|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
| **Makowski**  **Week of: 5/8/2017**  ALGEBRA 1 | Math NWEA  Day 1 | Math NWEA  Day 2 | Introduce 10.5 “The Quadratic Formula” | Continue 10.5 | Skill Check 2; Review Quadratics Unit |
| CCSS: | Review CCSS | Review CCSS | 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. | 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. | 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 eighth grade CCSS, by testing skills, vocabulary, and content on a computer.  Write to synthesize information from eighth grade CCSS, using paper and pencil to work out math problems. | Evaluate the eighth grade CCSS, by testing skills, vocabulary, and content on a computer.  Write to synthesize information from eighth grade CCSS, using paper and pencil to work out math problems. | Understand the quadratic formula, by representing the steps used in finding solutions to quadratic equations.  Write to state the quadratic formula, using it to find the zeros of a quadratic function. | Understand the quadratic formula, by predicting how many solutions an equation will have based on its discriminant.  Write to present the solutions to an equation, using the quadratic formula. | Evaluate quadratic equations, by reflecting on the methods used to solve them.  Orally describe the methods for solving quadratic equations to a partner, using key vocabulary. |
| VOCABULARY: | Review vocabulary | Review vocabulary | The Quadratic Formula; discriminant | The Quadratic Formula; discriminant | Review vocabulary |
| DIFFERENTIATION  THROUGH: | -Individual learning  -Technology | -Individual learning  -Technology | -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 |
| CLOSING ACTIVITY: | Assign: No HW | Assign: No HW | Assign: WS 10.5 | Assign: p. 510 (16-30 even) | Assign: p. 521 (1-33) |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Makowski**  **Week of: 5/8/2017**  8th GRADE MATH | Math NWEA  Day 1 | Math NWEA  Day 2 | Quiz (2.2-2.3) | Introduce Investigation 3 “Growth Factors and Growth Rates” and 3.1 “Reproducing Rabbits: Fractional Growth Patterns” | Continue 3.1 |
| CCSS: | Review CCSS | Review CCSS | Review 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). |
| 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 eighth grade CCSS, by testing skills, vocabulary, and content on a computer.  Write to synthesize information from eighth grade CCSS, using paper and pencil to work out math problems. | Evaluate the eighth grade CCSS, by testing skills, vocabulary, and content on a computer.  Write to synthesize information from eighth grade CCSS, using paper and pencil to work out math problems. | Evaluate the content for lessons 2.2-2.3, by testing skills and vocabulary on a quiz.  Write to synthesize information from lessons 2.2-2.3 on a quiz, using vocabulary, guided notes and assignments. | Remember fractional growth patterns, by recognizing similarities and differences to other growth factor problems.  Write to describe exponential values, using a table or equation. | Understand exponential growth relationships, by representing fractional growth factors in an equation.  Orally discuss the parts of an exponential equation with a partner, using the term “growth factor”. |
| VOCABULARY: | Review vocabulary | Review vocabulary | Review Vocabulary | Review Vocabulary | Review Vocabulary |
| DIFFERENTIATION  THROUGH: | -Individual learning  -Technology | -Individual learning  -Technology | -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: No HW | Assign: No HW | Assign: No HW | Assign: p. 48 (1,2) | Assign: p. 48-49 (3-8) |

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