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|  | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
| **Makowski****Week of: 1/9/2017**ALGEBRA 1 | Continue 7.3 | Skill Check 1; Continue 7.3 | Introduce 7.5 “Systems of Inequalities” | Continue 7.5 | Skill Check 2; Review “Systems of Equations and Inequalities” Unit |
| CCSS: | A.REI.5 Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions. | A.REI.5 Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions. | A.REI.12 Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes. | A.REI.12 Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes. | 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. | Understand the Addition Property of Equality, by representing the addition of like terms when combining two equations.Orally explain how to use the elimination method to a partner, using the sentence stem “The opposite terms in this system of equations are…” | Evaluate methods to solving systems of equations, by testing the knowledge of each in order to obtain a solution.Write to summarize solutions to systems of equations, using the graphing, substitution, or elimination method. | Understand how to graph an inequality with two variables, by illustrating the lines on a coordinate plane.Write to present a solution to a system of inequalities, using the intersection of two graphs. | Apply knowledge of solving a system of inequalities, by showing its solution on graph paper.Orally explain to a partner how to graph a system of inequalities, using the sentence stems “The line is…” or “I would shade…” | Evaluate the content for “Systems of Equations & Inequalities” unit, by reflecting on skills and vocabulary.Write to synthesize information from the unit “Systems of Equations & Inequalities” using a graphing calculator with a study guide. |
| VOCABULARY: | Elimination method | Elimination method | Linear inequality, boundary line, system of linear inequality, intersection | Linear inequality, boundary line, system of linear inequality, intersection | Review vocabulary |
| DIFFERENTIATIONTHROUGH: | -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 | -Individual learning-Partner think-pair-share-Technology-Type 1/2 writing |
| CLOSING ACTIVITY: | Assign: WS 7.3 odds | Assign: WS 7.3 evens | Assign: Systems of Inequalities WS | Assign: p. 350 (7-14) | Assign: Study for unit test on Monday! |

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| **Makowski****Week of: 1/9/2017**8th GRADE MATH | Introduce 1.2 “Planning Parks: Shapes on a Coordinate Grid” | Continue 1.2 | Quiz (1.1-1.2) | Introduce 1.3 “Finding Areas” | Continue 1.3; BrainPOP (Area of Polygons) |
| 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 | 8.G.B.8 Apply the Pythagorean Theorem to find the distance between two points in a coordinate system. | 8.G.B.8 Apply the Pythagorean Theorem to find the distance between two points in a coordinate system. |
| CONTENT OBJECTIVE:(Student Can…)LANGUAGE OBJECTIVE:(Student Can…)*WIDA Accommodations:*Speaking: Model language pronunciation.Writing: Demonstrate effective note-taking and provide a template. | Remember properties for geometric figures, by naming various quadrilaterals and triangles.Write to show the location of additional vertices of a geometric figure, using a ruler. | Understand how to name coordinates on a grid, by representing them as (x, y).Orally explain to a partner how to find a point on a coordinate grid, using key vocabulary. | Evaluate the content for lessons 1.1-1.2, by testing skills and vocabulary.Write to synthesize information from lessons 1.1-1.2, using guided notes and assignments. | Remember how to find areas of geometric figures, by labeling a shape with the number of units that cover it.Write to give examples of strategies used to find the area of figures, using dot paper. | Apply knowledge of finding areas of figures, by completing a BrainPOP interactive quiz.Orally discuss with a partner the steps to finding the areas of geometric shapes, using content-specific vocabulary. |
| VOCABULARY: | Review vocabulary | Review vocabulary | Review vocabulary | Review vocabulary | Review vocabulary |
| DIFFERENTIATIONTHROUGH: | -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 | -Partner think-pair-share -Manipulatives-Technology-Problem-solving strategies |
| CLOSING ACTIVITY: | Assign: p. 15 (8-14) | Assign: Investigation 1 Skill WS: Graphing Equations | Assign: No HW | Assign: p. 16 (15-20) | Assign: Geoboard WS |

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