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 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., ). *For example, by truncating the decimal expansion of, show that is between and , then between and , 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?” |
| **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… | |

**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 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., ). *For example, by truncating the decimal expansion of, show that is between and , then between and , 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?” |
| **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. | |

**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. |