

Scope and Sequence
Math - 7th Grade STREAM

Unit: Integers

Terms to Know:	<i>Integer, Absolute Value, Negative Integer, Positive Integer, Addend, Additive Inverse, Inverse Operations, Product</i>				
<i>STUDENTS MUST KNOW HOW TO CORRECTLY SPELL AS WELL AS THE DEFINITION OF EACH OF THE "Terms to Know" EVERY WEEK!</i>					
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 6	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Weekly Quiz: Number line to display integers and the adding/subtracting of them - 10 min
	<i>Fundamentals of Algebra, Chapter One, Pages 1-2</i> - Read aloud and discuss: what are Integers? What is Absolute Value? How does a timeline relate to these two terms? - 15 min	Review answers to homework; one girl student to act as a teacher to review the odds and one boy student to act as teacher to review the evens - 15 min	Teacher-led instruction: create a number line on the board, label several points as letters; ask students to identify which letter is a specific value or greater/lesser value on the line - 10 min	<i>Fundamentals of Algebra, Chapter One, Pages 8-9</i> - Read aloud and discuss: How are integers subtracted? How does absolute value play into this process? Read "Examples" on page 9 and discuss - 15 min	(Part II of II) Illustrate, color, and label using animals at a zoo the addition and subtraction of integers; display them on a number line that is simulated by cages in the zoo (ex. Ten lions in a cage is further left than six elephants in a cage, and yet even further than four monkeys in a cage); students should be creative and have fun with this presentation of their knowledge of numberlines; students MUST write complete sentences explaining how their illustration depicts a number line accurately and maintains absolute value - 40 min
	<i>Fundamentals of Algebra, Chapter One, Page 3</i> - Discuss the examples on page three: As a class, complete #'s 1-12 in "Try These" as the following: girls do the evens, boys do the odds - 15 min	<i>Fundamentals of Algebra, Chapter One, Pages 4-5</i> - Read aloud and discuss: Compare the order of Integers on a numberline; using your daily schedule, create a number line with lunch being the "0" all classes equally a value of one digit +/- the lunch period with a value of "0"; - 15 min	Watch "Comparing and Ordering Integers" on YouTube (7:40 min) and discuss: what is absolute value? How does it relate to the value of negative numbers on the number line? How can an absolute value of a number be higher than the actual value of the number? - 10 min	(Part I of II) Illustrate, color, and label using animals at a zoo the addition and subtraction of integers; display them on a number line that is simulated by cages in the zoo (ex. Ten lions in a cage is further left than six elephants in a cage, and yet even further than four monkeys in a cage); students should be creative and have fun with this presentation of their knowledge of numberlines; students MUST write complete sentences explaining how their illustration depicts a number line accurately and maintains absolute value - 30 min	
	<i>Fundamentals of Algebra, Chapter One, Page 3</i> - Teacher-led instruction: discuss the number line under "Try These" and how to solve for the lettered points in #'s 13-17; Students in pairs, work together to complete #'s 18-22, turn into your teacher - 15 min	<i>Fundamentals of Algebra, Chapter One, Pages 5</i> - Students in pairs, complete #'s 1-11 in "Try These" under the stipulation of long hair completes odd numbers, short hair completes even numbers; as a class, review answers when complete - 15 min	<i>Fundamentals of Algebra, Chapter One, Pages 6-7</i> - Read aloud and discuss: How do the pictures display the value on the number line changing? Read "Examples" on page 6 and solve together; Read "Examples" on page 7 and discuss how you arrived at the answers - 15 min		

Bellwork Topic:	Written Response: How are number lines and time lines similar? How are they different?	What is absolute value? Create a definition	Teacher to create three problems to solve based upon integers on a number line; review answers	Teacher to create three problems to solve based upon integers on a number line in regards to absolute value; review answers	None
Suppliment Extra Time With:	Practice Book, Lesson 1-1	Practice Book, Lesson 1-2	Practice Book, Lesson 1-3	Work on illustration	Work on illustration
Daily Homework:	<i>Fundamentals of Algebra, Chapter One, Page 3</i> - complete for tomorrow #'s 1-12, complete all	Create a number line of the events of your day using your lunch as "0"; everything before lunch is a negative integer, everything after lunch is a positive integer; create at least twelve events	<i>Fundamentals of Algebra, Chapter One, Page 7</i> - complete for tomorrow #'s 1-5; answer #5 in complete sentences	<i>Fundamentals of Algebra, Chapter One, Page 9</i> - complete for tomorrow #'s 1-6; answer #6 in complete sentences	Write four story problems based upon either number lines of positive and negative integers; due tomorrow! Use you book to help guide you
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 7	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Weekly Quiz: adding, subtracting, multiplying, and dividing Integers and "Terms to Know" from Week Six (spelling & defintion) - 20 min
	Teacher-led instruction: review adding and subtracting integers; review number lines; provide examples of a sporting season (Browns/NFL are good) with the bye week as the "0" and all games +/- that week are positive and negative integers - 10 min	Teacher-led instruction: review multiplying integers and absolute value; incorporate "Terms to Know" into the discussion; ask students to define them as you go - 10 min	<i>Fundamentals of Algebra, Chapter One, Pages 12-13</i> - Read aloud and discuss: what are Inverse Operations? What are some things in life that are inverse? Why is zero considered "undefined"? Review "Examples" on page 13 and discuss - 20 min	Watch "The Fastest Way to Learn Multiplication Facts" on YouTube (6:03 min) and discuss: how useful is this tactic? Practice counting by 2's and 5's aloud to test accuracy; how likely are you to use this method? - 10 min	Teacher to provide two story problems about multiplying and dividing Integers; students to solve together and review - 10 min
	<i>Fundamentals of Algebra, Chapter One, Pages 10-11</i> - Read the examples of number lines on pages 10-11 and discuss answers; review absolute value; compare number lines to thermometers 20 min	Divide the class into half, with one student acting as the teacher for each half; each student will review with their half how to solve for multiplying integers and absolute value; teacher to assist as needed and ensure students are on task - 15 min	<i>Fundamentals of Algebra, Chapter One, Page 13</i> - Students to complete "Try These" on page 13 as follows: boys complete #'s 1-4, girls complete #'s 5-8, everyone completes #9; review answers and discuss as a class - 15 min	Teacher to supply each student with a small blob of shaving cream; students will smear it gently and lightly across their workspace; teacher will provide multiplication problems as a warm up and students will write the numbers and solve the problems with their finger in the shaving cream; teacher will advance to dividing Integers, using absolute value, and fractions; wipe clean when finished - 20 min	Students to go to the following website and play " www.mathgames.com/play/candy-stacker.html " - students must play

	<i>Fundamentals of Algebra, Chapter One, Page 11</i> - Students in pairs, answer and discuss: Complete together all questions in "Try These" on page 11; review answers as a class to check for accuracy - 15 min	Teacher to create several problems based upon adding integers, subtracting integers, and multiplying integers; students in pairs to solve them; discuss accuracy together and results as you proceed - 20 min	Students to individually complete the exercises in Practice Book, Lesson 1-6 independently; teacher to review answers for accuracy - 10 min	Teacher to provide two story problems regarding multiplying and dividing Integers for students to solve; students in pairs, using Google Docs create two story problems of your own using multiplying & dividing Integers and submit to your teacher - 20 min	stacker math; students must play grade level or one grade lower ONLY math - 15 min
Bellwork Topic:	How is a ruler like a number line? How can you use a ruler to help you solve for integers on a number line?	Teacher to create three problems to solve based upon multiplying integers; review answers	Teacher to create three problems to solve based upon dividing integers (before students learn the practice) to test prior knowledge; review answers	Teacher to create two story problems, one based upon multiplying Integers and one based upon dividing Integers; students to solve, review for accuracy	None
Suppliment Extra Time With:	Practice Book, Lesson 1-4	Practice Book, Lesson 1-5	Practice Book, Lesson 1-6	Practice Book, Lesson 1-6	Extra game time
Daily Homework:	Teacher created worksheet (fifteen problems) on multiplying integers and absolute value; due tomorrow	Teacher to assign section of Practice Book Lesson 1-5 to complete	Teacher created worksheet (fifteen problems) on dividing integers and absolute value; due tomorrow	Study for quiz tomorrow on adding, subtracting, multiplying, and dividing Integers, as well as "Terms to Know" (spelling & definition) from Week Six	Teacher created worksheet (fifteen problems) on multiplying & dividing integers and absolute value; due tomorrow

Unit: Properties of Algebraic Equations

Terms to Know:	<i>Commutative Property, Associative Property, Identity Property, Inverse Property, Zero Property, Distributive Property, Closure Property</i>				
<i>STUDENTS MUST KNOW HOW TO CORRECTLY SPELL AS WELL AS THE DEFINITION OF EACH OF THE "Terms to Know" EVERY WEEK!</i>					
Project Theme:	<i>Students will use Google Slides to present the seven Properties of Algebraic Equations. Students will complete the following requirements below as directed. Students will submit the project to their teacher when finished or by the due date, whichever comes first.</i>				
Project Breakdown:	<i>Students will use Google Slides to display each of the seven properties. Properties should be presented as one property per slide. Slides should include a numeric presentation of the property as well as a written explanation. It is NOT ENOUGH to just write a description or just include the mathematical work. Students should be creative and use colorful backgrounds and incorporate slide transitions. Photos may be incorporated as well, if desired. A minimum of eight slides are required (seven properties, one introduction slide). All properties must be represented correctly.</i>				
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Weekly Quiz: Identifying each of the seven properties of Algebra - 15 min

Week 8	<i>Fundamentals of Algebra, Chapter One, Pages 14-15</i> - Read each property and discuss the example; teacher to provide additional examples as each example is read - 20 min	<i>Fundamentals of Algebra, Chapter One, Pages 14-15</i> - Review each property and provide additional examples; teacher to review each property and assist students in understanding them - 20 min	<i>Fundamentals of Algebra, Chapter One, Pages 14-15</i> - Six students to come to the board and explain the properties (one student per property); class to review together - 15 min	Watch "Algebra Basics: The Distributive Property - Math Antics" on YouTube (11:53 min) and discuss: provide examples of the distributive property and review - 15 min	Teacher to provide the students with Play-Doh; students will individually roll out the Play-Doh and form it to make numbers; the teacher will request the students to display various Algebraic properties using the Play-Doh and the students must display each requested property; repeat for each property or as time is permitting - 15 min
	Students in pairs, answer and discuss: teacher to create several equations on the board; students will correlate to the text to name the property correctly; then students will try to solve #1-5 in "Try These" on page 15; discuss answers for accuracy - 15 min	Students in pairs, work together on "Practice Book, Lesson 1-7"; answer questions together as teacher directs - 15 min	<i>Fundamentals of Algebra, Chapter One, Pages 16-17</i> - Read aloud and discuss: what is closure? Teacher to provide several examples to explain how numbers can or cannot be reversed to display closure; students to complete examples together, including "Try These", #'s 1-3 on page 17 in the text - 15 min	Divide the class in half with one student serving as the teacher for each half, student-teacher to review each of the six properties with their group of students; they may create problems, use examples, or just generally review the material - 10 min	
	Introduce project and review requirements; in-class time to work on the project - 20 min	In-class time to work on Properties of Algebraic Equations Project - 20 min	In-class time to work on Properties of Algebraic Equations Project - 20 min	In-class time to work on Properties of Algebraic Equations Project - 20 min	
Bellwork Topic:	Teacher to create three problems to solve based upon multiplying and dividing Integers; review answers	Teacher to create three problems to solve based upon the six Algebraic properties already discussed; review answers	Teacher to create three problems to solve based upon the six Algebraic properties already discussed; review answers	Teacher to create three problems to solve based upon identifying closure; review answers	None
Suppliment Extra Time With:	Practice Book, Lesson 1-7	Practice Book, Lesson 1-7	Practice Book, Lesson 1-8	Practice Book, Lesson 1-8	Extra time for project
Daily Homework:	<i>Fundamentals of Algebra, Chapter One, Page 15</i> - "Try These", #'s 6-8	Teacher created worksheet (fifteen problems) on identifying the six properties; due tomorrow	Teacher to assign work from Practice Book, Lesson 1-8	Study for quiz tomorrow on the seven properties of Algebraic equations	Teacher created worksheet (fifteen problems) on identifying closure; due tomorrow
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"

Week 9	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Weekly Quiz: "Terms to Know" from Week Eight (spelling & definition) and Law of Exponents - 15 min
	<i>Fundamentals of Algebra, Chapter One, Pages 18-19</i> - Read aloud and discuss: what is the Law of Exponents? What are the three parts of that law? Teacher to provide examples, class to review - 20 min	Teacher-led discussion: review exponents and the Law of Exponents; provide examples of problems to assist students with each part of the law - 10 min	Watch "Algebra Basics: Exponents In Algebra - Math Antics" on YouTube (12:13 min) and discuss: review each of the three laws from the text and provide examples relative to the video - 15 min	Teacher to create several story problems about exponents; students to answer and discuss as a class - 15 min	Teacher to take students outside to the concrete area just past Door "F" by the church; students to sit on concrete; students in pairs, using colored chalk, students to write on the concrete ONLY and solve equations about exponents and the Laws of Exponents; teacher to provide each equation and check student work for accuracy - 20 min
	Students in pairs, answer and discuss: teacher to create several equations on the board; students will discuss and answer the questions together; then students will try to solve #1-4 in "Try These" on page 19; discuss answers for accuracy - 15 min	Students in groups of 3 or 4, answer and discuss: teacher to provide ten examples of equations with exponents; students to solve and review as a class - 15 min	Students in pairs, work on "Practice Book, Lesson 1-9" together, teacher to check answers as students proceed - 20 min	Using Google Docs, students will write four story problems about Exponents, submit to your teacher; teacher will choose problems at random to read and solve together as a class - 20 min	
	In-class time to work on Properties of Algebraic Equations Project; due in four days! - 15 min	In-class time to work on Properties of Algebraic Equations Project; due in three days! - 15 min	In-class time to work on Properties of Algebraic Equations Project; due in two days! - 10 min	In-class time to work on Properties of Algebraic Equations Project; due tomorrow! - 10 min	Students to present their project to the class; not mandatory, but those that do will receive extra credit if their presentation is explained well - 15 min
Bellwork Topic:	Teacher to create four problems to solve based upon the seven Algebraic properties discussed; review answers	Teacher to create four problems to solve based upon the Laws of Exponents; review answers	Teacher to create four problems to solve based upon the Laws of Exponents; review answers	Teacher to create four problems to solve based upon the Laws of Exponents; review answers	None
Suppliment Extra Time With:	Time to work on project	Review of the Law of Exponents	Time to work on project	Time to work on project	Presentations of projects

