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|  | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
| **Makowski****Week of: 5/15/2017**ALGEBRA 1 | Quadratic Unit Review | Quadratic Unit Test | High School Orientation | Reading Comprehension Retell | Introduce “Functions & Transformations” Unit; Introduce 14.1 “Graphing Functions & Relations” |
| CCSS: | Review CCSS | Review CCSS |  | Review/Preview CCSS | F.IF.1 Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If *f* is a function and *x* is an element of its domain, then *f*(*x*) denotes the output of *f* corresponding to the input *x*. The graph of *f* is the graph of the equation *y* = *f*(*x*). |
| 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 the “Quadratic” unit by reflecting on skills and vocabulary.Write to answer questions about the unit “Quadratics” using a study guide. | Evaluate the content for the “Quadratic” unit by testing skills and vocabulary.Write to synthesize information from the unit “Quadratics”, using a graphing calculator on a multiple-choice test. |  | Understand percents and decimals, by summarizing important facts from the book, “Olympic Math: working with percents and decimals”Write to recount details about percents and decimals, using information taken on sticky notes to retell the story. | Remember the definition of a function, by identifying the domain and range of a relation.Write to give examples of parent functions, using graphs. |
| VOCABULARY: | Review Vocabulary | Review Vocabulary |  | Review Vocabulary | Vertical-line test, function notation, function rule, parent function |
| DIFFERENTIATIONTHROUGH: | -Whole group and individual learning-Graphic organizer-Modeling-Manipulatives-A/B Partners -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 | -Whole group and individual learning-Graphic organizer-Modeling-Manipulatives-A/B Partners-Technology-Problem-solving strategies |
| CLOSING ACTIVITY: | Assign: Study for test! | Assign: No HW |  | Assign: No HW | Assign: WS 14.1 |

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| **Makowski****Week of: 5/15/2017**8th GRADE MATH | Introduce 3.2 “Investing for the Future: Growth Rates” | Continue 3.2 | Continue 3.2;BrainPOP: Interest | Quiz (3.1-3.2) | 5th Hour Heart Assembly;Scholastic Math |
| CCSS: | 8.F.A Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). | 8.F.A. Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). | 8.F.A. Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). | 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. | Understand growth rates, by explaining the meaning of a growth factor.Write to explain if a pattern of growth is growing exponentially, using a table of data. | Apply growth rate values, by solving for the number of years it will take a population to grow.Orally describe growth factors to a partner, using a percent as the growth rate. | Analyze growth rates, by finding connections to real-world situations.Orally explain growth rates to a partner, using decimals and percents. | Evaluate the content for lessons 3.1-3.2, by testing skills and vocabulary on a quiz.Write to synthesize information from lessons 3.1-3.2 on a quiz, using vocabulary, guided notes and assignments. | Remember exponential growth, by recognizing how it can be used in everyday life.Write to respond to questions asked about exponential growth, using Scholastic Math.  |
| VOCABULARY: | Growth Rate | Growth Rate | Growth Rate | 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 | -Partner think-pair-share -Manipulatives-Technology-Problem-solving strategies | -Individual learning-Technology-Type 1/2 writing | -Partner think-pair-share -Manipulatives-Technology-Problem-solving strategies |
| CLOSING ACTIVITY: | Assign: p. 49 (9) | Assign: p. 50 (10-19) | Assign: Growth Rate WS | Assign: No HW | Assign: No HW |

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