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|  | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
| **Makowski****Week of: 3/13/2017**ALGEBRA 1 | Introduce 9.5 “Common Factors” | Continue 9.5 | Introduce 9.6 “Factoring Special Polynomials” | Continue 9.6 | Review 9.4-9.6 |
| CCSS: | A.SSE.2 Use the structure of an expression to identify ways to rewrite it. *For example, see x4 - y4 as (x2)2 - (y2)2, thus recognizing it as a difference of squares that can be factored as (x2 - y2)(x2 + y2)*. | A.SSE.2 Use the structure of an expression to identify ways to rewrite it. *For example, see x4 - y4 as (x2)2 - (y2)2, thus recognizing it as a difference of squares that can be factored as (x2 - y2)(x2 + y2)*. | A.SSE.2 Use the structure of an expression to identify ways to rewrite it. *For example, see x4 - y4 as (x2)2 - (y2)2, thus recognizing it as a difference of squares that can be factored as (x2 - y2)(x2 + y2)*. | A.SSE.2 Use the structure of an expression to identify ways to rewrite it. *For example, see x4 - y4 as (x2)2 - (y2)2, thus recognizing it as a difference of squares that can be factored as (x2 - y2)(x2 + y2)*. | 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. | Remember greatest common factor (GCF), by identifying it as a factored polynomial. Write to state polynomials as the product of two binomials, using GCF. | Apply knowledge of factoring a polynomial, by showing what the GCF is before the parentheses.Orally discuss how to group terms with a partner, using a polynomial. | Remember specific vocabulary terms, by recalling the definition of perfect squares and square roots. Write to define the terms perfect-square trinomial and difference of two squares, using examples. | Apply the knowledge of factoring expressions, by carrying out the rules for factoring a perfect square trinomial.  Orally state whether an expression is a perfect-square trinomial or is a difference of two squares, using content specific vocabulary. | Evaluate the understanding of polynomial functions and factoringpolynomials, by reflecting on key skills.Orally discuss with a partner how to factor polynomials, using key vocabulary. |
| VOCABULARY: | Factor, common binomial factor | Factor, common binomial factor | Perfect-square trinomial, difference of two squares | Perfect-square trinomial, difference of two squares | 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 | -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 |
| CLOSING ACTIVITY: | Assign: WS 9.5 | Assign: p. 450-451 (13-57 odd) | Assign: p. 455 (18-42) | Assign: WS 9.6 | Assign: p. 473-474 (25-37) |

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| **Makowski****Week of: 3/13/2017**8th GRADE MATH | BrainPOP: Converting Fractions to Decimals;Introduce Problem 4.3 “Representing Decimals as Fractions” | Continue 4.3;Pi Day activities | Continue 4.3 | Quiz (4.2-4.3);  | Introduce Problem 4.4 “Getting Real: Irrational Numbers” |
| 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. | Review/Preview 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. | 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 fractions, by explaining how every repeating or terminating decimal can be represented in that form.Write to describe any patterns, using a table with decimal and fraction equivalents. | Remember the formula for the circumference of a circle, by identifying its radius or diameter.Write to state a circle’s circumference, using π. | Apply fraction equivalents to decimals, by showing how place value is used.Orally discuss decimals and fractions with a partner, using key vocabulary. | Evaluate the content for lessons 4.2-4.3, by testing skills and vocabulary on a quiz.Write to synthesize information from lessons 4.2-4.3 on a quiz, using vocabulary, guided notes and assignments. | Understand real numbers, by classifying them as rational or irrational.Write to explain rational and irrational-number estimates, using a number line. |
| VOCABULARY: | Review Vocabulary | Preview/Review vocabulary | Review Vocabulary | Review Vocabulary | Irrational numbers; real numbers |
| DIFFERENTIATIONTHROUGH: | -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: p. 71-72 (8-18) | Assign: Pi WS | Assign: Decimal/Fraction Skill WS | Assign: No HW | Assign: p. 72-73 (19-21, 32-35) |

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