2023 - 2024
Mr. Nihart

02/04/2024 - 02/10/2024

Monday 02/05/2024

7th Grade

6.3 - Solving Equations with Rational Coefficients

Learning Target

1st Period:
Students will be able to solve one step equations with rational coefficients consisting of decimals and fractions.
3rd Period:
Students will be able to write an equation when given a real-world scenario.

Instruction

Warm Up: #78
Vocab: rational coefficient
1st Period
-Quizizz (6.1 - 6.3 practice)
- 20 questions (setting up basic equations and then solving expressions)
- extra credit opportunity (points to last test)
- 6.3 WS
3rd Period - Writing Equations
- take 6.1 - 6.4 Quiz
- 6.4 Writing Equation stations
- students work on writing expressions and solving them (10 expressions)

Assessment

1st Period:
6.3 Completion Check
3rd Period:

Tuesday 02/06/2024

7th Grade

6.3 - Solve Equations with Rational Coefficients

Learning Target

1st Period:
Students will be able to solve one step equations with rational coefficients consisting of decimals and fractions.
3rd Period:
Students will solve multistep equations by either combining like terms or performing the Distributive Property.

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 1/10 of her salary

Wednesday 02/07/2024

7th Grade

6.4 - Solve Two-Step Equations

Learning Target

1st Period:
Students will be able to solve two-step equations.
3rd Period:
Students will solve multistep equations by either combining like terms or performing the Distributive Property.

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 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 3/4 inches long in the center of a

Thursday 02/08/2024

7th Grade

6.4 - Solve Two-Step Equations

Learning Target

1st Period:
Students will be able to solve two-step equations.
3rd Period:
Students will solve equations that contain variables on both sides.

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 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 3/4 inches long in the center of a door that is 27 1/2 inches wide, you will need to place

Friday 02/09/2024

No School Day

No School Day

6.4 Stations

8th Grade

5.1 - Lines (Transversals)

Learning Target

Students will be able to identify relationships of angles formed by two parallel lines cut by a transversal and use that knowledge to solve for unknown angles.

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: #80
Vocab: transversal, interior angles, exterior angles, alternate interior angles, alternate exterior angles, corresponding angles
- talk vocabulary on p. 371
- review complementary and supplementary angles
- talk through vocabulary on p. 372

an hour, or $2.50, for a new salary of $27.50. If you want to place a towel bar 9 3/4 inches long in the center of a 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: #79
Vocab:
1st Period
- Review problems from section 6.1 - 6.3 using Quizizz (first 15 minutes)
- 6.1 - 6.3 Quiz

3rd Period - More Two-Step Equations
- use 6.5 Quizizz lesson
- review simplifying using the Distributive Property
- show both methods (using Distributive Property + dividing by the the factor)
- practice examples on Coaching Activity
- have students Pair up and complete activity

Assessment

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: #80
Vocab: two-step equation
1st Period
- Real World Link p. 469 w/ video
- check examples and Got It ?'s
- I do: Guided Practice 1 - 4 p. 472
- We Do: 1 - 10 on p. 473
- 6.4 Go Formative (instant check)
- show work on a piece of notebook paper

3rd Period - More 2 Step Equations
- 5 class examples of writing and solving expressions in the form p(x + q) = r (using Go Formative - class paced lesson)
- 10 question Go Formative on solving two-step equations

Assessment

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: #81 - Talk About It Thursday
Vocab: two-step equation
1st Period
- practice writing 2 step equations (problem solving ws and flipchart)
- Quizizz Exit Ticket
- Finish 6.4 Go Formative

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:
Finish 6.4 Formative
3rd Period:
None

8th Grade

5.3 - Angles of Triangles

- walk through examples 1 - 4 on p. 372 - 373 together
- solve easy transversals using flipchart

Assessment

Transversal Practice Packet (due Thursday)

1st Period:
None
3rd Period:
Distributive Property Coaching Activity

8th Grade

5.1 - Lines (Transversals)

Learning Target

Students will be able to identify relationships of angles formed by two parallel lines cut by a transversal and use that knowledge to solve for unknown angles.

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: #81
Vocab: transversal, interior angles, exterior angles, corresponding angles
- class practice using Independent Practice p. 375 (1 - 6)

1st Period:
6.4 Formative (due Monday)
3rd Period:
More Two-Step Equations Go Formative

8th Grade

5.1 - Lines (Transversals)

Learning Target

Students will be able to identify relationships of angles formed by two parallel lines cut by a transversal and use that knowledge to solve for unknown angles.

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: #82
Vocab: transversal, interior angles, exterior angles, corresponding angles
- Pop Practice Day: solving problems on desks using white board markers

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: #83 - Talk About It Thursday
Vocab: interior angle, exterior angles, remote anterior angle
- use 5.3 interactive Quizizz Lesson
- walks through examples 1 - 3 starting on p. 390
- Blooket problems as class practice

Assessment

None

- print and hand on transversal color guide (helps to determine if two angles would be congruent or supplementary to each other)
- introduce and walk through 5 algebra problems (use #7 and #8 on p. 375)
- talk about justifying answers with vocab
- work time on 5.1 WS

Assessment

Continue Transversal Practice Packet

- focus on algebra and real-world problems (using problem solving ws and stations)
- assign 5.3 EDPuzzle

Assessment

5.3 EDPuzzle
Finish Transversal Packet