Daily Homework:	<i>Fundamentals of Algebra, Chapter One, Page 19</i> - "Try These", #'s 5-9, complete for tomorrow!	Teacher created worksheet (twenty problems) on Multiplying Exponents; due tomorrow	Teacher created worksheet (twenty problems) on Multiplying Exponents; due tomorrow	Finish your project, it is due tomorrow! Study for quiz tomorrow on exponents, as well as "Terms to Know" (spelling & definition) from Week Eight	Teacher created worksheet (twenty problems) on the Law of Exponents; due tomorrow
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Unit: Implementing Algebraic Properties

Terms to Know:	<i>Order of Operations, Simplify, Coordinate Plane, Origin, X-axis, Y-axis, Ordered Pair, Quadrants</i>				
<i>STUDENTS MUST KNOW HOW TO CORRECTLY SPELL AS WELL AS THE DEFINITION OF EACH OF THE "Terms to Know" EVERY WEEK!</i>					
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 10	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Weekly Quiz: Following the Order of Operations - 15 min
	<i>Fundamentals of Algebra, Chapter One, Pages 20-21</i> - Read aloud and discuss: what is the Order of Operations? Use a phrase to help remember PEMDAS ("Please Excuse My Dear Aunt Sally"); review "Examples" on pages 20 & 21 - 15 min	Teacher-led discussion: review Order of Operations, teacher to create several examples on the board and review the order to achieve the correct answers - 15 min	Students in groups of 3 or 4, complete together: Using poster board, students will create a T-Chart to display the correct and incorrect use of the Order of Operations; on the left side of the "T", students will write the word "Correct" and on the right side of the "T" students will write the word "Incorrect"; students will create complex problems/equations to solve using the Orders of Operations on the left (correct) side and solve it correctly; however, on the right side, they will write the exact same problem but will solve it by NOT FOLLOWING the Order of Operations; this will demonstrate the importance of knowing and following the Order of Operations correctly; students must have ten problems solved both correctly and incorrectly; students may color and decorate their poster board when completed to make it beautiful; students will share their board with the class when completed; teacher to display boards - 45 min	<i>Fundamentals of Algebra, Chapter One, Pages 22-23</i> - Read aloud and discuss: what is the Coordinate Plane? What are Quadrants? What is the X-axis? What is the Y-axis? Teacher to model plotting points on a graph, coordinates, and ordered pairs - 15 min	Students in pairs, answer and discuss: teacher to provide various ordered pairs; students to plot points on their graph paper; review for accuracy - 15 min
	Watch "Math Antics - Order Of Operations" on YouTube (9:39 min) and discuss: why do you have to follow the Order of Operations? As a class, complete #'s 1-5 under "Try These" on page 21 together; teacher to review for accuracy - 25 min	Students in pairs, answer and discuss: using crayons instead of pencils, students will create complex problems that require a focus on the Order of Operations to solve; students will share their problems with other groups to solve - 15 min		Watch "The Coordinate Plane" on YouTube (9:51 min) and discuss: teacher to create examples of coordinates and ask students to identify them; repeat as necessary - 15 min	Students in groups of 3 or 4, answer and discuss: Complete problems assigned by Teacher in "Practice Book, Lesson 1-11"; review and discuss for accuracy - 25 min
	Students in pairs, teacher to assign problems in "Practice Book, Lesson 1-10" to complete - 15 min	Students in pairs, teacher to assign problems in "Practice Book, Lesson 1-10" to complete - 15 min		<i>Fundamentals of Algebra, Chapter One, Pages 23</i> - "Try These", #'s 1-9, complete independently; teacher to review progress - 15 min	

Bellwork Topic:	Teacher to create four problems to solve based upon the Laws of Exponents; review answers	Teacher to create four problems to solve based upon the Order of Operations; review answers	Teacher to create four problems to solve based upon the Order of Operations; review answers	Teacher to create four problems to solve based upon the Order of Operations; review answers	None
Suppliment Extra Time With:	Practice Book, Lesson 1-10	Practice Book, Lesson 1-10	Review of Order of Operations based problems	Review of various teacher-provided ordered pairs	Review of various teacher-provided ordered pairs
Daily Homework:	Teacher created worksheet (twenty problems) on the Order of Operations; due tomorrow	Teacher created worksheet (twenty problems) on the Order of Operations; due tomorrow	Teacher created worksheet (twenty problems) on the Order of Operations; due tomorrow	Study for quiz tomorrow on the Order of Operations!	Teacher created worksheet (twenty problems) on the graphing Ordered Pairs; due tomorrow
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 11	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Weekly Quiz: "Terms to Know" from Week Ten (spelling & definition) and graphing ordered pairs - 20 min
	Teacher to visit the website " https://mathcrush.com/graph_worksheets.html " prior to class and select a worksheet to print out; students to plot the points on the coordinate plane based upon the ordered pairs provided; students should color the mystery character with colored pencils when complete - 30 min	Teacher to visit the website " https://mathcrush.com/graph_worksheets.html " prior to class and select a worksheet to print out; students to plot the points on the coordinate plane based upon the ordered pairs provided; students should color the mystery character with colored pencils when complete - 30 min	Students to create their own mystery picture on graph paper by listing ordered pairs that their drawing crosses over; it is recommended to have an image already drawn or a photo ready and place that image under the graph paper to simply record the ordered pairs that the image crosses over; once students have recorded multiple ordered pairs to identify the image (20-30 is recommended), they will provide to Teacher who will provide your coordinate plane and ordered pairs to another student to solve and try to discover your mystery image - 30 min	<i>Fundamentals of Algebra, Chapter One, "Test Prep: Multiple-Choice Questions", Page 27</i> - Read aloud and review; teacher to review subjects and provide questions based upon content - 20 min	Students in pairs, answer and discuss: students to complete "Practice Book, Pages 27-28" together; teacher to review for accuracy - 35 min
	<i>Fundamentals of Algebra, Chapter One, Page 24</i> - As a class, read together and solve the story problem using the clues and graph provided - 15 min	<i>Fundamentals of Algebra, Chapter One, Page 25</i> - As a class, read together and solve the story problem using the clues and graph provided - 15 min	<i>Fundamentals of Algebra, Chapter One, Page 28</i> - Students in pairs, answer and review together as a class: complete "Try These" and all questions in "Item Analysis"; review answers for accuracy - 15 min	Teacher to assign problems to answer independently in "Practice Book, Page 27" - 10 min	

Bellwork Topic:	Practice Book, Lesson 1-11, Teacher-assigned problems	Practice Book, Lesson 1-11, Teacher-assigned problems	Practice Book, Lesson 1-11, Teacher-assigned problems	Teacher to create two story problems to solve based upon Order of Operations; review for accuracy	None
Suppliment Extra Time With:	Practice Book, Lesson 1-12	Practice Book, Lesson 1-12	Playing the review game online	Practice Book, Page 27	Practice Book, Page 25
Daily Homework:	Teacher assigned questions from "Practice Book, Lesson 1-12"	Teacher assigned questions from "Practice Book, Lesson 1-12"	Teacher assigned questions from "Practice Book, Page 25"	Study for quiz tomorrow on the Coordinate Plane and graphing, as well as "Terms to Know" (spelling & definition)	Teacher to provide "Mystery Character" worksheet to complete and color; due tomorrow!

Unit: Algebraic Expressions

Terms to Know:	<i>Variable, Expression, Evaluate, Like Terms, Simplest Form, Constant, Coefficient,</i>				
<i>STUDENTS MUST KNOW HOW TO CORRECTLY SPELL AS WELL AS THE DEFINITION OF EACH OF THE "Terms to Know" EVERY WEEK!</i>					
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Weekly Quiz: Written Expression, combining like terms, and simplifying expressions - 15 min
	<i>Fundamentals of Algebra, Chapter Two, Pages 30-31</i> - Read aloud and discuss: what are the different ways that the examples can be stated? How does the variable help express the unknown number? Teacher to create several examples - 20 min	Individually, students will complete teacher-assigned problems in "Practice Book, Lesson 2-1" - 15 min	<i>Fundamentals of Algebra, Chapter Two, Pages 32-33</i> - Read aloud and discuss: what does it mean to "evaluate" an algebraic expression? What are like terms? How do you find the simplest form of an expression? Teacher to review "Examples" on page 33 with the class - 20 min	Teacher-led discussion: teacher to provide several examples of various numeric expressions; students evaluate and combine like terms; review questions and concerns; what are coefficients? Review "Terms to Know" - 15 min	Using the website " www.puzzle-maker.com/CW ", students will create crossword puzzles using the

Week 12	<i>Fundamentals of Algebra, Chapter Two, Page 31</i> - Students in pairs, answer and discuss: Complete #'s 1-10 in "Try These" and discuss your answers with the class when complete - 15 min	Using Google Docs, students will write five written expression statements and submit them to their teacher; at random, teacher will discuss various statements and students will try to express numerically the written expressions - 15 min	<i>Fundamentals of Algebra, Chapter Two, Page 33</i> - Students in pairs, answer and discuss: Complete #'s 1-8 in "Try These" and discuss your answers with the class when complete - 15 min	Students in pairs, complete and provide to teacher: student pairs will use computer paper and colored pencils to create a T-chart; on the left side, students will write five written expressions of a problem and five number sentences with uncombined like terms; students will provide teacher when complete; teacher will provide papers to other groups at random; on the right side, students will combine like terms and numerically write out the written expressions - 25 min	"Terms to Know" from Weeks Twelve, Ten, and Eight; print out when complete and provide to your teacher - 25 min
	Individually, students complete teacher-assigned problems in "Practice Book, Lesson 2-1" - 10 min	Students will review a teacher-created worksheet with written expressions; using colored markers, they will indicate the key words in the sentences that help them to know how to solve the problem - 10 min	Individually, students complete teacher-assigned problems in "Practice Book, Lesson 2-2" - 10 min		Teacher will pass out student-created crossword puzzles at random for other students to solve and review their knowledge - 10 min
Bellwork Topic:	Teacher to create two story problems to solve based upon Order of Operations; review for accuracy	Teacher to create four problems that require students to complete as written expression; review for accuracy	Teacher to create four problems that require students to complete as written expression; review for accuracy	Teacher to create four problems based upon combining like terms and evaluating expressions; review for accuracy	None
Suppliment Extra Time With:	Practice Book, Lesson 2-1	Additional word problems to highlight with markers	Practice Book, Lesson 2-2	Practice Book, Lesson 2-2	Begin homework in class
Daily Homework:	<i>Fundamentals of Algebra, Chapter Two, Page 31</i> - "Try These", #'s 11-17, complete for tomorrow!	Teacher created worksheet (twenty problems) on Written Expression of numeric equations; due tomorrow	Teacher created worksheet (twenty problems) on combining like terms and evaluating expressions; due tomorrow	Study for quiz tomorrow on written expression and combining like terms!	Teacher created worksheet (twenty problems) on combining like terms and evaluating expressions; due tomorrow
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Weekly Quiz: Equations, Solving mathematical equations, and "Terms to Know" from Week Twelve (spelling & definition) - 20 min

Week 13	<i>Fundamentals of Algebra, Chapter Two, Pages 34-35</i> - Read aloud and discuss: what is an open sentence? What is a closed sentence? What are solutions? Review examples and evaluate - 15 min	<i>Fundamentals of Algebra, Chapter Two, Pages 36-43</i> - Read pages 36-37 aloud and discuss what "equivalent" means? Teacher to provide several examples of how to solve for the variable - 15 min	<i>Fundamentals of Algebra, Chapter Two, Pages 36-43</i> - Read pages 40-41 aloud and discuss how to "undo" an equation; Teacher to provide several examples of how to solve for the variable - 15 min	Students in pairs, complete and provide to teacher: complete teacher-assigned problems in "Practice Book, Lesson 2-4" and "Practice Book, Lesson 2-5"; review answers and discuss - 15 min	<i>Fundamentals of Algebra, Chapter Two, Pages 44-45</i> - Read aloud and discuss how to solve algebraic equations that require two steps; review "Examples" on page 45 and address questions - 20 min
	Students in groups of 3 or 4, complete #'s 1-5 in "Try These" on page 35; review and discuss as a class - 10 min	<i>Fundamentals of Algebra, Chapter Two, Pages 36-43</i> - Read pages 38-39 aloud; Teacher to provide several examples of how to solve for the variable; discuss how these two sections are similar and solving for both sets of problems relates to each other - 10 min	<i>Fundamentals of Algebra, Chapter Two, Pages 36-43</i> - Read pages 42-43 aloud; Teacher to provide several examples of how to solve for the variable; discuss how these two sections are similar and solving for both sets of problems relates to each other - 10 min	Students in groups of 3 or 4, complete and provide to teacher: complete teacher-assigned problems in "Practice Book, Lesson 2-6" and "Practice Book, Lesson 2-7"; review answers and discuss - 15 min	Students in pairs, answer and discuss: Complete #'s 1-7 in "Try These" and review answers for accuracy - 15 min
	Individually, students complete #'s 6-12 in "Try These" on page 35; review answers as a class - 10 min	Students in pairs, answer #'s 1-9 in "Try These" on page 37 and #'s 1-5 on page 39; share and discuss answers for accuracy - 15 min	Students in pairs, answer #'s 1-12 in "Try These" on page 41 and #'s 1-9 on page 43; share and discuss answers for accuracy - 15 min	Watch "Algebra Basics: Solving Basic Equations Part 1 - Math Antics" on YouTube (11:07 min) and discuss and questions that arise - 15 min	
Bellwork Topic:	Write the definition to any three of the "Terms to Know" from Week Twelve	Teacher to create four problems that students will indicate are open or closed, as well as find a solution to be true or false; review for accuracy	Teacher to create four problems that students will solve by using the Subtraction & Addition Properties of Equality; review for accuracy	Teacher to create four problems that students will solve by using the Multiplication & Division Properties of Equality; review for accuracy	None
Suppliment Extra Time With:	Begin homework in class	Practice Book, Lesson 2-4 and Practice Book, Lesson 2-5	Practice Book, Lesson 2-6 and Practice Book, Lesson 2-7	Practice Book, Lesson 2-6 and Practice Book, Lesson 2-7	Practice Book, Lesson 2-8
Daily Homework:	Teacher assigned questions from "Practice Book, Lesson 2-3"	Teacher assigned questions from "Practice Book, Lesson 2-4" and "Practice Book, Lesson 2-5"	Teacher assigned questions from "Practice Book, Lesson 2-6" and "Practice Book, Lesson 2-7"	Study for quiz tomorrow on finding the solution to Algebraic equations and "Terms to Know" from Week Twelve!	Teacher created worksheet (twenty problems) on the four Algebraic Properties of Equality; due tomorrow

