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|  | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
| **Makowski****Week of: 5/22/2017**ALGEBRA 1 | Introduce 14.2 “Translations” | Introduce 14.3 “Stretches and Compressions”  | Introduce 14.4 “Reflections” | ½ Day;Field Day! | No School |
| 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*). | F.BF.3 Identify the effect on the graph of replacing *f*(*x*) by *f*(*x*) + *k*,*k* *f*(*x*), *f*(*kx*), and *f*(*x* + *k*) for specific values of *k* (both positive and negative); find the value of *k* given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them. | F.BF.4c Read values of an inverse function from a graph or a table, given that the function has an inverse. |  |  |
| CONTENT OBJECTIVE:(Student Can…)LANGUAGE OBJECTIVE:(Student Can …)*WIDA Accommodations:*Speaking: Model language pronunciation.Writing: Demonstrate effective note-taking and provide a template. | Understand transformations by illustrating their graph on a graphing calculator.Write to describe how changes to the rule of a function correspond to the translation of its graph, using a graphing calculator. | Understand stretches and compressions of functions, by representing the transformation of their graphs.Write to describe how changes to the rule of a function stretch or compress its graph, using the graph of the parent function. | Apply reflections to graphs, by showing how points are transformed through the use of Miras.Write to explain how a change to the rule of a function corresponds to a reflection of its graph, using the graph of the parent function. |  |  |
| VOCABULARY: | Transformation, translation | Vertical stretch, vertical compression, horizontal stretch, horizontal compression | Reflection across the x-Axis, reflection across the y-Axis |  |  |
| 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 | -Whole group and individual learning-Graphic organizer-Modeling-Manipulatives-A/B Partners-Technology-Problem-solving strategies |  |  |
| CLOSING ACTIVITY: | Assign: WS 14.2 | Assign: WS 14.3 | Assign: WS 14.4 |  |  |

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| **Makowski****Week of: 5/22/2017**8th GRADE MATH | Continue 3.3 | Introduce Investigation 4 “Exponential Decay” and Problem 4.1 “Making Smaller Ballots: Introducing Exponential Decay” | Continue 4.1 | 1/2 Day;Field Day | No School |
| CCSS: | 8.F.A.2 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). | 8.F.A.2 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).  | 8.F.A.2 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).  |  |  |
| 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 of Investigation 3, by reflecting on growth factors and growth rates.Orally discuss exponential growth with a partner, using content-specific vocabulary. | Understand exponential decay, by representing patterns of change in tables, graphs, and equations.Write to compare how exponential growth and exponential decay are similar and different, using patterns of change. | Apply knowledge of exponential decay, by showing the similarities and differences in various situations.Orally explain to a partner which argument against inverse variation is correct, using key vocabulary. |  |  |
| VOCABULARY: | Compound growth | 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 |  |  |
| CLOSING ACTIVITY: | Assign: Additional Practice WS: Investigation 3 | Assign: p. 66 (1) | Assign: p. 67 (2,3) |  |  |

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