| $\begin{gathered} \text { Monday } \\ 12 / 11 / 2023 \end{gathered}$ | $\begin{aligned} & \text { Tuesday } \\ & 12 / 12 / 2023 \end{aligned}$ | Wednesday 12/13/2023 | Thursday 12/14/2023 | $\begin{gathered} \text { Friday } \\ 12 / 15 / 2023 \end{gathered}$ |
| :---: | :---: | :---: | :---: | :---: |
| 7th Grade | 7th Grade | 7th Grade | 7th Grade | No School Day |
| 2.6 - Sales, Tax, Tips, Markups | 2.6 - Sales, Tax, Tips, Markups | 2.7-Discounts <br> Learning Target | 2.7 - Discounts <br> Learning Target | No School Day |
| Learning Target <br> Students will be able to solve problems involving financial literacy, such as sales tax, tips, and markup. | Learning Target <br> Students will be able to solve problems involving financial literacy, such as sales tax, tips, and markup. | Students will be able to solve problems involving discounts. <br> Standards <br> 7.EE. 3 Solve multi-step reallife and mathematical | Students will be able to solve problems involving discounts. <br> Standards <br> 7.EE. 3 Solve multi-step reallife and mathematical |  |
| Standards <br> 7.EE. 2 Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. For example, $a+0.05 a=1.05 a$ means that "increase by $5 \%$ "is the same as "multiply by 1.05 ." | Standards <br> 7.EE. 2 Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. For example, a + 0.05a = 1.05a means that "increase by $5 \%$ "is the same as "multiply by 1.05." | problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers | problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers |  |
| Instruction <br> Warm Up: \#55 <br> Vocab: tax, tips, gratuity, markup <br> - walk through the examples and Got It ?'s <br> - Partner Practice (Guided Practice 1-4) <br> - time to start on 2.6 Go <br> Formative homework | Instruction <br> Warm Up: \#56 <br> Vocab: tax, tips, gratuity, markup <br> - discuss how to find the percent of tax, tip, and mark up <br> (3 examples) <br> - Think, Pair, Share: \#25 p. 158 | using mental computation and estimation strategies. For example: If a woman making $\$ 25$ an hour gets a 10\% raise, she will make an additional $1 / 10$ of her salary an hour, or $\$ 2.50$, for a new salary of $\$ 27.50$. If you want to place a towel bar $93 / 4$ inches long in the center of a door that is $271 / 2$ inches | using mental computation and estimation strategies. For example: If a woman making $\$ 25$ an hour gets a $10 \%$ raise, she will make an additional $1 / 10$ of her salary an hour, or $\$ 2.50$, for a new salary of $\$ 27.50$. If you want to place a towel bar $93 / 4$ inches long in the center of a door that is $271 / 2$ inches |  |
| Assessment <br> 2.6 Go Formative (due Wednesday) | - 8 question Quizizz (finding tax, tip, markup, and percent) - winning class earns Extra Credit on test | wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the | wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the |  |
| 8th Grade | - leftover time to complete 2.6 |  |  |  |
| 3.8 - Solving Systems Algebraically | McGraw Hill and 2.7 <br> EDPuzzle | Instruction | Instruction |  |

## Learning Target

Students will be able to solve a system of linear equations algebraically.

## Standards

8.EE. 8 Analyze and solve pairs of simultaneous linear equations.
8.EE.8b Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. For example, $3 x+2 y=5$ and $3 x+2 y=6$ have no solution because $3 x+2 y$ cannot simultaneously be 5 and 6 .
8.EE.8c Solve real-world and mathematical problems leading to two linear equations in two variables. For example, given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair.

## Instruction

Warm Up: \#57
Vocab: system of
equations, substitution method, elimination method

## Lesson:

- today will be a work day for majority of the class
- hand out Ch. 2 Study

Guides

## Assessment

finish 2.6 Go Formative; 2.7
EDPuzzle

## 8th Grade

## 3.8 - Solving Systems

## Algebraically

## Learning Target

Students will be able to solve a system of linear equations algebraically.

## Standards

8.EE.8c Solve real-world and mathematical problems leading to two linear equations in two variables. For example, given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair.
8.EE.8b Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. For example, $3 x+2 y=5$ and $3 x+2 y=6$ have no solution because $3 x+2 y$ cannot simultaneously be 5 and 6.
8.EE. 8 Analyze and solve pairs of simultaneous linear equations.

Instruction

## Warm Up: \#57

## Vocab: discounts,

## markdown

- discuss and talk through Got It ?'s
- go over 6 examples a class (using 2.7 Quizizz lesson) - students come up to explain (using Wheel)


## Assessment

2.7 Completion Check

- 1st: p. 165 (16-18, 20)
- 3rd Period: p. 164 (9-10),
p. 165 (17-20)

Dan Meyer's 3 Act Math:
http://threeacts.mrmeyer.com
/duelingdiscounts/

## 8th Grade

## Learning Target

Students will be able to recall what they have learned from Ch. 3; rate of change, slope, slope-intercept form, system of equations.

## Instruction

## Warm Up: \#59

Vocab: all from Ch. 3

- student work day to prepare for test
- assign them the Ch. 3 Go Formative
- questions are instant check so that students can receive immediate feedback
- YouTube videos inserted into the Go Formative incase


## Warm Up: \#58-Talk About It Thursday

## Vocab: discounts

- Check over completion check
- work day on Shopping

Spree Activity

- must buy 8 items with given coupons
- include 6.5\% sales tax - due tomorrow
- can use calculator


## Assessment

Shopping Spree Activity

## 8th Grade

Ch. 3 Review Day

## Learning Target

Students will be able to recall what they have learned from Ch. 3.

## Standards

8.EE. 6 Use similar triangles to explain why the slope $m$ is the same between any two distinct points on a nonvertical line in the coordinate plane; derive the equation $y=$ $m x$ for a line through the origin and the equation $y=$ $m x+b$ for a line intercepting the vertical axis at $b$.

## Instruction

Warm Up: \#60 - Talk About It Thursday

## Vocab: all from Ch. 3

- students will play the game risk for the review game today
- solve two systems of equations together again (using 3.8 Flipchart) - discuss any word problems
that might be a struggle
setting up and set up together
- the rest of the class time (30 minutes) the students will have to continue their work on the 3.8 Go Formative.


## Assessment

finish 3.8 Go Formative

## Warm Up: \#58

Vocab: system of
equations, substitution
method, elimination

## method

- students will be put into groups of three
- students will be practicing solving systems using the carousel activity
- students solve problems one step at a time, rotate, and then analyze other groups work before solving the next step
- students will continue this process until the first problem is completed
- students will get graded on the poster that they complete the final step on
- if finished early students can work on their Ch. 3 study guide


## Assessment

Solving Systems Carousel Activity

| the students need a refresher <br> on the lesson | - I will pass out NFL team <br> cards to split students into <br> Assessment <br> Ch. 3 Go Formative Review |
| :--- | :--- |
| groups of 4 <br> - today's review will be <br> focused on rate of change, <br> slope, and writing linear <br> equations since we have <br> spent the past two weeks on <br> systems of equations <br> - use the 3.1 - 3.6 Canva <br> Presentation to play the <br> game <br> -Ch. 3 test on Monday |  |
| Assessment <br> Study for test - complete <br> study guide |  |

- I will pass out NFL team cards to split students into ps of 4
- today's review will be
slepe and writing linear equations since we have spent the past two weeks on systems of equations
- use the 3.1-3.6 Canva

Presentation to play the
game
Assessment
study guide