Unit: Formulas

Terms to Know:	<i>Open Sentence, Closed Sentence, Solution, Equivalent, Two-Step Equation, Formula, Volume, Perimeter, Area, Inequality, Compound Inequality</i>				
STUDENTS MUST KNOW HOW TO CORRECTLY SPELL AS WELL AS THE DEFINITION OF EACH OF THE "Terms to Know" EVERY WEEK!					
Project Theme:	<i>Students will use Poster Board to correctly demonstrate each of the four Algebraic Properties of Equality as well as the formulas for Volume, Perimeter, and Area, AND solving for a closed sentence, open sentence, true solution, and false solution. Students will follow the requirements as specified below. Project to be turned in when complete or by the due date, whichever time comes first.</i>				
Project Breakdown:	<i>Students must use markers, crayons, or colored pencils to creatively script equations for each of the four Algebraic Properties of Equality. Students must include all four properties written and solved for correctly. Students will correctly provide an example of a closed sentence, an open sentence, a true solution, and a false solution. Student MUST CLEARLY INDICATE on their poster board which equations and sentences are such. Students will illustrate, label, and show a formula for perimeter, volume, and area. Students may draw shapes (square, rectangle, cylinder) to help illustrate and demonstrate the particular formula that they are referencing. Neatness and clarity are a MUST in this project, and all eleven equations/formulas must be included on the poster board so use your space wisely.</i>				
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 14	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Weekly Quiz: Two-Step Equations and Formulas - 20 min
	Watch "Algebra Basics: Solving 2-Step Equations - Math Antics" on YouTube (10:28 min) and discuss: how do we solve two-step equations? Why do we have to follow the order of operations? Teacher to provide examples and review - 15 min	Independent work: Teacher to assign various equations to solve in "Practice Book, Lesson 2-8"; students to bring book to teacher to review for accuracy - 20 min	<i>Fundamentals of Algebra, Chapter Two, Page 47</i> - Students in pairs, solve #'s 1-4 together in "Try These" on page 47; review together as a class and discuss - 15 min	Watch "Math Antics - Perimeter" on YouTube (7:28 min) and discuss examples of how to solve them together as a class - 15 min	
	<i>Fundamentals of Algebra, Chapter Two, Pages 44-45</i> - Read aloud and discuss; teacher to provide examples in addition to the "Examples" section on page 45; as a class, complete #'s 1-7 in "Try These" on page 45 together - 20 min	Teacher-led discussion: teacher to create various problems and solve together with the class; discuss questions; students to come to the board to review problems - 15 min	Teacher-led discussion: teacher to create various problems and solve together with the class; discuss questions; students to come to the board to review problems - 10 min	Students in pairs, answer and provide to teacher: create four of your own shapes with various lengths, as well as two area and volume problems; provide to teacher; teacher to pass out student-made examples at random, solve each other's created problems - 15 min	Students to go to the following website and play " https://play.prodigygame.com/ "; students may need to create an account the first time that they play - 15 min
	Introduce project and discuss requirements; in-class time to work on it - 10 min	<i>Fundamentals of Algebra, Chapter Two, Pages 46-47</i> - Read aloud and discuss how to solve; review "Examples" on pages 46 & 47 - 10 min	In-class time to work on project - 20 min	Independent work: Teacher to assign various equations to solve in "Practice Book, Lesson 2-9"; students to bring book to teacher to review for accuracy - 15 min	In-class time to work on project - 20 min

Bellwork Topic:	Teacher to create four problems that students will solve by using the Multiplication & Division Properties of Equality; review for accuracy	Teacher to create four problems that students will solve based upon two-step equations; review for accuracy	Teacher to create four problems that students will solve based upon formula for area, perimeter, and volume; review for accuracy	Teacher to create four problems that students will solve based upon formula for area, perimeter, and volume; review for accuracy	None
Suppliment Extra Time With:	In-class time to work on project	Students solving examples	In-class time to work on project	Students solving examples	In-class time to work on project
Daily Homework:	Teacher created worksheet (twenty problems) on solving two-step equations; due tomorrow	Work on project	Teacher created worksheet (twenty problems) on solving two-step equations; due tomorrow	Study for quiz tomorrow on solving two-step equations and formulas for Area, Perimeter, and Volume	Teacher created worksheet (fifteen problems) on solving formulas; due tomorrow
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 15	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Weekly Quiz: "Terms to Know" from Week Fourteen (spelling & definition) and the Introduction to Inequalities- 20 min
	<i>Fundamentals of Algebra, Chapter Two, Pages 48-49</i> - Read aloud and discuss; teacher to help guide students through solving the problems by reviewing individual sections and requirements to solve - 15 min	<i>Fundamentals of Algebra, Chapter Three, Pages 54-55</i> - Read aloud and discuss: what is an inequality? Review "Examples" on page 55 together as a class; complete "Try These" together as a class - 20 min	<i>Fundamentals of Algebra, Chapter Three, Pages 56-57</i> - Read aloud and discuss: these are the same problems but with a number line; Review the examples on both pages together as a class; complete "Try These" together as a class - 20 min	<i>Fundamentals of Algebra, Chapter Three, Pages 58-59</i> - Read aloud and discuss: this is no different than before! There are now pictures! Review the examples on both pages together as a class; complete "Try These" together as a class - 20 min	
	<i>Fundamentals of Algebra, Chapter Two, Page 52</i> - Read aloud and discuss the test prep; complete "Try These" together as a class; students in pairs, complete teacher-assigned work in "Practice Book, Page 55" together - 15 min	Students in pairs, complete teacher-assigned problems in "Practice Book, Lesson 3-1" - 15 min	Students in pairs, complete teacher-assigned problems in "Practice Book, Lesson 3-2" - 10 min		Students to go to the following website and play " https://play.prodigygame.com/ "; students should follow up on previous play and may also play from home; teacher may create an account to play as well - 15 min
	In-class time to work on project - 15 min	Watch "MATH DUDE Unit1-4 Solving Inequalities" on YouTube (7:14 min) and discuss: assist with questions and address any questions - 10 min	In-class time to work on project - 15 min	Students in pairs, complete teacher-assigned problems in "Practice Book, Lesson 3-3" - 25 min	In-class time to work on project; due tomorrow! - 20 min

Bellwork Topic:	Teacher to create four problems that students will solve based upon formula for area, perimeter, and volume; review for accuracy	Teacher to create four problems that students will solve based upon formula for area, perimeter, and volume; review for accuracy	Teacher to create four problems that students will solve based upon inequalities; review for accuracy	Teacher to create four story problems that students will solve based upon inequalities; review for accuracy	None
Suppliment Extra Time With:	In-class time to work on project	Practice Book, Lesson 3-1	Practice Book, Lesson 3-2	Practice Book, Lesson 3-2 or Practice Book, Lesson 3-1	In-class time to work on project
Daily Homework:	Teacher created worksheet (fifteen problems) on solving formulas; due tomorrow	Teacher created worksheet (twenty problems) on solving inequalities; due tomorrow	Work on your project, it is due in three days!	Study for quiz tomorrow on solving inequalities; work on your project, it is due in two days!	Finish your project, it is due tomorrow!

Unit: Inequalities

Terms to Know:	<i>Inequality, Solution Set, Substitute, Variable, Substitute, Estimate, Rational Numbers, Terminating Decimals, Repeating Decimals</i>				
STUDENTS MUST KNOW HOW TO CORRECTLY SPELL AS WELL AS THE DEFINITION OF EACH OF THE "Terms to Know" EVERY WEEK!					
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 16	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Weekly Quiz: Inequalities and solving Inequalities using addition and subtraction - 20 min
	<i>Fundamentals of Algebra, Chapter Three, Pages 60-61</i> - Read aloud and discuss: this is essentially an equation, just with an inequality symbol; Review "Example" on page 61 together as a class; complete "Try These" together as a class - 20 min	Watch "Solving Inequalities using Addition and Subtraction" on YouTube (9:03 min) and discuss: address and questions about material covered; teacher to create several review problems, discuss and complete as a class - 20 min	<i>Fundamentals of Algebra, Chapter Three, Pages 62-63</i> - Read aloud and discuss: how does a number line make inequalities more direct? Try "Examples" and "Try These" on page 63 together; discuss as a class - 20 min	<i>Fundamentals of Algebra, Chapter Three, Pages 64-65</i> - Read aloud and discuss: how do you solve an inequality overall? What process should you take? As a class, complete "Try These" and "Acceleration" on page 65 together; discuss as a class - 20 min	
		Students in pairs, answer and discuss: teacher to create several inequalities on the board and pairs of students solve them together; teacher to review - 10 min	Watch "How to Solve Inequalities (NancyPi)" on YouTube (4:57 min) and discuss: teacher to discuss any questions or concerns about solving inequalities - 10 min	Watch "How to Solve Multi-Step Inequalities" on YouTube (2:31 min) and discuss solving two-step inequalities - 10 min	Students to go to the following website and play " https://play.prodigygame.com/ "; students should use the same account as previously to play - 15 min

	Students in pairs, complete teacher-assigned problems in "Practice Book, Lesson 3-4" - 25 min	Student pairs write five inequalities on notebook paper but do not solve them! Turn them into your teacher; teacher to randomly pass out papers and different groups solve eachother's created inequalities - 15 min	Divide class in half with one student serving as the teacher for each half; each group to complete together assigned problems from "Practice Book, Lesson 3-5"; review together when complete - 20 min	Students in groups of 3 or 4, answer and discuss: complete teacher-assigned inequalities in "Practice Book, Lesson 3-6" and discuss together - 15 min	<i>Fundamentals of Algebra, Chapter Three, "Test Prep", Pages 69-70</i> - Read aloud and discuss: what numbers can be substituted in for each set? As a class, solve "Try These" and "Item Analysis" on page 70 together - 20 min
Bellwork Topic:	Teacher to create four story problems that students will solve based upon adding or subtracting inequalities; review for accuracy	Teacher to create four story problems that students will solve based upon adding or subtracting inequalities; review for accuracy	Teacher to create four story problems that students will solve based upon adding or subtracting inequalities; review for accuracy	Teacher to create four story problems that students will solve based upon multiplying inequalities; review for accuracy	None
Suppliment Extra Time With:	Practice Book, Lesson 3-3 or Practice Book, Lesson 3-4	Story problems about inequalities	Story problems about inequalities	Practice Book, Lesson 3-6	Practice Book, pages 77-78
Daily Homework:	Teacher created worksheet (twenty problems) on adding and subtracting inequalities; due tomorrow	Teacher created worksheet (twenty problems) on adding and subtracting inequalities; due tomorrow	Teacher created worksheet (twenty problems) on multiplying inequalities; due tomorrow	Study for quiz tomorrow on Inequalities and solving them by addition and subtraction!	Teacher-assigned problems from "Practice Book, pages 77-78"; due tomorrow
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 17	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Weekly Quiz: "Terms to Know" from Week Sixteen (spelling & definition) and solving Inequalities using multiplying & dividing; Solving problems with decimals - 20 min
	<i>Fundamentals of Algebra, Chapter Four, Pages 72-73</i> - Read aloud and discuss: what are rational numbers? What are terminating decimals? What are repeating decimals? Complete "Try These" on page 74 together - 20 min	<i>Fundamentals of Algebra, Chapter Four, Pages 74-75</i> - Read aloud and discuss: review converting decimals to fractions and vice versa; Complete "Examples" and "Try These" on page 75 together - 20 min	<i>Fundamentals of Algebra, Chapter Four, Pages 76-77</i> - Read aloud and discuss: teacher to provide examples of comparing and ordering decimals; solve together; Complete "Try These" on page 77 together - 20 min	<i>Fundamentals of Algebra, Chapter Four, Pages 78-79</i> - Read aloud and discuss: teacher to provide examples of estimating and rounding decimals; solve together; Complete "Try These" on page 79 together - 20 min	
	Students in pairs, complete teacher-assigned problems in "Practice Book, Lesson 4-1" and review together - 10 min	Students in pairs, complete teacher-assigned problems in "Practice Book, Lesson 4-2" and review together - 10 min	Students in pairs, complete teacher-assigned problems in "Practice Book, Lesson 4-3" and review together - 10 min	Students in pairs, complete teacher-assigned problems in "Practice Book, Lesson 4-4" and review together - 10 min	Students to go to the following website and play "https://play.prodigygame.com/";

	Students to create two Christmas-themed story problems about solving for decimals; exchange problems with other classmates and solve - 15 min	Students in groups of 3 or 4, students create examples of mixed numbers and fractions; share with other groups to convert and solve if they're repeating or terminating - 15 min	Individually, students will create five problems similar to "Try These" on page 77; teacher to collect and distribute to other students to solve; share results and discuss - 15 min	Watch "Math Antics - Rounding" on YouTube (10:40 min) and discuss how to round decimals to solve problems; provide more examples - 15 min	students should use the same account as previously to play - 30 min
Bellwork Topic:	Teacher to create four story problems that students will solve based upon dividing inequalities; review for accuracy	Teacher to list four decimals, students identify as terminating or repeating; review for accuracy	Teacher to list four fractions, students convert to decimals and identify as terminating or repeating; review for accuracy	Complete teacher-assigned problems in "Practice Book, Lesson 4-3" and review	None
Suppliment Extra Time With:	Practice Book, Lesson 4-1	Practice Book, Lesson 4-2	Practice Book, Lesson 4-3	Practice Book, Lesson 4-4	Play Prodigy Game
Daily Homework:	Teacher created worksheet (twenty problems) on identifying terminating or repeating decimals; due tomorrow	Teacher created worksheet (twenty problems) on converting fractions to decimals and identifying as repeating or terminating; due tomorrow	Teacher created worksheet (twenty problems) on multiplying inequalities; due tomorrow	Study for quiz tomorrow on solving inequalities by multiplying & dividing, "Terms to Know form Week Sixteen", and ordering / covering decimals	None

Teacher to ensure that the Explore Learning Gizmos Account is activated prior to this week as students will use Gizmos daily for several weeks.

Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min
	<i>Fundamentals of Algebra, Chapter Four, Pages 80-81</i> - Read aloud and use a concept map to outline adding and subtracting decimals; provide examples; what is the subtraction principle? - 15 min	<i>Fundamentals of Algebra, Chapter Four, Pages 82-83</i> - In Literacy Circles of groups of 3 or 4 students, read this material and discuss the key components; teacher to regroup all students and discuss the learning; review key components - 20 min	<i>Fundamentals of Algebra, Chapter Four, Pages 84-85</i> - Read aloud and discuss compatible numbers; what is the reasoning for using these? Teacher to review place values (tenth, hundredth, thousandth) and how to incorporate when dividing & multiplying - 20 min	<i>Fundamentals of Algebra, Chapter Four, Pages 86-87</i> - Students to read in pairs and discuss three main features of this material; Teacher to discuss how to solve "Try These #'s 1-2" by dividing and then check work by multiplying - 20 min	<i>Fundamentals of Algebra, Chapter Four, Pages 88-89</i> - Read aloud and discuss how to solve for negative exponents; review place values with the class; teacher to provide examples as to how the place value changes relate to positive and negative exponents - 20 min

Week 18	<i>Fundamentals of Algebra, Chapter Four, Pages 80-81</i> - Review the examples on these pages and discuss each as to how the answers were arrived upon; teacher to address questions at this time on processes - 10 min	<i>Fundamentals of Algebra, Chapter Four, Pages 82-83</i> - Teacher to review the properties of algebra listed on this page and provide examples with variables to further knowledge and recognition; review place values (tenths, hundredths, thousandths) - 10 min	<i>Fundamentals of Algebra, Chapter Four, Page 85</i> - Teacher to create several examples of dividing decimals; students to use different colors of markers, crayons, or colored-pencils for each digit to track the changes in division; use the problems in "Try These #'s 1-2" as a class to solve - 15 min	<i>Fundamentals of Algebra, Chapter Four, Page 87</i> - Students in pairs, solve together "Try These #'s 3-5" and discuss results as a class - 10 min	Watch "Negative Exponent Rule Explained" on YouTube (3:48 min) and discuss; teacher to provide examples as to how to solve for negative exponents; discuss with the class - 10 min
	<i>Fundamentals of Algebra, Chapter Four, Page 81</i> - Teacher to provide Play-Doh to the students to form the answers from "Try These #'s 1-9"; teacher to review responses and walk students through each one - 20 min	<i>Fundamentals of Algebra, Chapter Four, Page 83</i> - Using Google Paint of a similar feature on your Chromebooks, solve "Try These #'s 1-4" as a class then complete in pairs "Try These #'s 5-11"; teacher to review progress after ever third response - 15 min	<i>Fundamentals of Algebra, Chapter Four, Page 85</i> - Students in pairs, complete "Try These #'s 3-11" together; teacher to review progress after every three problems solved - 10 min	Students in groups of 3 or 4; students will create your own set of five problems to solve of dividing and multiplying decimals; DO NOT SOLVE THEM, instead exchange your set of problems with another group and solve that groups list of problems - 15 min	<i>Fundamentals of Algebra, Chapter Four, Page 89</i> - Teacher to model how to solve "Try These #'s 1-2" and discuss with the class how to solve; students in pairs, complete "Try These #'s 3-13"; after every three completed problems, bring them to the teacher to review - 15 min
Bellwork Topic:	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes
Suppliment Extra Time With:	Teacher to review adding & subtracting decimals with more examples	Teacher to review the algebraic properties with examples	Teacher to review place values and multiplying decimals	Teacher to review dividing decimals by providing additional examples	Additional review of how to solve negative exponents and place values
Daily Homework:	Complete teacher-assigned problems in "Practice Book, Lesson 4-4" and "Practice Book, Lesson 4-5"	Complete teacher-assigned problems in "Practice Book, Lesson 4-5" and "Practice Book, Lesson 4-6"	Complete teacher-assigned problems in "Practice Book, Lesson 4-6" and "Practice Book, Lesson 4-7"	Complete teacher-assigned problems in "Practice Book, Lesson 4-7" and "Practice Book, Lesson 4-8"	Complete teacher-assigned problems in "Practice Book, Lesson 4-8" and "Practice Book, Lesson 4-9"
<i>The material and pace will pick up quickly at this point. Please be prepared and emphasize this to students, send a note home to parents as well.</i>					
Terms to Know:	<i>Scientific Notation, Inequalities, Exponents, Variables, Prime Factorization, Factor Tree, Composite Number, Prime Number</i>				
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bi-weekly quiz on decimals (adding & subtracting) and scientific notation - 15 min

	<p><i>Fundamentals of Algebra, Chapter Four, Pages 90-91</i> - Read aloud and discuss Scientific Notation; what are the basics of scientific notation? What is Base 10 (Power of 10)? Teacher to provide examples and how to solve - 15 min</p>	<p><i>Fundamentals of Algebra, Chapter Four, Pages 92-93</i> - Read aloud and discuss incorporating simple arithmetic into scientific notation; incorporate adding and subtracting first to ease into calculating - 15 min</p>	<p><i>Fundamentals of Algebra, Chapter Four, Pages 94-95</i> - Read aloud and discuss inverses; what is the inverse of adding? Multiplying? What is the inverse property discussed in the book? What must you consider when adding or subtracting decimals? - 15 min</p>	<p><i>Fundamentals of Algebra, Chapter Four, Pages 96-97</i> - Read aloud and use a "Concept Map" to outline the different ways that decimals have been mathematically combined in class - 15 min</p>	<p>Students in groups of 3 or 4, complete teacher assigned problems in "Practice Book, Lesson 4-13"; Teacher to circle the room assisting each group and addressing their questions - 10 min</p>
Week 19	<p><i>Fundamentals of Algebra, Chapter Four, Page 91</i> - Teacher to review the examples in the text; create additional examples for review; Teacher to model how to solve "Try These #'s 1-2" and explain how to calculate for Power of 10 - 15 min</p>	<p><i>Fundamentals of Algebra, Chapter Four, Page 93</i> - Using different colored pencils, write "Examples" with different colors for different terms; Teacher to model how to solve with a similar format to track changes - 10 min</p>	<p><i>Fundamentals of Algebra, Chapter Four, Pages 94-95</i> - Review the "Examples" provided in the text; using Google Paint or a similar medium, outline the examples as well as teacher created samples in different colors to track progression in sample problems - 15 min</p>	<p><i>Fundamentals of Algebra, Chapter Four, Pages 96-97</i> - Discuss how decimals change with adding, subtracting, multiplying, and dividing; Teacher to create a chart outlining the ways to combine them; what tricks are needed to do so? - 10 min</p>	<p><i>Fundamentals of Algebra, Chapter Four, Pages 98-99</i> - In Literarcy Circles of 3 or 4 students, read aloud and discuss how to solve for two-step equations based upon prior knowledge that students have attained; Teacher to discuss ideas and model how to solve "Try These #'s 1-2" on the CLEVER Board; discuss as a class - 20 min</p>
	<p><i>Fundamentals of Algebra, Chapter Four, Page 91</i> - Students in pairs, complete "Try These #'s 3-10" together; Teacher to rotate through the room to assist pairs and address questions - 15 min</p>	<p><i>Fundamentals of Algebra, Chapter Four, Page 93</i> - Students in pairs, work together to complete "Try These #'s 1-9" and review; Teacher to circle the room to assist each pair as needed - 20 min</p>	<p><i>Fundamentals of Algebra, Chapter Four, Page 95</i> - As a class, discuss and complete "Try These #'s 1-4"; Teacher to model how to complete sample problems and provide additional examples as needed - 15 min</p>	<p><i>Fundamentals of Algebra, Chapter Four, Page 97</i> - Teacher to provide examples of sample problems; individually complete "Try These #'s 1-7", Teacher to circle the room to ensure accuracy in computation; address errors as they arise - 20 min</p>	<p><i>Fundamentals of Algebra, Chapter Four, Page 99</i> - Students to solve "Try These #'s 3-5" independently; Teacher to verify accuracy by circling the room to each child to review - 10 min</p>
Bellwork Topic:	<p>Students to go to "Gizmos" in the Explore Learning website and work for ten minutes</p>	<p>Teacher created examples (three) of scientific notation and how to solve; review when complete</p>	<p>Students to go to "Gizmos" in the Explore Learning website and work for ten minutes</p>	<p><i>Fundamentals of Algebra, Chapter Four, Page 95</i> - Complete "Try These #'s 5-7" and review</p>	<p>None</p>
Suppliment Extra Time With:	<p>Teacher created examples of scientific notation and how to solve for it</p>	<p>Provide Teacher created examples of distributing with scientific notation</p>	<p>Teacher created examples of inverses and how to solve for variables involving them</p>	<p>Additional time reviewing the specific ways that are needed to combine decimals in each mathematical method discussed</p>	<p>Review of each group's version of how to solve two-step equations and discuss</p>

Daily Homework:	Complete teacher-assigned problems in "Practice Book, Lesson 4-9" and "Practice Book, Lesson 4-10"; due tomorrow!	Complete teacher-assigned problems in "Practice Book, Lesson 4-10" and "Practice Book, Lesson 4-11"; due tomorrow!	Complete teacher-assigned problems in "Practice Book, Lesson 4-11" and "Practice Book, Lesson 4-12"; due tomorrow!	Study for quiz tomorrow on decimals (adding, subtracting) and scientific notation	<i>Fundamentals of Algebra, Chapter Four, Page 99</i> - Complete "Try These #'s 6-10"; due tomorrow!
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 20	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min		Bellwork - 10 min
	Teacher to review homework and converting two-step decimal equations and inequalities - 15 min	<i>Fundamentals of Algebra, Chapter Four, Pages 102-103</i> - In Literacy Circles, students will read aloud and discuss the patterns used to solve the problem; students will try using a pattern and organizing data to complete the process; Students to discuss patterns that they observe, then they will share those observations with the class; as a group, students will work on teacher assigned problems in "Practice Book, Lesson 4-16" and review as a class - 25 min	Teacher to review homework and how to convert binary numbers; how does this content relate to exponents? How does it relate to scientific notation? - 15 min	Test on "Fundamentals of Algebra, Chapter Four" including all aspects of working with decimals - 30 min	<i>Fundamentals of Algebra, Chapter Five, Pages 108-109</i> - Read aloud and discuss prime numbers; what prime numbers can you think of? What is a factor tree? What are factors? How is a factor tree similar to a concept map? - 15 min
	<i>Fundamentals of Algebra, Chapter Four, Pages 100-101</i> - Read through converting metric units and decimals; Teacher to review this content from science class; use scientific notation or an alternate method using charts and decimal placement Teacher to provide several examples to review - 20 min		<i>Fundamentals of Algebra, Chapter Four, Pages 105-106</i> - Read aloud and discuss the extended response questions; Teacher to review how decimals align appropriately through money for easy connections; as a class, review multiplying and dividing decimals - 15 min	Individually, students will complete teacher assigned problems in "Practice Book, Pages 117-118" and review as a class; use tables and charts if needed to display data and understand it more clearly - 25 min	<i>Fundamentals of Algebra, Chapter Five, Pages 108-109</i> - Review the numbers 1-30 and list the factors for multiplying for them; which numbers are prime? Teacher to create a factor tree for three of these numbers to illustrate; what are some tips for creating a factor tree? what does composite mean? - 15 min
	<i>Fundamentals of Algebra, Chapter Four, Page 101</i> - As a class, complete "Try These #'s 1-6" and discuss; Teacher to review answers as applicable and how to solve / convert - 10 min	<i>Fundamentals of Algebra, Chapter Four, Page 104</i> - Read about Binary Notation (Binary Numbers); discuss how to convert numbers to binary numbers, which is what computers use; students may work in groups to assist - 20 min	<i>Fundamentals of Algebra, Chapter Four, Page 106</i> - Complete "Try These #'s 1-3" together and discuss how the test-prep questions correlate to these problems; how can you incorporate what was learned to help you? - 15 min		<i>Fundamentals of Algebra, Chapter Five, Page 109</i> - Teacher to model "Try These #'s 1-2 & 6-7"; students in pairs, complete "Try These #'s 3-5 & 8-11"; review answers and discuss as a class; Teacher to address errors as they arise - 15 min
Bellwork Topic:	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Teacher created problems (five) of converting metric units of measure	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	None	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes

Supplement Extra Time With:	<i>Fundamentals of Algebra, Chapter Four, Page 101 - Complete "Try These #'s 7-9"</i>	Additional review of converting metric units	Review for the test	Additional time for students to complete the test	Review of factor trees and how to locate prime numbers
Daily Homework:	Complete teacher-assigned problems in "Practice Book, Lesson 4-15"; due tomorrow!	Complete teacher-assigned problems in "Practice Book, Page 115"; due tomorrow!	Study for your test tomorrow on Chapter Four!	Complete teacher-assigned problems in "Practice Book, Pages 117-118"; due tomorrow!	Complete teacher-assigned problems in "Practice Book, Lesson 5-1"; due tomorrow!
Terms to Know:	<i>Prime Factorization, Factor Tree, Composite Number, Prime Number, Greatest Common Factor (GCF), Estimate</i>				
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 21	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bi-weekly quiz on Prime Factorization, Factor Trees, GCF, and LCM - 15 min
	<i>Fundamentals of Algebra, Chapter Five, Pages 110-111 - Teacher to review prime factorization and review the "Examples" with GCF; Teacher to provide additional examples - 15 min</i>	<i>Fundamentals of Algebra, Chapter Five, Pages 112-113 - Read aloud and review GCF; how is GCF similar yet different to LCM? Teacher to create examples of each; review multiples of numbers and LCMs of them - 20 min</i>	<i>Fundamentals of Algebra, Chapter Five, Pages 114-115 - Read aloud and review absolute value; Teacher to use a number line to review and illustrate absolute value; provide examples as needed - 15 min</i>	<i>Fundamentals of Algebra, Chapter Five, Pages 116-117 - Read aloud and use a concept map to connect finding the LCD to the GCF and LCM or other fractions; Teacher to guide through this on the board; Review and discuss connections - 15 min</i>	Teacher to review finding the LCM and LCD of several examples of fractions; how can you find a number between two fractions? Teacher to use a number line to illustrate and review as a class - 15 min
	Teacher to review fractions and how to compute for GCF; review simplifying fractions and other factors of them - 15 min	Watch "How To Find The LCM of 3 Numbers - Plenty of Examples!" on YouTube (10:50 min) and discuss tricks and methods for solving - 15 min	<i>Fundamentals of Algebra, Chapter Five, Page 115 - Teacher to review fractions and finding the GCF and LCM for example problems; as a class, review "Examples" and discuss; review simplifying fractions - 15 min</i>	Teacher to review how to find equivalent fractions via GCF processes; provide several examples including those in the text; students to come to the CLEVER Board to review together - 10 min	Individually, students will complete teacher assigned problems in "Practice Book, Lesson 5-4" and "Practice Book, Lesson 5-5"; review with Teacher privately to insure content - 10 min
	<i>Fundamentals of Algebra, Chapter Five, Page 111 - Students in groups of 3 or 4, complete "Try These #'s 1-10" together and review as a class; Teacher to review GCF of each; how does GCF relate to factor trees? - 15 min</i>	<i>Fundamentals of Algebra, Chapter Five, Page 113 - As a class, complete "Try These #'s 1-2 & 5-6"; review and discuss the reasoning for each response; check your work - 10 min</i>	<i>Fundamentals of Algebra, Chapter Five, Page 115 - Students in pairs, solve "Try These #'s 1-8" and discuss; Teacher to review with the class where to place them on a number line; review simplifying fractions throughout - 15 min</i>	Students in pairs, complete teacher-assigned problems in "Practice Book, Lesson 5-4" and "Practice Book, Lesson 5-5"; review as a class to ensure accuracy - 20 min	<i>Fundamentals of Algebra, Chapter Five, Page 117 - Students in pairs, complete "Try These #'s 1-10" together and discuss responses as a class; review LCD as you progress - 15 min</i>

