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|  | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
| **Makowski****Week of: 1/30/2017**ALGEBRA 1 | Review 2.1, 2.6, 2.7 | Skill Check 2; Introduce 8.1 “Laws of Exponents: Multiplying Monomials” | Continue 8.1 | Introduce 8.2 “Laws of Exponents: Powers and Products” | Continue 8.2 |
| CCSS: | Review 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. | 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. | Evaluate content from 2.1, 2.6 and 2.7 by reflecting on the parts of an expression.Orally discuss with a partner the differences between symbols, terms, factors, and coefficients, using content-specific vocabulary. | Understand exponents and powers, by explaining how each is used to find products of powers.Write to simplify products of monomials using like variables. | Analyze laws of exponents, by finding connections in the real-world.Write to summarize statements, using a power of 10. | Understand the power properties, by representing values of products with powers.Write to evaluate monomials, using the properties of exponents. | Apply the laws of exponents, by showing how to simplify.Orally describe to a partner powers of -1, using the words “odd” or “even”. |
| VOCABULARY: | Review vocabulary | Monomial, Product-of-Powers Property | Monomial, Product-of-Powers Property | Power-of-a-Power Property, Power-of-a-Product Property, Powers of -1 | Power-of-a-Power Property, Power-of-a-Product Property, Powers of -1 |
| DIFFERENTIATIONTHROUGH: | -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: p. 106-108 (1-10, 45-62) | Assign: WS 8.1 | Assign: p. 375 (34-64) | Assign: WS 8.2 | Assign: p. 381-382 (26-63) |

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| **Makowski****Week of: 1/30/2017**8th GRADE MATH | Continue 2.2 | Introduce Problem 2.3 “Using Squares to Find Lengths” | Continue 2.3; BrainPOP “Square Roots” | Quiz (2.2-2.3) | Introduce Problem 2.4 “Cube Roots” |
| 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. | 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. | 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. | Review 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. |
| CONTENT OBJECTIVE:(Student Can…)LANGUAGE OBJECTIVE:(Student Can…)*WIDA Accommodations:*Speaking: Model language pronunciation.Writing: Demonstrate effective note-taking and provide a template. | Understand square roots, by explaining their values in relation to other numbers.Write to describe values of square roots, using the approximation of whole numbers and decimals. | Understand how to find side lengths of squares, by predicting its value using the area. Write to respond to the relationship between squares and lengths, using the sentence frame, “The exact length of the side of a \_\_\_\_\_\_\_\_ is the square root of its \_\_\_\_\_.” | Apply line segment lengths by modeling squares on dot paper to determine areas.Orally explain to a partner how to find the side length of any square, using content-specific vocabulary. | Evaluate the content for lessons 2.2-2.3, by testing skills and vocabulary on a quiz.Write to synthesize information from lessons 2.2-2.3 on a quiz, using vocabulary, guided notes and assignments. | Remember the properties of a cube by labeling the edges of the three-dimensional figure.Write to compare square roots and cube roots, using the stems “Square roots and cube roots are similar/ different because…” |
| VOCABULARY: | Square root | Review vocabulary | Review vocabulary | Review vocabulary | Cube root |
| DIFFERENTIATIONTHROUGH: | -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 | -Whole group and individual learning-Graphic organizer-Modeling-Manipulatives-A/B Partners-Technology-Problem-solving strategies |
| CLOSING ACTIVITY: | Assign: p. 29-30 (5-37) | Assign: p. 30-31 (38-41) | Assign: p. 32 (44-46) | Assign: No HW | Assign: p. 32 (47-58) |

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