Mrs. Gawlik 8th Grade Supplemental Math September 9-13, 2018

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|  | Monday 9-9 | Tuesday 9-10 | Wednesday 9-11 | Thursday 9-12 | Friday 9-13 |
| Text: Thinking with Mathematical Models | Classroom Syllabus, Procedures  Order of Operations Task Cards | Desmos-Expressions Mash Up | Order of Operations-What’s wrong with the Problem? | Order of Operations Task Cards | Order of Operations Task Cards |
| CCSS | **7.EE.A.1**  —  Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients. | **7.EE.A.1**  —  Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients. | **7.EE.A.1**  —  Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients. | **7.EE.A.1**  —  Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients. | **7.EE.A.1**  —  Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients. |
| Content Objective  (Student Will Demonstrate…) | Evaluate numerical expressions with rational numbers using the order of operations.  Understand order of operations as a guide to interpreting and evaluating a numerical expression. | Evaluate numerical expressions with rational numbers using the order of operations  Understand order of operations as a guide to interpreting and evaluating a numerical expression. | Evaluate numerical expressions with rational numbers using the order of operations  Understand order of operations as a guide to interpreting and evaluating a numerical expression. | Evaluate numerical expressions with rational numbers using the order of operations  Understand order of operations as a guide to interpreting and evaluating a numerical expression. | Evaluate numerical expressions with rational numbers using the order of operations  Understand order of operations as a guide to interpreting and evaluating a numerical expression. |
| Language Objective  (Student Will…)  WIDA  Language Objective  WIDA/504/Spec. Ed Accommodations  (reading-follow along with teacher; writing-model teacher note-taking, answer questions; speaking- practice/model language using math terminology and the English language. | 1. Explain how numbers and terms interact together in an expression, especially when parentheses and exponents are involved.  2. Write successive equivalent expressions that simplify and eventually evaluate a numerical expression. | 1. Explain how numbers and terms interact together in an expression, especially when parentheses and exponents are involved.  2. Write successive equivalent expressions that simplify and eventually evaluate a numerical expression. | 1. Explain how numbers and terms interact together in an expression, especially when parentheses and exponents are involved.  2. Write successive equivalent expressions that simplify and eventually evaluate a numerical expression | 1. Explain how numbers and terms interact together in an expression, especially when parentheses and exponents are involved.  2. Write successive equivalent expressions that simplify and eventually evaluate a numerical expression | 1. Explain how numbers and terms interact together in an expression, especially when parentheses and exponents are involved.  2. Write successive equivalent expressions that simplify and eventually evaluate a numerical expression |
| Vocabulary |  |  |  |  |  |
| Differentiation/Modifications | \*Whole group and individual learning  \*Modeling  \*Manipulatives  \*Problem-solving strategies | \*Whole group and individual learning  \*Modeling  \*Manipulatives  \*Problem-solving strategies | \*Whole group and individual learning  \*Modeling  \*Manipulatives  \*Partner think-pair-share | \*Whole group and individual learning  \*Modeling  \*Manipulatives  \*Partner think-pair-share  \*Technology  \*Problem-solving strategies | \*Modeling  \*Manipulatives  \*Problem-solving strategies  \*Whole group and individual learning |
| Activity/Exit Ticket/Assignment | Classroom rules and procedures | Classroom rules and procedures | Classroom rules and procedures | Classroom rules and procedures | Classroom rules and procedures |