Bellwork Topic:	Create three factor trees from numbers provided by the Teacher	Define: Prime Number, Greatest Common Factor, Composite Number, and Relatively Prime	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	None
Suppliment Extra Time With:	Review of converting fractions to simplest terms and finding the GCF of them	Additional review of solving for the least common multiple of sets of numbers	Teacher to continue to review reducing (simplifying) fractions and finding the GCF and LCM	Classwide discussion for finding the GCF and LCD	Individual practice in the "Practice Book" to ensure student content knowledge
Daily Homework:	Complete teacher-assigned problems in "Practice Book, Lesson 5-1" and "Practice Book, Lesson 5-2"; due tomorrow!	<i>Fundamentals of Algebra, Chapter Five, Page 113</i> - Complete "Try These #'s 3-4 & 7-9"; due tomorrow!	Complete teacher-assigned problems in "Practice Book, Lesson 5-3" and "Practice Book, Lesson 5-4"; due tomorrow!	Study for quiz tomorrow on Prime Factorization, Factor Trees, LCM, and GCF	Complete teacher-assigned problems in "Practice Book, Lesson 5-5"; due tomorrow!
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 22	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min
	<i>Fundamentals of Algebra, Chapter Five, Pages 118-119</i> - Read aloud and review finding the LCD of fractions; beginning with smaller numbers demonstrate how to add and subtract them as a class - 15 min	<i>Fundamentals of Algebra, Chapter Five, Pages 120-121</i> - Teacher to review converting fractions to mixed numbers; students to demonstrate the process on the CLEVER board; Read aloud about combining mixed numbers and finding the LCD for them; review "Examples #'s 1-4" to continue discussion - 20 min	<i>Fundamentals of Algebra, Chapter Five, Pages 122-123</i> - Read aloud and review GCF; Teacher to provide examples of multiplying fractions; Teacher to incorporate variables in examples for additional practice; review "Examples #'s 1-4" and discuss - 20 min	<i>Fundamentals of Algebra, Chapter Five, Pages 124-125</i> - Teacher to review multiplying fractions and incorporating variables; Teacher to create sample problems to solve together; review GCF and LCM briefly to assist in understanding - 20 min	Teacher to review multiplying fractions & mixed numbers; Teacher to review solving for variables in mixed number equations; provide several examples for clarity - 15 min
	<i>Fundamentals of Algebra, Chapter Five, Pages 118-119</i> - As a class review adding and subtracting denominators with like and unlike signs; students to come to the CLEVER board to solve examples - 10 min	Watch "Math Antics - Adding Mixed Numbers" on YouTube (9:04 min) and review the sample problems; discuss the examples given and provide additional for added assistance - 15 min	Individually, students will complete teacher-assigned problems in "Practice Book, Lesson 5-8" and review together - 10 min	Convert fractions to mixed numbers; students to practice converting several sample problems in pairs; Students to use colored pencils or markers to help track the numerator and denominator as they change in each problem - 10 min	<i>Fundamentals of Algebra, Chapter Five, Pages 126-127</i> - Read aloud and discuss how to solve for dividing fractions; Teacher to review sequences and following steps in a row; Review the "Examples" in the text and the steps required for each - 15 min

	<i>Fundamentals of Algebra, Chapter Five, Page 119</i> - Individually and using Google Paint or a similar medium, complete "Try These #'s 1-5" and review as a class; Teacher to circle the room to follow up with each child's progress - 20 min	<i>Fundamentals of Algebra, Chapter Five, Page 121</i> - Students in groups of 3 or 4, work together to solve "Try These #'s 1-7" and discuss; Teacher to rotate to each group to ensure accuracy for all - 10 min	<i>Fundamentals of Algebra, Chapter Five, Page 123</i> - As a class, complete together "Try These #'s 1-13" and discuss how to solve each problem; Teacher to review what makes each problem correct - 15 min	<i>Fundamentals of Algebra, Chapter Five, Pages 124-125</i> - Similar to multiplying fractions, Teacher to model solving "Try These #'s 1-2"; students in groups of 3 or 4, complete "Try These #'s 3-8" and discuss as a class - 15 min	<i>Fundamentals of Algebra, Chapter Five, Page 127</i> - Students individually complete "Try These #'s 1-6"; Teacher to circle the room to ensure accuracy; students to use colored pencils to track reciprocals and changes in problems - 15 min
Bellwork Topic:	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Teacher created problems (three) of reducing fractions and finding LCM and GCF	Teacher created problems (three) of adding & subtracting fractions	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes
Suppliment Extra Time With:	Additional examples of combining like and unlike denominators	Teacher to provide additional examples of finding the GCF and combining terms	Review adding & subtracting fractions; include how to multiply fractions within the review	Review multiplying fractions; incorporate variables to assist in understanding	Review the sequential order needed for dividing fractions
Daily Homework:	Complete teacher-assigned problems in "Practice Book, Lesson 5-5" and "Practice Book, Lesson 5-6"; due tomorrow!	Complete teacher-assigned problems in "Practice Book, Lesson 5-6" and "Practice Book, Lesson 5-7"; due tomorrow!	Complete teacher-assigned problems in "Practice Book, Lesson 5-7" and "Practice Book, Lesson 5-8"; due tomorrow!	Complete teacher-assigned problems in "Practice Book, Lesson 5-8" and "Practice Book, Lesson 5-9"; due tomorrow!	Complete teacher-assigned problems in "Practice Book, Lesson 5-10"; for each problem, list the steps required to solve of them in order; due tomorrow!
Terms to Know:	<i>Order of Operations, Inverse, Reciprocal, Fraction Bar, Mixed Number, Rational Number,</i>				
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bi-weekly quiz on "Terms to Know from Week Twenty-One" and solving for combining fractions & mixed numbers - 15 min
	Teacher to create mixed numbers and review how to convert them to fractions; review inverses and how to multiply by them; Teacher to use multiple colors to show how the numbers change but are the same - 15 min	Review of mixed numbers and dividing & multiplying for them with variables; Teacher to provide examples to review and solve - 10 min	Teacher to review and discuss the properties of Rational Numbers; students to display their tables and the examples within them - 25 min	Teacher to review order of operations (PEMDAS) and provide examples of solving problems using this strategy; discuss results if this wasn't followed, show examples - 20 min	<i>Fundamentals of Algebra, Chapter Five, Page 133</i> - Review Order of Operations and how to solve in the correct order; five different students to approach the board to solve "Try These #'s 6-10" one at a time; review content and correct errors - 20 min

Week 23	<i>Fundamentals of Algebra, Chapter Five, Pages 128-129</i> - Teacher to provide examples of mixed numbers to divide; solve as a class; review any errors and discuss how to correct - 15 min	<i>Fundamentals of Algebra, Chapter Five, Pages 130-131</i> - Read aloud and create a table of the different types of properties; each table to include the name of the property, a definition of the term, an example, and a notation of the change in the problem displaying the property - 30 min	Students in pairs, complete teacher-assigned problems in "Practice Book, Lesson 5-12" and review together - 20 min	<i>Fundamentals of Algebra, Chapter Five, Pages 132-133</i> - Teacher to review this concept and "Examples"; utilize a student-teacher to assist in the process; discuss errors in computing as they arise - 10 min	<i>Fundamentals of Algebra, Chapter Five, Pages 134-135</i> - Read aloud and review how adding & subtracting fractions requires the permanent use of PEMDAS; what does a fraction bar mean? What are inverses (reciprocals)? Teacher to model how to solve for equal fractions by reducing fractions or multiplying them; Teacher to model "Try These #'s 1-3" for the class; include each step to demonstrate how to break down the sequence and convert fractions equally - 20 min
	<i>Fundamentals of Algebra, Chapter Five, Page 129</i> - Using Google Paint or a similar medium, complete individually "Try These #'s 1-8" and review; Teacher to circle the room to ensure accuracy - 15 min			<i>Fundamentals of Algebra, Chapter Five, Page 133</i> - Divide the class into three groups; one group to work independently, one lead by the Teacher, and one lead by the student-teacher; solve "Try These #'s 1-5" as indicated and review together as a class - 15 min	
Bellwork Topic:	Watch "Dividing Fractions" on YouTube (2:26 min) and discuss; Teacher to provide examples to solve	Teacher created problems (three) of dividing mixed numbers	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	None
Suppliment Extra Time With:	Teacher created examples of how to solve for dividing fractions and mixed numbers	Review of the specific properties and what characterises them	Teacher created examples of various properties and how to identify each in an equation	Additional time to review the Order of Operations and how to compute equations correctly	Additional review of adding and subtracting inverses of fractions
Daily Homework:	Complete teacher-assigned problems in "Practice Book, Lesson 5-10" and "Practice Book, Lesson 5-11"; due tomorrow!	Complete your table of the Properties of Rational Numbers if it isn't already; due tomorrow!	Complete teacher-assigned problems in "Practice Book, Lesson 5-11" and "Practice Book, Lesson 5-12"; due tomorrow!	Study for quiz tomorrow on "Terms to Know from Week Twenty-One" and solving for combining fractions & mixed numbers!	Complete teacher-assigned problems in "Practice Book, Lesson 5-13" and "Practice Book, Lesson 5-14"; due tomorrow!
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min

Week 24	<p><i>Fundamentals of Algebra, Chapter Five, Pages 136-137</i> - Read aloud and discuss the sequence needed to convert fractions to inverses, multiply by inverses, and solve for variables; Teacher to create examples to review - 15 min</p>	<p>Teacher to review homework and discuss why inverses are required to solve; what does a fraction bar represent? What is the opposite of each arithmetic process? Relate to ELA terms (antonyms) and like-comparisons - 10 min</p>	<p>Teacher to review homework and the two-steps needed to solve for each different problem; Teacher to create additional two-step equations and assist in solving for them - 15 min</p>	<p>Students in pairs, work together to convert English Standard Units (customary units) in "Practice Book, Lesson 5-17"; review together and address questions / corrections together - 20 min</p>	<p>Divide students into three groups; one group divides students further into pairs, a second group works with the Teacher, a third group works together as a large group; complete teacher-assigned problems in "Practice Book, Lesson 5-18"; review together and address questions / corrections together - 15 min</p>
	<p>Watch "How to solve a one step equation by multiplying by the reciprocal" on YouTube (6:33 min) and discuss examples of how to solve; Teacher to lead discussion and provide content for discussion - 15 min</p>	<p><i>Fundamentals of Algebra, Chapter Five, Pages 138-139</i> - Read aloud and review "opposites" in math; how do you remove opposites when solving for a variable? Teacher to review "Examples" and provide addition examples to solve - 20 min</p>	<p>Review prior knowledge of the customary units (English Standard Units) and how they connect together; what are they based upon? Do they relate to the Metric System? If so, how? Create a T-Chart to compare; Teacher to use Google Images to provide pictorial examples of items using English Metric units - 10 min</p>	<p><i>Fundamentals of Algebra, Chapter Five, Pages 142-143</i> - Read aloud the problem and discuss ways to solve it based upon prior knowledge and logical (DO NOT READ THE METHODS YET); students in groups of 3 or 4, read through the two methods for helping to solve the problem and create a methodology that is best applicable in your opinion; create a drawing (one per group) to help understand and outline what is needed to solve each problem; answer all questions as they apply - 25 min</p>	<p><i>Fundamentals of Algebra, Chapter Five, Page 144</i> - Students read in Literacy Circles of 3 or 4 students; discuss methods used to solve for the GCF of numbers as provided in the text; which method is easier for you? Complete "Try These #'s 1-6" and discuss as a class - 20 min</p>
	<p><i>Fundamentals of Algebra, Chapter Five, Page 137</i> - Divide the class into four groups; each group works together to solve one problem from "Try These #'s 1-4"; groups present their work on the board to correctly review and discuss - 15 min</p>	<p><i>Fundamentals of Algebra, Chapter Five, Page 139</i> - Using Google Paint or a similar medium, use different colors for each factor to track changes in solving for "Try These #'s 1-5"; Teacher to assist and indicate changes by color if needed - 15 min</p>	<p><i>Fundamentals of Algebra, Chapter Five, Pages 140-141</i> - Practice converting units from smaller ones to larger and vice versa; Teacher to review "Examples" and discuss how they relate to each other; how is converting units similar to multiplying fractions? As a class, solve together "Try These #'s 1-8" using illustrations of larger and smaller units to visualize the change required - 20 min</p>		<p>Students work in groups of 3 or 4, complete teacher-assigned problems in "Practice Book, Page 159"; Teacher to review with the class and discuss - 10 min</p>
Bellwork Topic:	<p><i>Fundamentals of Algebra, Chapter Five, Page 135</i> - Complete "Try These #'s 4-7"; discuss as a class</p>	<p>Students to go to "Gizmos" in the Explore Learning website and work for ten minutes</p>	<p>Teacher-created problems (three) of solving two-step equations with fractions and variables</p>	<p>Teacher-created problems (three) of converting English Standard Units aka customary units</p>	<p>Students to go to "Gizmos" in the Explore Learning website and work for ten minutes</p>
Suppliment Extra Time With:	<p>Discuss solving for variables and multiplying by inverses</p>	<p>Review inverses and teacher-created problems that include two steps to find the answer</p>	<p>Review two-step equations and how they connect to English Standard Units</p>	<p>Review strategies for solving problems that were previously discussed</p>	<p>Teacher lead discuss of the enrichment method for solving for GCF</p>

