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|  | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
| **Makowski****Week of: 3/6/2017**ALGEBRA 1 | Introduce 9.3 “Multiplying Binomials” | Continue 9.3 | Review 9.1-9.3; BrainPOP “Polynomials” | Skill Check 1: Polynomials;Introduce 9.4 “Polynomial Functions” | Continue 9.4 |
| CCSS: | A.SSE.3 Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression. | A.SSE.3 Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression. | Review CCSS | 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 the memory device (FOIL), by illustrating the multiplication of two binomials. Write to explain the FOIL Method, using the words first, outer, inner, last. | Apply the FOIL method to binomials, by showing how to multiply.Write to describe the steps needed to multiply binomials, using FOIL. | Evaluate the understanding of polynomials, by reflecting on their addition, subtraction, and multiplication.Orally discuss with a partner how to add, subtract and multiply polynomials, using content-specific vocabulary. | Apply polynomial function operations, by solving for the surface area and volume of geometric shapes.Write to define polynomial functions, using three-dimensional shapes. | Analyze polynomial functions, by finding connections between input and output values.Write to state the surface area and volume, using dimensions of geometric shapes. |
| VOCABULARY: | FOIL Method | FOIL Method | Review vocabulary | Polynomial function, identity | Polynomial function, identity |
| 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 | -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. 441-442 (8-38 even) | Assign: WS 9.3 | Assign: p. 472-473 (1-23) | Assign: WS 9.4 | Assign: p. 446 (8-18 even, 19-22 all) |

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| **Makowski****Week of: 3/6/2017**8th GRADE MATH | Introduce Investigation 4 “Using the Pythagorean Theorem: Understanding Real Numbers” and 4.1 “Analyzing the Wheel of Theodorus: Square Roots on a Number Line” | Continue 4.1 | Quiz (3.4-4.1) | Introduce Problem 4.2 “Representing Fractions as Decimals” | Continue 4.2 |
| CCSS: | 8.NS.A.2 Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., π2).  | 8.NS.A.2 Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., π2).  | 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. |
| CONTENT OBJECTIVE:(Student Can…)LANGUAGE OBJECTIVE:(Student Can…)*WIDA Accommodations:*Speaking: Model language pronunciation.Writing: Demonstrate effective note-taking and provide a template. | Remember the Pythagorean Theorem, by labeling the hypotenuses on the Wheel of Theodorus.Write to state each hypotenuse length that is not a whole number, using a table. | Understand non-whole numbers, by representing them on a number line.Write to explain which two consecutive whole numbers a square root is between, using examples of smaller and larger values. | Evaluate the content for lessons (3.4-4.1), by testing skills and vocabulary on a quiz.Write to synthesize information from lessons (3.4-4.1) on a quiz, using vocabulary, guided notes and assignments. | Understand fractions, by illustrating how to write them as decimals.Write to contrast fractions that have terminating and repeating decimals, using scale factors of the denominator. | Apply knowledge of decimal and fraction equivalents, by converting fractions to decimals.Write to interpret whether a decimal is terminating or repeating, using a fraction to divide the numerator by its denominator. |
| VOCABULARY: | Review vocabulary | Review vocabulary | Review vocabulary | Rational number, terminating decimal, repeating decimal | Rational number, terminating decimal, repeating decimal |
| 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. 71 (1,2) | Assign: p. 73 (24-26) | Assign: No HW | Assign: p. 71 (3-7) | Assign: Fraction/Decimal Skill WS |

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