Mrs. Gawlik/Mr. Anderson 8th Grade Math April 15-19, 2019

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|  | Monday 4-15 | Tuesday 4-16 | Wednesday 4-17 | Thursday 4-18 | Friday 4-19 |
| Looking For Pythagoras  | Pythagorean Theorem 4-Step and Type 3 | Begin 4.1: Using the Pythagorean Theorem: Understanding Real Numbers p60-62 A-B | Cont. 4.1 pg60-62 C-D/Applications 1-2 p71-2 | Exact Path |  NO School |
| CCSS | 8. G.B.6/8 Apply the Pythagorean Theorem to find the distance between two points in a coordinate system. | 8. NS.A.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., π2). | 8. NS.A.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., π2). | 8. NS.A.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., π2). |  |
| Content Objective(Student Will Demonstrate…) | Comprehension of the Pythagorean Theorem and its converse (8. G.B.6/8) by completing a 4-Step problem-solving graphic organizer and Type 3 with 75% correct. | Understanding of how to find distances that are exact square roots of whole numbers (8. NS.A.2) by ordering them on a number line. | Understanding of how to find distances that are exact square roots of whole numbers (8. NS.A.2) by ordering them on a number line. | Understanding of content specific NWEA R.I.T per individual learning goal by answering questions on Exact Path with 75% accuracy |  |
| Language ObjectiveWIDA 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 Pythagorean Theorem using a graphic organizer and Type 3 with 75% correct. | Write to answer questions about finding distances that are exact square roots of whole numbers using a number line. | Write to answer questions about finding distances that are exact square roots of whole numbers using a number line. | Read to answer questions for NWEA individual learning plan using Exact Path with 75% accuracy. |  |
| Vocabulary | Acute triangle, obtuse triangle, right triangle, hypotenuse, leg, Cube root, square root, rational/Irrational numbers, real numbers, repeating/terminating decimals. | Acute triangle, obtuse triangle, right triangle, hypotenuse, leg, Cube root, square root, rational/Irrational numbers, real numbers, repeating/terminating decimals. | Acute triangle, obtuse triangle, right triangle, hypotenuse, leg, Cube root, square root, rational/Irrational numbers, real numbers, repeating/terminating decimals. | Acute triangle, obtuse triangle, right triangle, hypotenuse, leg, Cube root, square root, rational/Irrational numbers, real numbers, repeating/terminating decimals. |  |
| Differentiation/Modifications | \*Whole group and individual learning\*Modeling |  \*Whole group and individual learning\*Modeling\*Manipulatives\* technology\*A/B Partner (talk/predict/share with group) \*Problem-solving strategiesSp Ed Accommodated worksheet |  \*Whole group and individual learning\*Modeling\*Manipulatives\* technology\*A/B Partner (talk/predict/share with group) \*Problem-solving strategiesSp Ed Accommodated worksheet | \* individual learning; A/B partner\*Modeling\*Manipulatives\* technology |   |
| Activity/Exit Ticket/Assignment | Pythagorean Theorem 4-Step and Type 3 | Begin 4.1: Using the Pythagorean Theorem: Understanding Real Numbers p60-62 A-B | Cont. 4.1 pg60-62 C-D/Applications 1-2 p71-2 | Exact Path |  NO School |

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