Daily Homework:	Complete teacher-assigned problems in "Practice Book, Lesson 5-14" and "Practice Book, Lesson 5-15"; due tomorrow!	Complete teacher-assigned problems in "Practice Book, Lesson 5-15" and "Practice Book, Lesson 5-16"; due tomorrow!	Complete teacher-assigned problems in "Practice Book, Lesson 5-16" and "Practice Book, Lesson 5-17"; due tomorrow!	Complete teacher-assigned problems in "Practice Book, Lesson 5-17" and "Practice Book, Lesson 5-18"; due tomorrow!	<i>Fundamentals of Algebra, Chapter Five, Pages 145-146</i> - Complete "Try These #'s 1-6"; due tomorrow!
Terms to Know:	<i>Ratio, Unit Cost, Unit Rate, Proportion, Direct Proportion, Scale Drawing, Scale, Scale Model, Scale Factor, Indirect Measurement, Inverse Proportion,</i>				
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 25	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bi-weekly Quiz on "Terms to Know from Week Twenty-Three" and two-step equations - 20 min
	<i>Fundamentals of Algebra, Chapter Six, Page 148</i> - Read aloud ratios and how they can be expressed; review the colon, word, and fraction methods; Teacher to explain how to read each and provide examples; Teacher to create VERY BASIC examples for review such as $1/2$, $3/4$, $5/10$, etc; Students to practice reciting and writing the proper ratio methods - 15 min	Teacher to review homework and discuss the different forms of ratios; review how to pronounce them correctly and discuss the different forms; Students in pairs, complete teacher-assigned problems from "Practice Book, Lesson 6-1"; students to come to the Teacher for review after every three problems to verify accurate work; discuss examples as needed - 25 min	Teacher to review homework and discuss unit cost; Teacher to Google Image "Unit Rate Worksheet" and find examples of unit rates to review (type words per minute, students per bus, chairs per row, etc); students to practice completing the conversion and calculation of each - 15 min	<i>Fundamentals of Algebra, Chapter Six, Pages 152-153</i> - Review unit rates and how to solve for them; incorporate proportions and how to calculate for them; check homework and review finding the missing variable from the previous lesson - 20 min	<i>Fundamentals of Algebra, Chapter Six, Pages 153</i> - Teacher to review proportions; as a class complete together teacher-assigned problems from "Practice Book, Lesson 6-3" and review each; focus upon finding the value of the variable in the proportions - 15 min
	<i>Fundamentals of Algebra, Chapter Six, Pages 148-149</i> - Teacher to review equivalent fractions (ex. $1/2$, $2/4$, $3/6$) and pronounce them as ratios; show them as fractions, ratios, and words; Complete "Examples #'s 1-3" on both pages and discuss - 15 min	<i>Fundamentals of Algebra, Chapter Six, Pages 150-151</i> - Read aloud and compare to rataios; set up unit rates to be read and established in the same manner as ratios; Teacher to provide examples using sports (shots made in one minute, passes caught vs thrown to, or pitches hit vs swung at); students to provide other logical examples that they relate to and discuss - 15 min	Students in pairs, work together to complete teacher assigned problems in "Practice Book, Lesson 6-2"; Teacher to circle the room to verify accuracy of work; Discuss difficult problems as a class and solve together - 15 min	<i>Fundamentals of Algebra, Chapter Six, Page 153</i> - Students in pairs, solve together "Try These #'s 1-6"; students to come to the board to work through their multiplying and discuss how they arrived at their answers; Teacher to verify and	<i>Fundamentals of Algebra, Chapter Six, Pages 154-155</i> - Read aloud and discuss direct proportion; review cross multiplying (cross products rule) and solving for a variable; Teacher to review the two-step

	<i>Fundamentals of Algebra, Chapter Six, Page 149</i> - Students in pairs, complete "Try These #'s 1-7" and discuss results; reduce and simplify as applicable; Teacher to circle the room to assist, review when complete - 15 min	<i>Fundamentals of Algebra, Chapter Six, Page 151</i> - Teacher and students to review the charts of examples (heartbeats per minute, calories per hour, etc); Students in groups of 3 or 4, complete "Try These #'s 1-6" and discuss; set each up as ratios and convert a unit rate; Teacher to review as a class when complete - 10 min	<i>Fundamentals of Algebra, Chapter Six, Pages 152-153</i> - Read aloud and discuss what proportion is; Teacher to review cross multiplying (cross products rule) and simplifying ratios; review as a class "Examples #'s 1-2" and how to simplify each; Teacher to review how to find missing terms (variables) by completing "Try These #'s 7-9" together and discuss - 15 min	review; using additional group review time, students in pairs but as a class working together on "Practice Book, Lesson 6-3" to solve teacher assigned problems; discuss how to break down each response together as a class - 25 min	process and how it relates to direct proportion; review "Example" on page 155 by using both methods; As a class read and complete together "Try These #'s 1-2" and discuss how to calculate each - 20 min
Bellwork Topic:	Complete teacher assigned problems in "Practice Book, Pages 161-162" and review	<i>Fundamentals of Algebra, Chapter Six, Page 149</i> - Complete #'s 14-16 and discuss	<i>Fundamentals of Algebra, Chapter Six, Page 151</i> - Complete #'s 7-9 and discuss	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	None
Suppliment Extra Time With:	Continued review of ratio versions and how to pronounce them	Examples of unit cost and a break down of it (miles per hour, for example)	Review additional examples of unit rate and converting them to individual examples	Additional time on "Practice Book, Lesson 6-3" for review problems to solve	Teacher to provide additional examples on direct proportion
Daily Homework:	<i>Fundamentals of Algebra, Chapter Six, Page 149</i> - Complete "Try These #'s 8-13"; due tomorrow!	Complete teacher-assigned problems in "Practice Book, Lesson 6-1" and "Practice Book, Lesson 6-2"; due tomorrow!	Teacher created worksheet (ten problems) on converting unit rates and solving for them	Study for quiz tomorrow on "Terms to Know from Week Twenty-Three" and two-step equations!	Complete teacher-assigned problems in "Practice Book, Lesson 6-3" and "Practice Book, Lesson 6-4"; due tomorrow!
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min
	Teacher to review direct proportion and how to solve for variables; Teacher to Google examples of direct proportion to solve together as a class - 15 min	Teacher to review homework and discuss examples; as a class complete teacher assigned problems from "Practice Book, Lesson 6-5" and review together - 20 min	Teacher to review homework; students to peer-edit homework and discuss questions that they may have about solving problems together; Teacher to review concerns as a class and lead the solving together - 15 min	Teacher to lead the discussion of how to write ratios & proportions based upon the provided shapes and their values; Teacher to create examples of how to solve for variables based upon cross-multiplying and solving for variables - 15 min	<i>Fundamentals of Algebra, Chapter Six, Page 162</i> - Read aloud and discuss indirect measurement; compare sides and angles of similar shapes and how they relate with variables; Teacher to provide BASIC examples to bridge understanding - 15 min

Week 26	<i>Fundamentals of Algebra, Chapter Six, Pages 156-157</i> - Read aloud as a class and work together to solve for proportion by parts; review the example about voting to provide greater understanding - 15 min	<i>Fundamentals of Algebra, Chapter Six, Page 158</i> - Read aloud and discuss as a class how to calculate for the scale drawing; Teacher to incorporate a map of Ohio to practice calculating the distance from Cleveland to other cities using the scale - 15 min	Students in pairs, complete teacher assigned problems in "Practice Book, Lesson 6-6" together; Teacher to review and discuss concerns about scale and models - 15 min	Students in pairs, complete teacher assigned problems in "Practice Book, Lesson 6-7" together; Teacher to review and discuss concerns about how to compare similar shapes, sizes, and angles; Review responses as a class to ensure accuracy - 30 min	<i>Fundamentals of Algebra, Chapter Six, Pages 162-163</i> - As a class review the "Example #s 1-3" and additional teacher supplied examples that are relative; Teacher to review cross multiplying to solve for variables - 15 min
	<i>Fundamentals of Algebra, Chapter Six, Page 157</i> - Students in pairs, complete "Try These #'s 1-2" together; Teacher to circle the room to verify work and address questions; as a class review the questions and how to properly solve - 15 min	<i>Fundamentals of Algebra, Chapter Six, Page 159</i> - Read about varying the scale of items; as a class complete "Try These #'s 1-2"; use Google Sheets instead of grid paper for #2, review how to calculate scale by using proportions and ratios - 10 min	<i>Fundamentals of Algebra, Chapter Six, Pages 160-161</i> - Read aloud and discuss how calculating the value of two similar shapes is comparative to solving for the distance on a map; Teacher to review what the lines over the letters mean in the values - 15 min		<i>Fundamentals of Algebra, Chapter Six, Page 163</i> - Individually complete "Try These #'s 1-4" and review; Students to bring their work to the Teacher after every two completed problems; review and discuss to correct as needed - 15 min
Bellwork Topic:	Teacher created examples (three) of solving for direct proportion with variables	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Teacher created examples (three) of solving for scale on a map; use distance to cities in the USA	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Teacher created examples (three) of solving for ratios, direct proportion, and indirect measurement
Suppliment Extra Time With:	Additional examples of proportion by parts	Teacher to review ratio and scale additionally by using other States in the USA to reference	Review of additional city to city calculation distance by scale	Teacher created additional examples of comparing similar sides and angles	Additional review of indirect measurement
Daily Homework:	Complete teacher-assigned problems in "Practice Book, Lesson 6-4" and "Practice Book, Lesson 6-5"; due tomorrow!	Complete teacher-assigned problems in "Practice Book, Lesson 6-5" and "Practice Book, Lesson 6-6"; due tomorrow!	Teacher created worksheet reviewing distance to cities in the USA from Washington DC; students to calculate distance to ten cities based upon the scale on the map; due tomorrow!	<i>Fundamentals of Algebra, Chapter Six, Page 161</i> - Complete "Try These #'s 1-3"; due tomorrow!	Complete teacher-assigned problems in "Practice Book, Lesson 6-8"; due tomorrow!
Terms to Know:	Percent, Percentage, Numerator, Demoninator, Percent Proportion, Base, Formula,				
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bi-weekly Quiz on "Terms to Know from Week Twenty-Five", solving for ratios, direct proportion, and indirect proportion! - 15 min

	Teacher to review homework and discuss indirect measurement; Teacher to provide additional examples as needed for review; solve for variables using cross-multiplying - 15 min	<i>Fundamentals of Algebra, Chapter Six, Pages 166-167</i> - Read aloud and discuss exchange rates; what are conversion factors? How do they apply to other factors when converting units? Teacher to provide examples of converting money from the US Dollar to another country's unit - 15 min	<i>Fundamentals of Algebra, Chapter Six, Pages 166-167</i> - Review conversion of dimensional analysis and conversion factors; review conversion rate and indirect proportions - 15 min	Teacher to review previous concepts with examples; students to come to the CLEVER Board to assist in solving problems consisting of solving for the variable; review proportions and how to deduce information from story problems - 20 min	<i>Fundamentals of Algebra, Chapter Seven, Pages 174-175</i> - Read aloud and discuss percentages and how they resemble ratios; Teacher to explain that ratios are percents based upon a certain amount of something divided by the total amount; review the "Examples" and discuss - 15 min
Week 27	<i>Fundamentals of Algebra, Chapter Six, Pages 164-165</i> - Read about inverse proportions and how to set up tables for them; how are they different than indirect measurement? Solve for variables as shown in "Examples"; Teacher to reiterate the important information from the story problems that is relative to solving the problem - 15 min	<i>Fundamentals of Algebra, Chapter Six, Page 167</i> - Teacher to review converting the US Dollar to other units; convert ounces to pounds; Teacher and students go to the following website " www.calculator.net/currency-calculator.html " and observe & practice converting the US Dollar to other country's rates (see table at the bottom); as a class complete "Try These #'s 1-4" and review together - 20 min	Students in pairs, complete teacher assigned problems in "Practice Book, Lesson 6-10 together; Teacher to review and discuss concerns about conversion and different rates; review ratios and similar features in measurements; Review responses as a class to ensure accuracy - 30 min	<i>Fundamentals of Algebra, Chapter Six, Pages 171-172</i> - Read aloud regarding test prep and analyzing similar shapes with lengths; use cross-multiplying to solve for missing variables; students in pairs, create illustrations from story problems to assist in properly solving for "Try These #'s 1-2"; review as a class and correct as needed - 20 min	Watch "Math Antics - Finding A Percent Of A Number" on YouTube (7:32 min) and discuss how to solve for percents; Teacher to provide examples of BASIC numbers for students to convert to percents; use cross multiplying to convert them to see what they equal divided by 100 (ex. $1/2 = 50/100$, $1/4 = 25/100$, or $1/5 = 20/100$); discuss and review - 15 min
	<i>Fundamentals of Algebra, Chapter Six, Page 165</i> - Students in pairs, complete "Try These #'s 1-2" and discuss as a class how to correctly solve; Teacher to illustrate as needed to assist - 15 min	<i>Fundamentals of Algebra, Chapter Six, Page 167</i> - Students in groups of 3 or 4, solve "Try These #'s 5-8" together and review as a class for concerns and errors; discuss aloud as a class - 10 min			<i>Fundamentals of Algebra, Chapter Seven, Page 175</i> - As a class, complete together "Try These #'s 1-5" and review; discuss how to convert fractions to different values by finding the LCD or multiplying it to equal 100 and evaluate - 10 min
Bellwork Topic:	Teacher created examples (three) of solving for inverse proportion	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Teacher created examples (three) of solving for currency conversion	None
Suppliment Extra Time With:	Teacher to review inverse proportions; make tables to assist and cross multiply	Review US Dollar conversion	Additional review of dimensional analysis conversion	Additional Teacher-led review of previous content for further understanding	Play "Around the World" reducing fractions and converting decimals to fractions

