Mrs. Gawlik/Mr. Anderson 8th Grade Math March 4-8, 2019

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|  | Monday 3-4 | Tuesday 3-5 | Wednesday 3-6 | Thursday 3-7 | Friday 3-8 |
| Looking For Pythagoras | Continue Problem 2.2 pg23-25 A-E | Application 2.2 p29-30 #4-37 | Begin Problem 2.3 p25-26 A-B | Applications 2.3 pg29 #38-46 | PSAT Review |
| CCSS | 8. NS.A.1 Know that numbers that are not rational are irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number. | 8. NS.A.1 Know that numbers that are not rational are irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number. | 8. NS.A.1 Know that numbers that are not rational are irrational. (8.NS.A.1) Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number. | 8. NS.A.1 Know that numbers that are not rational are irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number. |  |
| Content Objective  (Student Will Demonstrate…) | Knowledge of the relationship between square root and the lengths of its side (8.NS.A.1) by completing Problem 2.2. | Knowledge of the relationship between square root and the lengths of its side (8.NS.A.1) by completing Application 2.2. | Understanding of how to find the distance between any two points on a grid by examining the line segment between the dots (8.NS.A.1). | Understanding of how to find the distance between any two points on a grid by examining the line segment between the dots (8.NS.A.1). | Understanding of content specific NWEA R.I.T per individual learning goal by answering questions on Exact Path with 75% accuracy |
| Language Objective  WIDA Accommodations  (reading-follow along with teacher; writing-model teacher note-taking, answer questions; speaking- practice using math terminology and the English language. | Write to answer questions about the relationship between square root and the lengths of its side using Problem 2.2 with 75% accuracy. | Write to answer questions of the relationship between square root and the lengths of its side using Application 2.2 with 75% accuracy. | Write to answer questions about the length of line segments to find the area and square root of the square using Problem 2.3 with 75% accuracy. | Write to answer questions about the length of line segments to find the area and square root of the square using Problem 2.3 with 6/8 correct. | Read to answer questions for NWEA individual learning plan using Exact Path with 75% accuracy. |
| Vocabulary | Cube root, square root | Cube root, square root | Cube root, square root | Cube root, square root | Cube root, square root |
| Differentiation/Modifications |  |  | \*Whole group and individual learning  \*Modeling  \*Manipulatives  \*Partner (talk/predict/share with group)  \*Problem-solving strategies  Sp Ed Accommodated worksheet | \*Whole group and individual learning  \*Modeling  \*Manipulatives  \* technology | \*Whole group and individual learning  \*Problem-solving strategies  \*Partner (talk/predict/share with group)  \*Problem-solving strategies  Sp Ed Accommodated worksheet |
| Activity/Exit Ticket/Assignment | Continue Problem 2.2 pg23-25 A-E | Application 2.2 p29-30 #4-37 | Begin Problem 2.3 p25-26 A-B | Applications 2.3 pg29 #38-46 | Exact Path Individual student progress based on Individual NWEA goal.  Scores evaluated by teacher after each practice session. |

Mrs. Gawlik reserves the right to change and alter these plans at any time.