2023 - 2024 Mr. Nihart

Monday 01/15/2024	Tuesday 01/16/2024	Wednesday 01/17/2024	Thursday 01/18/2024	Friday 01/19/2024
	 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 + 0.05a = 1.05a 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 	 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 + 0.05a = 1.05a 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: #67 Vocab: linear expressions 	 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 = 1.05a means that "increase by 5%"is the same as "multiply by 1.05." 	7th Grade5.8 - Factor LinearExpressionsLearning TargetStudents can find thegreatest common factor(GCF) between twomonomials and can use it tofactor linear expressions.Standards7.EE.1 Apply properties ofoperations as strategies toadd, subtract, factor, andexpand linear expressionswith rational coefficients.7.EE.2 Understand thatrewriting an expression indifferent forms in a problemcontext can shed light on theproblem and how thequantities in it are related. Forexample, a + 0.05a = 1.05ameans that "increase by5%"is the same as "multiplyby 1.05."Instruction
	 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) 	 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 	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	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

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 hand out study guides play RISK game (reviewing adding/subtracting expressions and using expressions to find perimeter of shapes) split class into 5 - 6 teams (using cards) Assessment 1st/3rd Period: None - Start working on Ch. 5 Study Guides	 review what is GCF (greatest common factor) introduce monomials use the Guided Practice as example problems (p. 418) H.O.T. problems 5.8 Scavenger Hunt Assessment 1st Period: 5.7 Extra Practice p. 409 (Completion Check: ALL by #24 EC)	 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: 	 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:
RISK answer key can be found in Ch.5 folder on Google Drive	3rd Period: Scavenger Hunt (due Friday)	None 3rd Period: Finish Factoring Scavenger Hunt	Review for test
8th Grade	8th Grade	mant	8th Grade
4.4 - Linear Functions	4.5 - Compare Properties of Functions	8th Grade 4.5 - Compare Properties of	4.5 - Compare Properties of Functions
Students will be able to graph and write linear functions as well as comparing the different properties of two different functions (rate of change, y-intercept, etc.)	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	Learning Target Students will be able to compare functions when given in different forms (equation, table, or graph). Standards	Learning Target Students will be able to compare functions when given in different forms (equation, table, or graph). Standards
 8.F.1 Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output. 8.F.3 Interpret the equation y = mx + b as defining a linear function, whose graph is a straight line; give examples 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.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.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.



Complete Desmos Activity

Assessment

will do so during work time

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4.5 Escape Room (due Monday)