Daily Homework:	Complete teacher-assigned problems in "Practice Book, Lesson 6-8" and "Practice Book, Lesson 6-9"; due tomorrow!	Complete teacher-assigned problems in "Practice Book, Lesson 6-9" and "Practice Book, Lesson 6-10"; due tomorrow!	Students to complete Teacher-created worksheet about converting Dollars to other units, ounces to pounds, and other dimensions	Study for quiz tomorrow on "Terms to Know from Week Twenty-Five", solving for ratios, direct proportion, and indirect proportion!	<i>Fundamentals of Algebra, Chapter Seven, Page 175</i> - Complete "Try These #'s 6-14"; due tomorrow!
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 28	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min
	Teacher to review homework and how to convert fractions to percents; review percents of equal values and how to calculate for them - 15 min	Teacher to review homework and discuss difficult problems; students to form pairs, peer-edit each others work and discuss problems - 15 min	<i>Fundamentals of Algebra, Chapter Seven, Page 179</i> - Individually complete "Try These #'s 5-10"; Teacher to visit each student to review homework and check progress on this classwork - 15 min	Students in pairs, complete teacher-assigned problems in "Practice Book, Lesson 7-4" and discuss as a class to review content knowledge - 15 min	Teacher to review how to find a percent of a number as well as finding percentages; use sports (batting average, shooting percentage) or downloads or likes of a song verses views as examples - 15 min
	<i>Fundamentals of Algebra, Chapter Seven, Pages 176-177</i> - Read aloud discuss how fractions and percents can be shown as equal values; include how decimals can be expressed similarly; Teacher to create examples that are BASIC for ease of understanding - 15 min	<i>Fundamentals of Algebra, Chapter Seven, Pages 178-179</i> - Read aloud and discuss equivalent decimals to fractions and percents; Teacher to provide examples of fractions converted to decimals then percents; select VERY BASIC examples at first; relate to those examples in the text - 15 min	<i>Fundamentals of Algebra, Chapter Seven, Pages 180-181</i> - Read aloud and discuss how to find the percent of a number; Teacher to model converting percents to a decimal, then multiplying that decimal by the whole number; created VERY BASIC examples to generate understanding - 15 min	<i>Fundamentals of Algebra, Chapter Seven, Pages 182-183</i> - Read aloud and compare finding a percent overall to finding the percent of a number; how are they similar yet different? Teacher to provide examples relative to sports, likes on Facebook, or video game scores - 15 min	<i>Fundamentals of Algebra, Chapter Seven, Pages 184-185</i> - Read aloud and discuss how to solve for the base of a number; Teacher to use prior examples to incorporate into this new facet of learning; review "Examples #'s 1-2" to further understanding - 20 min
	<i>Fundamentals of Algebra, Chapter Seven, Page 177</i> - Students in pairs, work together to solve "Try These #'s 1-2 & 5-6"; review as a class, then complete as a class "Try These #'s 3-4 & 7-8"; evaluate responses and discuss OTHER equal values to the responses (ex. $1/2 = 2/4$ and $3/6$) - 15 min	<i>Fundamentals of Algebra, Chapter Seven, Page 179</i> - Divide the class into three groups, one to work individually, one to work in pairs, and one to work with the Teacher; Solve "Try These #'s 1-4" and discuss each response; convert to a percent and either a fraction or decimal so that all three examples are expressed for each number - 15 min	<i>Fundamentals of Algebra, Chapter Seven, Page 181</i> - Individually students will complete "Try These #'s 1-2"; Teacher to review responses and model how to complete; as a class complete "Try These #'s 3-4" and discuss each; individually, students will complete "Try These #'s 5-11"; Teacher to circle to each child to assess understanding - 15 min	<i>Fundamentals of Algebra, Chapter Seven, Page 183</i> - Teacher to model how to complete "Try These #'s 1-2"; as a class solve together "Try These #'s 3-4" and discuss; students to individually complete "Try These #'s 5-9"; Teacher to circle the room to visit each child to review understanding and practicum - 15 min	<i>Fundamentals of Algebra, Chapter Seven, Page 185</i> - Teacher to model how to solve "Try These #'s 1 & 4"; students in pairs, solve together "Try These #'s 2-3 & 5-8"; discuss responses together, Teacher to circle to each pair to assist as needed - 10 min
Bellwork Topic:	Teacher created examples (three) of converting percents to equal values	Students to go to "www.mathgames.com/play/mathvsmonsters.html" and select either fractions, decimals, or mixed equations; work for ten minutes	Students to go to "www.mathgames.com/play/mathvsmonsters.html" and select either fractions, decimals, or mixed equations; work for ten minutes	Students to go to "www.mathgames.com/play/mathvsmonsters.html" and select either fractions, decimals, or mixed equations; work for ten minutes	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes

Suppliment Extra Time With:	Additional time discussing equal values to specific percents, fractions, and decimals	Teacher guided review of converting fractions to decimals and percents	Review of how to convert decimals to percents; examples of percents of a number	Additional examples of solving for the percent of a number, as well as finding percentages	Teacher to assist with examples for solving percents of a number
Daily Homework:	Complete teacher-assigned problems in "Practice Book, Lesson 7-1" and "Practice Book, Lesson 7-2"; due tomorrow!	Complete teacher-assigned problems in "Practice Book, Lesson 7-2" and "Practice Book, Lesson 7-3"; due tomorrow!	Complete teacher-assigned problems in "Practice Book, Lesson 7-3" and "Practice Book, Lesson 7-4"; due tomorrow!	Complete teacher-assigned problems in "Practice Book, Lesson 7-4" and "Practice Book, Lesson 7-5"; due tomorrow!	Complete teacher-assigned problems in "Practice Book, Lesson 7-5" and "Practice Book, Lesson 7-6"; due tomorrow!
Terms to Know:	Percent Increase, Percent Decrease, Sales Tax, Tipping, Discount, Markup, Sale Price, Commission, Simple Interest, Compound Interest				
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 29	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bi-weekly Quiz on "Terms to Know from Week Twenty-Seven", converting decimals to percents, and finding percents of a number - 20 min
	Students in pairs, complete Teacher assigned problems in "Practice Book, Lesson 7-6"; Teacher to review homework while students complete this task and call students individually to the Teacher Desk to review content from the previous night - 20 min	Students in pairs, complete teacher-assigned problems in "Practice Book, Lesson 7-7"; Teacher to circle around to each pair to review progress but to also check homework for questions and accuracy - 20 min	Watch "Percents of Increase and Decrease" on YouTube (12:49 min) and discuss how to calculate the increase and decrease of percents based upon examples; Teacher to provide additional examples for review - 20 min	<i>Fundamentals of Algebra, Chapter Seven, Pages 190-191</i> - Read in pairs, discuss the principles with percent decrease verses profit increase; students to hypothesize how this may be different in terms of solving; review thoughts as a class - 15 min	Teacher to review percent increase and decrease by providing examples to discuss - 10 min
	<i>Fundamentals of Algebra, Chapter Seven, Pages 186-187</i> - Read aloud and discuss estimating percents based upon prior knowledge and data; Teacher to review how to create estimates based upon the numbers above and below a proposed solution; review "Examples #'s 1-2" and accompanying table - 15 min	<i>Fundamentals of Algebra, Chapter Seven, Pages 188-189</i> - Read aloud and discuss how to calculate for percent increase; what is profit? How does profit relate to cost? Teacher to Google several stores including Walmart, Target, and Kohl's to view the cost of clothes, toys, games, and	Teacher to review homework and how to convert profit vs the cost to make a product; Teacher to use cars as an example; Teacher to provide the MSRP of a car verses the sales price, what is the percent increase? If a dealer sold twenty of those cars, how much money would they earn total? - 15 min	<i>Fundamentals of Algebra, Chapter Seven, Page 191</i> - As a class, complete "Try These #'s 1-6" together and discuss how to complete verses percent increase; students to ask questions after each problem to review; Teacher to describe profit decrease as similiar to putting an item on sale - 20 min	<i>Fundamentals of Algebra, Chapter Seven, Pages 192-193</i> - Review what are some times that you would see sales tax or tipping? What jobs are there that use sales tax or tips? How may a waitress or car salesman earn their living with these means? Read about total cost to understand how tax and tips work - 10 min

	<i>Fundamentals of Algebra, Chapter Seven, Page 187</i> - As a class, Teacher to lead how to complete "Try These #'s 1-3"; review each estimation prior to solving, then solve for the actual solution to see the accuracy of the estimation; students to discuss and ask questions as needed - 10 min	other products; students to select five items and hypothesize what the actual cost is to make those products (ex. cost to make a shirt is \$7 but the price is \$15); students will calculate the mark-up and therefore the price increase; Teacher to explain that the price increase is the profit - 25 min	<i>Fundamentals of Algebra, Chapter Seven, Page 189</i> - Students to individually complete "Try These #'s 1-3"; Teacher to circle the room to ensure accuracy and address problems; Review as a class as time permits - 10 min	Students in groups of 3 or 4, complete teacher-assigned problems in "Practice Book, Lesson 7-9"; Teacher to circle the room to each group to address questions and ensure accuracy - 10 min	<i>Fundamentals of Algebra, Chapter Seven, Page 193</i> - As a class, Teacher to lead discussion of how to analyze sales tax; Complete "Try These #'s 1-4" together; convert the taxes to decimals to make the cross multiplying easier; students to solve along with the Teacher and inquire as needed - 15 min
Bellwork Topic:	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Students to go to "www.mathgames.com/play/cat-wars.html" and select either fractions, decimals, or mixed equations; work for ten minutes	Students to go to "www.mathgames.com/play/cat-wars.html" and select either fractions, decimals, or mixed equations; work for ten minutes	<i>Fundamentals of Algebra, Chapter Seven, Page 189</i> - Complete "Try These #'s 4-7" and discuss	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes
Suppliment Extra Time With:	Review of estimating numbers divided by fractions and comparing to percents	Review of cost vs profit for various websites	Review of selling price vs profit margin	Review of how something on sale is cheaper by a specific percent	Additional time to be used on practice problems in "Practice Book, Lesson 7-9"
Daily Homework:	<i>Fundamentals of Algebra, Chapter Seven, Page 187</i> - Complete "Try These #'s 4-6"; due tomorrow!	Students will locate the prices of FIVE items on a local website; students must chose school-appropriate items; hypothesize the cost to make the shirt verses the mark-up and calculate the percent increase for each	Complete teacher-assigned problems in "Practice Book, Lesson 7-7" and "Practice Book, Lesson 7-8"; due tomorrow!	Study for Quiz tomorrow on "Terms to Know from Week Twenty-Seven", converting decimals to percents, and finding percents of a number!	<i>Fundamentals of Algebra, Chapter Seven, Page 193</i> - Complete "Try These #'s 5-7"; due tomorrow!
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min
	Students in pairs, complete teacher-assigned problems in "Practice Book, Lesson 7-9"; Teacher to circle around to each pair to review progress but to also check homework for questions and accuracy - 20 min	<i>Fundamentals of Algebra, Chapter Seven, Pages 194-195</i> - Read aloud about discount and markup; is a discount a tax reduction or a tax increase? Follow the formula provided against wholesale price and discuss; follow the examples in the text - 10 min	Teacher to review homework and discuss discounts; students to come to the board to review difficult problems together and assist eachother as a class; Teacher to support and answer questions - 15 min	Teacher to review homework individually by meeting with students one at a time; students to complete teacher-assigned problems in "Practice Book, Lesson 7-12" while Teacher inspects student work - 20 min	Teacher to review homework individually by meeting with students one at a time; until they are called, students will work in pairs completing teacher-assigned problems in "Practice Book, Lesson 7-13"; Teacher to correct work as necessary - 20 min

Week 30	Teacher to review sales tax and tips by creating examples on the board; students to solve together via review, students to come to the board to solve examples together; students in pairs, complete Teacher-assigned problems in "Practice Book, lesson 7-10" together; Teacher to circle to each group to assist and present them on the board as needed - 25 min	Watch "Math Lessons : How to Calculate Markup Percentages" on YouTube (1:34 min) and discuss the example provide; Teacher to provide several additional examples that are similar; relate to the examples provide and find those comparable rates - 15 min	<i>Fundamentals of Algebra, Chapter Seven, Pages 196-197</i> - Read aloud and discuss commission; how are commissions similar to tips? Notice that there are formulas for solving for these, Teacher to create sample problems for each of these and discuss; students to come to the board to solve together - 20 min	<i>Fundamentals of Algebra, Chapter Seven, Pages 198-199</i> - Read aloud and review the formula need to solve these ($I=prt$); Teacher to provide examples of simple interest to create examples for students; solve as a class - 15 min	<i>Fundamentals of Algebra, Chapter Seven, Pages 200-201</i> - Students in pairs, read together and formulate a plan for how to solve compound interest; reconvene as a class and discuss thoughts and predictions of how to do it; Teacher to review ideas and provide examples of how to solve; use the "Examples #'s 1-2" and table in the book - 15 min
		<i>Fundamentals of Algebra, Chapter Seven, Page 195</i> - Teacher to model how to complete "Try These #'s 1, 3, 5, & 7"; students to discuss how each was completed and answer share thoughts; students in pairs, complete "Try These #'s 2, 4, 6, & 8"; Teacher to circle the room to assist; Teacher to elect a knowledgeable student-helper to assist in helping students when needed - 20 min	<i>Fundamentals of Algebra, Chapter Seven, Page 197</i> - Divide the class into three groups; one group will work individually, one group will work in pairs, and one group will work as a whole with the Teacher directly; students will solve "Try These #'s 1-4" together and discuss; Teacher to assist as needed - 10 min	<i>Fundamentals of Algebra, Chapter Seven, Page 199</i> - Students into groups of 3 or 4, complete "Try These #'s 1-3" together; Teacher to travel to each group to discuss how to solve; review and discuss as a class when complete - 10 min	<i>Fundamentals of Algebra, Chapter Seven, Page 201</i> - Students individually to complete "Try These #'s 1-3" while Teacher floats to each child to follow up; after each problem, Teacher will review how to complete on the board; student-teacher to assist as available - 10 min
Bellwork Topic:	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Students to go to " https://www.mathgames.com/play/kingofmath.html " and select either fractions, decimals, or mixed equations; work for ten minutes	Students to go to " https://www.mathgames.com/play/kingofmath.html " and select either fractions, decimals, or mixed equations; work for ten minutes	<i>Fundamentals of Algebra, Chapter Seven, Page 197</i> - Complete "Try These #'s 5-6" and discuss	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes
Suppliment Extra Time With:	Additional assistance on examples of sales tax and tips	Teacher to provide additional examples of markup and how to calculate for it based upon the video	Teacher to provide examples of commission based upon several different examples created	Teacher to create additional examples of simple interest problems using the formula $I=prt$	Additional examples of how to solve problems with compound interest
Daily Homework:	Teacher-created worksheet on sales tax and tips (six problems); due tomorrow!	Complete teacher-assigned problems in "Practice Book, Lesson 7-11"; due tomorrow!	Complete teacher-assigned problems in "Practice Book, Lesson 7-11" and "Practice Book, Lesson 7-12"; due tomorrow!	<i>Fundamentals of Algebra, Chapter Seven, Page 199</i> - Complete "Try These #'s 4-7"; due tomorrow!	Complete teacher-assigned problems in "Practice Book, Lesson 7-13" and "Practice Book, Lesson 7-14"; due tomorrow!
Terms to Know:	<i>Measures of Central Tendency, Mean, Median, Mode, Range, Line Plot, Data, Outliers, Spreadsheet, Histograms, Stem-and-Leaf Plots, Box-and-Whisker Plots, Quartiles, Outliers, Clustered, Venn Diagram, Scatterplots</i>				
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"

