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|  | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
| **Makowski**  **Week of: 5/01/2017**  ALGEBRA 1 | PBIS Lesson: Friendship;  Continue 10.3 | Review 10.1-10.3; Skill Check 1: Quadratics | Introduce 10.4 “Solving Equations of the Form  x2 + bx + c = 0” | Continue 10.4 | Introduce 10.5 “The Quadratic Formula” |
| CCSS: | F.IF.8 Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context. | Review CCSS | F.IF.8 Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context. | F.IF.8 Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context. | A.REI.4 Use the method of completing the square to transform any quadratic equation in *x* into an equation of the form (*x* - *p*)2 = *q* that has the same solutions. Derive the quadratic formula from this form. |
| 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 method of completing the square, by showing how a perfect-square trinomial is formed from a given quadratic binomial.  Orally sequence the steps of converting a quadratic function to vertex form to a partner, using key vocabulary. | Evaluate how to solve and rewrite equations, by reflecting on using square roots and completing the square.  Orally discuss with a partner the methods for solving and rewriting equations, using content-specific vocabulary. | Understand how to complete the square or factor, by interpreting how to now solve quadratic equations.  Write to evaluate the zeros of a function, using a graph to check. | Apply knowledge of substitution, by showing the points where the graphs of each system intersect.  Write to reflect decimal answers of a function, using rounding to the nearest hundredth. | Understand the quadratic formula, by representing the steps used in finding solutions to quadratic equations.  Write to state the quadratic formula by using it to find the zeros of a quadratic function. |
| VOCABULARY: | Completing the Square | Review vocabulary | Review vocabulary | Review vocabulary | The Quadratic Formula; discriminant |
| DIFFERENTIATION  THROUGH: | -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 | -Whole group and individual learning  -Graphic organizer  -Modeling  -Manipulatives  -A/B Partners  -Technology  -Problem-solving strategies |
| CLOSING ACTIVITY: | Assign: Completing the Square WS | Assign: p. 518-519  (#1-23) | Assign: WS 10.4 | Assign: p. 502-503 (16-48 even) | Assign: WS 10.5 |

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| **Makowski**  **Week of: 5/01/2017**  8th GRADE MATH | PBIS Lesson: Friendship;  Introduce Problem 2.2 “Growing Mold: Interpreting Equations for Exponential Functions” | Continue 2.2; BrainPOP Virtual Labs: Testing for Corn Mold | Introduce Problem 2.3 “Studying Snake Populations: Interpreting Graphs of Exponential Functions” | Continue 2.3 | Reading Comprehension Retell |
| CCSS: | 8.F.A.3 Interpret the equation *y = mx + b* as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. | 8.F.A.3 Interpret the equation *y = mx + b* as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. | 8.F.B.5 Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally. | 8.F.B.5 Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally. | Review/Preview 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 exponential functions, by representing the growth factor and initial population.  Write to explain the values of variables, using an exponential function. | Apply knowledge of exponential functions, by showing whole number values in a table.  Orally discuss with a partner the parts of an exponential equation, using content-specific vocabulary. | Remember exponential functions, by identifying their graphs.  Write to describe the y-intercept and growth factor of an exponential function, using a graph. | Analyze exponential functions, by comparing their graphs to linear functions.  Write to state the exponential equation of a graph, using the y-intercept and growth factor. | 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. |
| VOCABULARY: | Review vocabulary | Review vocabulary | Review vocabulary | Review vocabulary | Review Vocabulary |
| DIFFERENTIATION  THROUGH: | -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 | -Whole group and individual learning  -Graphic organizer  -Modeling  -Manipulatives  -A/B Partners  -Technology  -Problem-solving strategies |
| CLOSING ACTIVITY: | Assign: p. 34 (#5) | Assign: p. 34-35 (6-8) | Assign: p. 35 (9-13) | Assign: p. 36-37 (14, 25-28) | Assign: No HW |

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