Monday
$01 / 15 / 2024$
No School Day

Tuesday
$01 / 16 / 2024$
7th Grade
5.6-Adding Expressions

## Learning Target

Students will be able to add linear expressions.

## Standards

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 $1.05 . "$
7.EE. 1 Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.

## Instruction

## Warm Up: \#66

Vocab: linear expression
1st Period

- check and discuss
examples and Got It ?'s on p . 396-398
- I do: Guided Practice 1-3
p. 398
- We do: 1-6 and 12 with
partner, 7-9 and 13 as a class
- hand out study guides 3rd Period - RISK/REVIEW DAY (5.5-5.7)

Wednesday
$01 / 17 / 2024$

## 7th Grade

## 5.7-Subtracting Linear

 Expressions
## Learning Target

Students will be able to subtract linear expressions.

## Standards

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 .1
7.EE. 1 Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.

## Instruction

## Warm Up: \#67

Vocab: linear expressions
1st Period

- check and discuss
examples and Got It ?'s
- I do: Guided Practice 1-3
p. 403
-We Do: 7-9 on p. 403
- They Do: 1-6, 11

3rd Period: Factoring
Expressions

- use the 5.8 Quizizz Lesson

Thursday
01/18/2024

| 7th Grade |
| :--- |
| 5.8 - Factor Linear |
| Expressions |
| Learning Target |
| Students can find the |
| greatest common factor |
| (GCF) between two |
| monomials and can use it to |
| factor linear expressions. |

## Standards

7.EE. 1 Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.
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."

## Instruction

Warm Up: \#68 - Talk About It Thursday
Vocab: factor, monomial - use 5.8 Quizizz Lesson - check over examples and Got It ?'s on p. 416-417 - go over 3 examples of finding the GCF and then three examples of factoring

| 7th Grade |
| :--- |
| 5.8 - Factor Linear |
| Expressions |
| Learning Target |
| Students can find the |
| greatest common factor |
| (GCF) between two |
| monomials and can use it to |
| factor linear expressions. |
| Standards |
| 7.EE.1 Apply properties of |
| operations as strategies to |
| add, subtract, factor, and |
| expand linear expressions |
| with rational coefficients. |
| 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 $=1.05 a$ |
| means that "increase by |
| $5 \%$ "is the same as "multiply |
| by $1.05 . "$ |
| Instruction |
| Warm Up: \#69 |
| Vocab: factor, monomial |
| - 4 questions as a class |
| reviewing how to use the |
| GCF to factor monomials |
| - play Blooket to review 5.5 - |
| 5.8 lessons on simplifying |
| expressions, adding/ |
| subtracting and factoring |
| expressions |

## 7th Grade

## 5.8 - Factor Linear

 ExpressionsStudents can find the greatest common factor (GCF) between two monomials and can use it to factor linear expressions.

## ndards

 add, subtract, factor, and expand linear expressions with rational coefficients.
7.EE. 2 Understand that rewriting an expression in context can shed light on the problem and how the quantities in it are related. For example, a $0.05 \mathrm{a}=1.05$ means that "increase by by 1.05 ."

## Instruction

## Warm Up: \#69

- questions as a clas GCF to - play Blooket to review 5.5 5.8 lessons on simplifying subtracting and factoring expressions

| - leftover class time students |
| :--- |
| can start the 5.8 Factoring |
| Scavenger Hunt (due |
| Tuesday) |
| 2nd Period: Review Day |
| - play a review game |
| - test on Monday |
| Assessment |
| 1st Period: |
| Start 5.8 Scavenger Hunt |
| (due Tuesday) |
| 3rd Period: |
| Review for test |
|  |
| 8th Grade |
| 4.5 - Compare Properties of <br> Functions |
| Learning Target |
| Students will be able to |
| compare functions when |
| given in different forms |
| (equation, table, or graph). |
| Standards |
| 8.F.2 Compare properties of |
| two functions each |
| represented in a different way |
| (algebraically, graphically, |
| numerically in tables, or by |
| verbal descriptions). For |
| example, given a linear |
| function represented by a |
| table of values and a linear |
| function represented by an |
| algebraic expression, |
| determine which function has |
| the greater rate of change. |

- leftover class time students can start the 5.8 Factoring Tuesday)
2nd Period: Review Day
- play a review game
- test on Monday
st Period:
Start 5.8 Scavenger Hunt
(due Tuesday)
3rd Period:
Review for test

8th Grade
4.5-Compare Properties of Functions

## Learning Target

Students will be able to compare functions when given in different forms (equation, table, or graph).

## Standards

8.F. 2 Compare properties of two functions each
represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.

## 3rd Period:

Finish Factoring Scavenger Hunt

- rest of the time used for the
5.8 Scavenger Hunt

2nd Period - Factoring
Expressions

- Kahoot Review (over factoring and the rest of Ch. 5)
- Pop quiz over Ch. 5 (Google Form)
- Finish Scavenger Hunt

Assessment
1st Period:
None

## 8th Grade

4.5-Compare Properties of

## Functions

## Learning Target

Students will be able to compare functions when given in different forms (equation, table, or graph).

## Standards

8.F.2 Compare properties of two functions each
represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.
8.F.4 Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two ( x , y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.

## Instruction

Warm Up: \#71
Vocab: rate of change, $y$ -

## intercept

4th Period

- Class Practice: \#3 on p. 314
and \#5 on p. 316
-4.5 Escape Room
- watch 4.6 EDPuzzle

6th/7th Period

- I Do: use Independent

Practice problems on p. 315
to review

- We Do: word problem
practice (use Comparing
Functions Canva
Presentation)
- They Do: Comparing

Functions Google Slide Interactive Activity

- if they have not finished quiz from Wednesday students
will do so during work time
Assessment
Monday)

