms of its context. | A.SSE.1 Interpret expressions that represent a quantity in terms of its 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 geometric concepts, by summarizing important facts from the book, “Teotihuacan: Designing an Ancient Mexican City:  Calculating Perimeters and Areas of Squares and Rectangles”.  Write to recount details about the relationship of geometric figures, using information taken on sticky notes to retell the story. | Evaluate the content for Units 5-8, by pre-testing knowledge of skills and vocabulary.  Write to answer questions about the new semester units, using pre-tests with sample multiple-choice questions. | Understand rational numbers by explaining how real numbers can be simplified.  Write to simplify expressions involving opposites and absolute value, using algebra tiles. | Apply the Distributive Property to an expression, by modeling how to combine like terms.  Write to simplify an expression, using several variables. | Analyze multiplying and dividing expressions by comparing those operations to addition and subtraction.  Write to simplify expressions, using the distributive property. |
| VOCABULARY: | Review vocabulary | Preview vocabulary | Natural numbers, whole numbers, integers, rational numbers, irrational numbers, opposites, absolute value | Like terms, coefficient, constant, simplified | Power, base, exponent |
| DIFFERENTIATION  THROUGH: | -Whole group and individual learning  -Graphic organizer  -Modeling  -Manipulatives  -A/B Partners  -Technology  -Problem-solving strategies | -Individual learning  -Manipulatives  -Technology  -Type 1/2 writing | -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 | -Whole group and individual learning  -Graphic organizer  -Modeling  -Manipulatives  -A/B Partners  -Technology  -Problem-solving strategies |
| CLOSING ACTIVITY: | Assign: No HW | Assign: No HW | Assign: WS 2.1 | Assign: WS 2.6 | Assign: WS 2.7 |

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| **Makowski**  **Week of: 1/23/2017**  8th GRADE MATH | Reading Comprehension Retell | Introduce Investigation 2 “Squaring Off”  and Problem 2.1 “Looking for Squares” | Continue 2.1 | Quiz (1.3-2.1) | Introduce 2.2 “Square Roots” |
| CCSS: | Review/Preview CCSS | 8.NS.1 Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number. | 8.NS.1 Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number. | Review CCSS | 8.NS.A.1 Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number. |
| CONTENT OBJECTIVE:  (Student Can…)  LANGUAGE OBJECTIVE:  (Student Can…)  *WIDA Accommodations:*  Speaking: Model language pronunciation.  Writing: Demonstrate effective note-taking and provide a template. | Understand geometric concepts, by summarizing important facts from the book, “Teotihuacan: Designing an Ancient Mexican City:  Calculating Perimeters and Areas of Squares and Rectangles”.  Write to recount details about the relationship of geometric figures, using information taken on sticky notes to retell the story. | Understand different square areas, by illustrating various sizes on dot grids.  Write to describe the side lengths of squares, using dot paper. | Apply the knowledge of a square’s area, by showing how its value is different from its perimeter.  Orally discuss with a partner the differences between area and perimeter, using squares. | 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. | Knowledge of square roots, by recognizing the symbol used to find the value.  Write to evaluate the square roots of numbers, using side lengths of squares. |
| VOCABULARY: | Review vocabulary | Review vocabulary | Review vocabulary | Review vocabulary | Square root |
| DIFFERENTIATION  THROUGH: | -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 | -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: No HW | Assign: p. 29 (1-3) | Assign: p. 33 (66) &  Area/Perimeter WS | Assign: No HW | Assign: p. 29 (4) |

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