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|  | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
| **Makowski****Week of: 3/20/2017**ALGEBRA 1 | Continue 9.6 | Introduce 9.7 “Factoring Quadratic Trinomials” | Skill Check 2: Polynomials;Continue 9.7 | Binder Check;Math documentary video | ½ Day;Kahoot! |
| 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)*. | Review CCSS | 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 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. | Understand how tofactor quadratic trinomials, by representing the relationship of multiplication and working backward to guess-and-check.Write to state constant terms which are positive or negative, using rules for multiplying positive and negative values. | Analyze the process of factoring, by distinguishing when a trinomial cannot be factored and labeling it as prime.Write to restate quadratic trinomials, using a grouping process to change the trinomial to a polynomial with four terms. | Understand geometric & algebraic principles, by summarizing important concepts from the mathematics documentary video.Write to describe 15 math-related facts, using paper and pencil. | Remember recent math skills, by recognizing correct solutions to a web-based tutorial.Write to solve various at-level math problems on a web-based tutorial, using pencil and paper |
| VOCABULARY: | Perfect-square trinomial, difference of two squares | Review Vocabulary | Review Vocabulary | Review Vocabulary | Review Vocabulary |
| 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 | -Individual learning-Technology-Type 1/2 writing |
| CLOSING ACTIVITY: | Assign: WS 9.6 | Assign: 9.7 Factoring WS | Assign: WS 9.7 | Assign: No HW | Assign: No HW |

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| **Makowski****Week of: 3/20/2017**8th GRADE MATH | Quiz (4.2-4.3);  | Introduce Problem 4.4 “Getting Real: Irrational Numbers” | Continue 4.4;BrainPOP | Binder Check;Math documentary video | ½ Day;Kahoot! |
| CCSS: | 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. | 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 | 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. | 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. | Apply the knowledge of decimal numbers, by showing how values can be rational or irrational.Orally discuss with a partner the difference between rational and irrational numbers, using a BrainPOP partner quiz. | Understand geometric & algebraic principles, by summarizing important concepts from the mathematics documentary video.Write to describe 15 math-related facts, using paper and pencil. | Remember recent math skills, by recognizing correct solutions to a web-based tutorial.Write to solve various at-level math problems on a web-based tutorial, using pencil and paper |
| VOCABULARY: | Review Vocabulary | Irrational numbers; real numbers | Irrational numbers; real numbers | Review Vocabulary | Review Vocabulary |
| DIFFERENTIATIONTHROUGH: | -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 | -Individual learning-Technology-Type 1/2 writing | -Individual learning-Technology-Type 1/2 writing |
| CLOSING ACTIVITY: | Assign: No HW | Assign: p. 72-73 (19-21, 32-35) | Assign: Irrational/Rational Skill WS | Assign: No HW | Assign: No HW |

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