MRS. GAWLIK/MRS. CACHIA January 19-23, 2015

**Monday, January 19, 2015**

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| **NWEA Testing** |

**Tuesday, January 20, 2015**

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| **Content Standard:***Students will understand that …** Calculate square roots and squares.
* Represent numbers in radical form (irrational) and to approximate these numbers as rational.
* Solve equations of the form $x^{2}=p$ using the square root as the inverse operations of squaring.

8.NS.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., $π^{2}$). *For example, by truncating the decimal expansion of*$\sqrt{2}$*, show that* $\sqrt{2}$ *is between* $1$ *and* $2$*, then between* $1.4$ *and* $1.5$*, and explain how to continue on to get better approximations.* | **ELP Standard:**English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.* Attention given to visual representations of all concepts and vocabulary whenever possible.
* Vocabulary will taught explicitly using tactile and virtual tools (e.g. software tools).
* Real world examples to reinforce vocabulary. For example, use the book “What’s your Angle, Pythagoras?”
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| **Content Objective:** I can demonstrate application of squares by finding the distance between any two points using a grid.  | **Language Objective:**I can write for understanding to answer questions about how to find the distance/length of a segment using a ruler and grid paper.  |
| * TARGET STATEMENT:

 **I CAN** use strategies to find the distance/length of a segment to create a square using grid paper and a ruler |
| **Key Vocabulary:** | **Goals** |
|  **Visuals, Materials, & Text****TEXT:** Looking for Pythagoras**VISUALS:** **MATERIALS:** Text, LAB SHEET 2.3 A/B Problem 2.3 A-B | **Accommodations** **Partners, small groups, master copy of lab sheets** |
| **Wrap up/Ticket Out*** Today I learned how to find the\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of a square by using…
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**Wednesday, January 21, 2015**

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| **NWEA Testing** |

**Thursday, January 22, 2015**

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| **Content Standard:***Students will understand that …** Calculate square roots and squares.
* Represent numbers in radical form (irrational) and to approximate these numbers as rational.
* Solve equations of the form $x^{2}=p$ using the square root as the inverse operations of squaring.

8.NS.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., $π^{2}$). *For example, by truncating the decimal expansion of*$\sqrt{2}$*, show that* $\sqrt{2}$ *is between* $1$ *and* $2$*, then between* $1.4$ *and* $1.5$*, and explain how to continue on to get better approximations.* | **ELP Standard:**English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.* Attention given to visual representations of all concepts and vocabulary whenever possible.
* Vocabulary will taught explicitly using tactile and virtual tools (e.g. software tools).
* Real world examples to reinforce vocabulary. For example, use the book “What’s your Angle, Pythagoras?”
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| **Content Objective:** I can demonstrate comprehension of cube roots by finding the edge length of a cube with a ruler.  | **Language Objective:**I can write for understanding to answer questions about how to find the length of a segment using a ruler and calculator to determine the cube root of its volume.  |
| * TARGET STATEMENT:

 **I CAN** use strategies to find the cube root of a number. |
| **Key Vocabulary:** **Square root, Cube root** | **Goals** |
|  **Visuals, Materials, & Text****TEXT:** Looking for Pythagoras**VISUALS:** Launch 2.4**MATERIALS:** Text, LAB SHEET 2.4 A/B Problem 2.4 A-D | **Accommodations** **Partners, small groups, master copy of lab sheets** |
| **Wrap up/Ticket Out*** Today I learned how to find the\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of a segment and determine its\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ root.
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**Friday, January 16, 2015 (Half Day)**

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| * **TARGET STATEMENT**

 I CAN use comprehension of square and cube roots to complete application questions 14-64 on pages 30-33. |