

Monday 02/12/2024	Tuesday 02/13/2024	Wednesday 02/14/2024	Thursday 02/15/2024	Friday 02/16/2024
7th Grade 6.4 - Solve Two-Step Equations Learning Target 1st Period: <i>Students will be able to write and solve two-step equations for real-world scenarios.</i> 3rd Period: <i>Students will solve equations that contain variables on both sides.</i> Standards 7.EE.3 Solve multi-step real-life and mathematical 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 using mental computation and estimation strategies. For example: If a woman making \$25 an hour gets a 10% raise, she will make an additional $\frac{1}{10}$ of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar $9\frac{3}{4}$ inches long in the center of a door that is $27\frac{1}{2}$ inches	7th Grade 6.5 - More Two-Step Equations Learning Target 1st Period: <i>Students will be able to solve two-step equations when they involve the Distributive Property.</i> 3rd Period: <i>Students will solve equations that contain variables on both sides.</i> Standards 7.EE.3 Solve multi-step real-life and mathematical 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 using mental computation and estimation strategies. For example: If a woman making \$25 an hour gets a 10% raise, she will make an additional $\frac{1}{10}$ of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar $9\frac{3}{4}$ inches long in the center of a	7th Grade 6.5 - More Two-Step Equations Learning Target 1st Period: <i>Students will be able to solve two-step equation when they involve the Distributive Property.</i> 3rd Period: <i>Students will be able to solve multistep equations.</i> Instruction Warm Up: #84 Vocab: Distributive Property 1st Period - review two-step equations with division - We Do: 4 - 9 on Independent Practice p. 485 - 486 - They Do: Problem Solver WS (4 questions as a class) - use Go Formative class practice on writing equations 3rd Period: Equations Challenge Day - today will be a practice day - students will solve multistep equations (combining like terms, distributive property, variables on both sides, etc.) - students will be given a practice sheet with 8 practice problems on it Assessment	Parent-Teacher Conference 7th Grade 6.6 - Solve Inequalities by Addition or Subtraction (30 min class) Learning Target <i>Students will be able to solve and graph inequalities involving addition and subtraction.</i> Standards 7.EE.3 Solve multi-step real-life and mathematical 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 using mental computation and estimation strategies. For example: If a woman making \$25 an hour gets a 10% raise, she will make an additional $\frac{1}{10}$ of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar $9\frac{3}{4}$ inches long in the center of a door that is $27\frac{1}{2}$ inches wide, you will need to place	No School Day No School Day

wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.

7.EE.4 Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.

Instruction

Warm Up: #82

Vocab: two-step equation

1st Period

- students will work on writing equations for the entire class period
- 6.4 Writing Equations Stations (12 questions)
- 3rd Period - Equations with Variables on Both Sides**
- walk through examples using Variables on Both Sides McGraw PowerPoint
- 3 examples of solving expressions
- Use Kahoot to complete partner work

Assessment

1st Period:

6.4 Stations

3rd Period:

None

8th Grade

5.3 - Angles of Triangles

door that is 27 1/2 inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.

7.EE.4 Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.

Instruction

Warm Up: #83

Vocab: Distributive Property

1st Period

- walk through examples and Got It ?'s
- 3 examples of Distributive Property and 3 of combining like terms before solving
- Coach A and Coach B Activity (binder)
- 3rd Period - Equations with Variables on Both Sides**
- walk through 5 real-world scenarios; writing expressions and solving
- Self-paced student practice
- use Quizizz and have the students complete 15 problems (solving expressions + writing expressions)

Assessment

1st Period:

1st Period:

None

3rd Period:

Challenge Day Practice Sheet

8th Grade

Inquiry Lab - Right Triangle Relationships

Learning Target

Students will discover the relationship among the sides of a right right through a hands-on lab.

Standards

8.G.6 Explain a proof of the Pythagorean Theorem and its converse.

Instruction

Warm Up: #86

Vocab: right triangle

- complete the Mid-Chapter Check for a quick review of what we have went over so far in Chapter 5 (p. 408)
- students will then get partnered up to complete the Inquiry lab that covers p. 409 - 410
- students will discover how the sides of a right triangle are related to each other (Pythagorean Theorem)

Assessment

Right Triangle Relationship - Inquiry Lab

the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.

7.EE.4 Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.

Instruction

Warm Up: #85

Vocab: inequality

- walk through examples using the lesson PowerPoint
- the students complete the example problems
- start on 6.6 online hw (McGraw)

Assessment

6.6 McGraw Hill Assessment (due Wednesday)

8th Grade

5.5 - Pythagorean Theorem (30 min. class)

Learning Target

Students will be able to understand and use the Pythagorean Theorem.

Standards

8.G.7 Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and

Learning Target

Students will be able to find missing exterior or interior angle measures in triangles.

Standards

8.G.5 Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles. For example, arrange three copies of the same triangle so that the sum of the three angles appears to form a line, and give an argument in terms of transversals why this is so.

Instruction

Warm Up: #84

Vocab: interior angle, exterior angles, remote anterior angle

- go over problems (1 - 3, 5 - 7) and have students come up to do #10 - 12
- use 5.2 flipchart to practice more interior and exterior angles
- rest of time to work on homework, give students 5.3 Recording Sheet to show work
- post 5.1 & 5.3 Review Practice Kahoot

Assessment

5.3 Go Formative

Peer Coaching Activity

3rd Period:

None

8th Grade

5.3 - Angles of Triangles

Learning Target

Students will be able to find missing exterior or interior angle measures in triangles.

Standards

8.G.5 Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles. For example, arrange three copies of the same triangle so that the sum of the three angles appears to form a line, and give an argument in terms of transversals why this is so.

Instruction

Warm Up: #85

Vocab: interior angle, exterior angles, remote anterior angle

- Kahoot (Interior and Exterior Angles - Review)
- 5.1 - 5.3 Quiz

Assessment

None

mathematical problems in two and three dimensions.

8.EE.2 Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that $\sqrt{2}$ is irrational.

8.G.6 Explain a proof of the Pythagorean Theorem and its converse.

Instruction

Warm Up: #87

Vocab: legs, hypotenuse, Pythagorean Theorem

Use Canva Presentation to:

- discuss what they learned during the Triangle Inquiry Lab
- discussion on what is a triangle's hypotenuse/legs
- focus more on finding lengths of missing sides
- start on 5.5 Go Formative

Assessment

Start 5.5 Go Formative (due Wednesday)

Dan Meyer 3 Act

Math: <http://threeacts.mrmeyer.com/tacocart/>

Interactive Taco Game