Week 31	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bi-weekly quiz on "Terms to Know from Week Twenty-Nine", sales price, compound interest, simple interest, and commission - 20 min
	<i>Fundamentals of Algebra, Chapter Seven, Page 205</i> - Read aloud the Test Prep ideas and how it will assist you in learning; remember to logically think through your answer for estimations and major concepts; Teacher to illustrate parts of the problem on the board to ensure students are seeing each component - 10 min	Watch "7 tips for good survey questions" on YouTube (4:02 min) and discuss the tips needed to writing good survey questions; how may a poorly-written survey question give you improper results? Which of these tips seems the most-helpful to you? Teacher to review tips and assist in understanding - 10 min	Students to exchange homework and peer-edit each other's work for errors; discuss misconceptions with each other; Teacher to review content and discuss difficult problems as needed as a class - 15 min	Students to each state one problem that gave them trouble on the previous night's homework (max. three different problems) and Teacher to work through those three problems on the board for specific review - 10 min	Watch "Interpreting Data" on YouTube (5:18 min) and discuss how to gather information based upon the strategies provided; what is the difference between qualitative data and quantitative data? How does this information assist in interpreting data overall? - 10 min
	<i>Fundamentals of Algebra, Chapter Seven, Page 206</i> - Read through "Try These #'s 1-2" to see what is being asked specifically; Teacher to note the major points of each problem and what next steps should be; divide the class in half, one group will respond to #1 while the other group solves #2; review together as a class each problem and how answer are arrived upon - 20 min	<i>Fundamentals of Algebra, Chapter Eight, Pages 208-209</i> - Using the content and understanding from the text and surveys, read through the samples provided and discuss what bias is; how can bias mislead your survey? Discuss frequency and cumulative frequency; Teacher to create examples of items that relate to the school and place them as proportions to solve - 15 min	<i>Fundamentals of Algebra, Chapter Eight, Pages 210-211</i> - Read aloud and discuss the Measures of Central Tendency; Teacher to create examples of sample data that students will relate to (sports, music, celebrities, etc) and graph that data; find the mean, mode, median, and range of that data; discuss what makes each section specific - 15 min	Teacher to create various sample sets and activities of data to review; create sample sets of data based upon items familiar to students such as music, television, sports, etc. Graph that data and discuss the terms as they apply to each - 15 min	Students in pairs, complete teacher-assigned problems in "Practice Book, Lesson 8-1", "Practice Book, Lesson 8-2"; and "Practice Book, Lesson 8-3"; Teacher to circle to each pair to review; after each three completed problems students will indicate to Teacher that they are ready for review and discussion sessions - 25 min
	Students in pairs, complete teacher-assigned pages in "Practice Book, Pages 229-230" together; Teacher to circle the room to assist as needed and ensure content accuracy - 15 min	<i>Fundamentals of Algebra, Chapter Eight, Page 209</i> - Teacher to model how to solve "Try These #'s 1-2" and discuss; students to discuss aloud and as a class the reasoning and responses to "Try These #'s 3-4" together; Teacher to lead discussion and provide examples and rationale for correct responses - 15 min	<i>Fundamentals of Algebra, Chapter Eight, Page 211</i> - As a class with Teacher modeling how to solve, complete "Try These #'s 1 & 4" together; discuss how each answer was arrived upon and draw illustrations as needed to assist; students in pairs, complete "Try These #'s 2-3 & 5-7" together; Teacher to review as a class - 15 min	<i>Fundamentals of Algebra, Chapter Eight, Pages 212-213</i> - Read aloud and discuss the different ways that range, median, and other terms apply; what is an outlier? Discuss variation and dispersion; how do you decide what outliers are for data sets? As a class, solve "Try These #1" and discuss; students to individually complete "Try These #'s 2-4"; Teacher to review by going to students individually - 20 min	

Bellwork Topic:	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Students to go to "https://www.mathgames.com/play/mathbuzz.html" and select either fractions, decimals, or mixed equations; work for ten minutes	Students to go to "https://www.mathgames.com/play/mathbuzz.html" and select either fractions, decimals, or mixed equations; work for ten minutes	Watch "Math Antics - Mean, Median and Mode" on YouTube (11:04 min) and discuss each term and how it applies	None
Suppliment Extra Time With:	Additional similar examples of markup, sales tax, and related works	Complete teacher-assigned problems in "Practice Book, Lesson 8-1" as time permits	Teacher to provide examples of mean, mode, median, and range	Complete teacher-assigned problems in "Practice Book, Lesson 8-3" as time permits	Complete teacher-assigned problems in "Practice Book, Lesson 8-3" as time permits
Daily Homework:	Students to go to "https://www.mathgames.com/play/mathbuzz.html" and select either fractions, decimals, or mixed equations; work for 20-minutes	Complete teacher-assigned problems in "Practice Book, Lesson 8-1"; due tomorrow!	Complete teacher-assigned problems in "Practice Book, Lesson 8-1" and "Practice Book, Lesson 8-2"; due tomorrow!	Study for Bi-weekly quiz tomorrow on "Terms to Know from Week Twenty-Nine", sales price, compound interest, simple interest, and commission!	Complete teacher-assigned problems in "Practice Book, Lesson 8-3"; due tomorrow!
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 32	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min
	<i>Fundamentals of Algebra, Chapter Eight, Pages 214-215</i> - Read aloud and discuss which graph is most appropriate for selected situations; review the title, x-axis, y-axis, and values of data; what are the differences between each graph? - 15 min	Watch "Reading Graphs (Simplifying Math)" on YouTube (7:25 min) and discuss the purpose of each graph and how it benefits those that need to express the data; review the types of graphs not commonly seen - 10 min	<i>Fundamentals of Algebra, Chapter Eight, Pages 218-219</i> - Read aloud and discuss how to interpret histograms, how are they different than bar graphs? Teacher to create a histogram of sample data that changes (ex. People at a fastfood restaurant) and display - 20 min	Students in pairs, complete teacher-assigned problems in "Practice Book, Lesson 8-5" and "Practice Book, Lesson 8-6"; Teacher to circle around to each pair to review progress but to also check homework for questions and accuracy with each child - 20 min	Students to work in groups of 3 or 4 to solve Teacher-assigned problems in "Practice Book, Lesson 8-7"; after every three completed problems, Teacher to come to each group to assist in their work and verify accuracy - 15 min
	<i>Fundamentals of Algebra, Pages 415 XIX & 416 XX</i> - Review the additional examples and support for various graphs; Teacher to indicate what specifically makes each graph appropriate for the circumstance - 10 min	<i>Fundamentals of Algebra, Chapter Eight, Pages 216-217</i> - Read over the different bar graphs and discuss the titles for the x-axis and y-axis; what is the title of the graph? Teacher to create sample problems from each graph to review - 15 min	<i>Fundamentals of Algebra, Chapter Eight, Page 219</i> - Teacher to model how to interpret a histogram; Teacher to model completing "Try These #'s 1-2"; as a class, solve together "Try These #'s 3-4" and discuss - 15 min	Watch "Statistics - How to make a stem and leaf plot" on YouTube (3:15 min) and discuss how to create one; Teacher to create sample data and students to practice creating a chart for a stem-and-leaf plot from that data - 15 min	Watch "BOX AND WHISKER PLOTS EXPLAINED!" on YouTube (6:33 min) and discuss how to create box-and-whisker plots based upon data provided; Students to create their own data or use statistics from sporting events that they choose to design their own box-and-whisker plots; Teacher to assist and review each - 20 min

	<i>Fundamentals of Algebra, Chapter Eight, Page 215</i> - Students to discuss "Try These #'s 1-4" before solving for them and make predictions for each; Teacher to lead them to the correct answer but students will discuss the reasonings for the answer Socratically before choosing the answer - 20 min	Students to work in groups of 3 or 4 to solve Teacher-assigned problems in "Practice Book, Lesson 8-5"; after every three completed problems, Teacher to come to each group to assist in their work and verify accuracy - 20 min	Students to illustrate with paper and pencil a histogram of data from their favorite fastfood restaurant (ex. People who visit over the day per hour); Teacher to verify the knowledge of the drawing of the histogram from each child by circling the room to them - 10 min	<i>Fundamentals of Algebra, Chapter Eight, Pages 220-221</i> - Read and review the data provided and practice complete "Try These #'s 1-4" together as a class; Teacher to review the terms median, mode, range, and mean - 10 min	<i>Fundamentals of Algebra, Chapter Eight, Pages 222-223</i> - Read aloud and review terms discussed in the video; what are the upper & lower quartile? How is the median expressed? How do outliers distort this data? Review "Examples #1" and discuss; Teacher to model how to complete "Try These # 1"; students to discuss and solve "Try These #'s 2-4"; review as a class - 15 min
Bellwork Topic:	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Students to go to "https://www.mathgames.com/play/math-slither.html" and select either fractions, decimals, or mixed equations; work for ten minutes	Students to go to "https://www.mathgames.com/play/math-slither.html" and select either fractions, decimals, or mixed equations; work for ten minutes	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes
Suppliment Extra Time With:	Students to work in pairs to solve "Practice Book, Lesson 8-4"	Additional review of what data is found in each bar graph	Students to illustrate additional histograms with correct labels	Create additional stem-and-leaf plots	Create new data for and place upon a box-and-whisker plot
Daily Homework:	Complete teacher-assigned problems in "Practice Book, Lesson 8-4"; due tomorrow!	<i>Fundamentals of Algebra, Chapter Eight, Page 217</i> - Complete "Try These #'s 1-5"; due tomorrow!	Complete teacher-assigned problems in "Practice Book, Lesson 8-6"; due tomorrow!	Complete teacher-assigned problems in "Practice Book, Lesson 8-7"; due tomorrow!	Complete teacher-assigned problems in "Practice Book, Lesson 8-8"; due tomorrow!
Terms to Know:					
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 33	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bi-weekly quiz on "Terms to Know from Week Thirty-One", box-and-whisker plots, histograms, and other graphs - 20 min
	Teacher to provide new data for a box-and-whisker plot; students to illustrate one based upon this data; Teacher to review; students to come to the board to illustrate and solve - 15 min	<i>Fundamentals of Algebra, Chapter Eight, Pages 226-227</i> -	<i>Fundamentals of Algebra, Chapter Eight, Pages 228-229</i> -	<i>Fundamentals of Algebra, Chapter Eight, Pages 230-231</i> -	<i>Fundamentals of Algebra, Chapter Eight, Pages 232-233</i> -

	<i>Fundamentals of Algebra, Chapter Eight, Pages 224-225 -</i>				
Bellwork Topic:	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes
Suppliment Extra Time With:					
Daily Homework:				Study for Bi-weekly quiz tomorrow on "Terms to Know from Week Thirty-One", box-and-whisker plots, histograms, and other graphs!	<i>Fundamentals of Algebra, Chapter Eight, Page 238 - Complete "Try These #'s 1-2"; due tomorrow!</i>
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 34	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min
	<i>Fundamentals of Algebra, Chapter Nine, Pages 240-241 -</i>	<i>Fundamentals of Algebra, Chapter Nine, Pages 242-243 -</i>	<i>Fundamentals of Algebra, Chapter Nine, Pages 244-245 -</i>	<i>Fundamentals of Algebra, Chapter Nine, Pages 246-247 -</i>	<i>Fundamentals of Algebra, Chapter Nine, Pages 248-249 -</i>

Bellwork Topic:	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes
Suppliment Extra Time With:					
Daily Homework:					
Terms to Know:					
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 35	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min
	<i>Fundamentals of Algebra, Chapter Nine, Pages 250-251 -</i>	<i>Fundamentals of Algebra, Chapter Nine, Pages 252-253 -</i>	<i>Fundamentals of Algebra, Chapter Nine, Pages 254-255 -</i>	<i>Fundamentals of Algebra, Chapter Nine, Pages 256-257 -</i>	Weekly Quiz on...- 20 min

Bellwork Topic:	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes
Suppliment Extra Time With:					
Daily Homework:					
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 36	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min
	<i>Fundamentals of Algebra, Chapter Nine, Pages 258-259 -</i>	<i>Practice Book, Lesson 9-10</i>	<i>Fundamentals of Algebra, Chapter Nine, Pages 260-261 -</i>	<i>Practice Book, Lesson 9-11</i>	<i>Fundamentals of Algebra, Chapter Nine, Pages 262-263 -</i>

Bellwork Topic:	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes
Suppliment Extra Time With:					
Daily Homework:					
Terms to Know:					
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 37	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min
	<i>Practice Book, Lesson 9-12</i>	<i>Practice Book, Lesson 9-13</i>	<i>Fundamentals of Algebra, Chapter Ten, Pages 272-273 -</i>	<i>Fundamentals of Algebra, Chapter Ten, Pages 274-275 -</i>	<i>Fundamentals of Algebra, Chapter Ten, Pages 276-277 -</i>
	<i>Fundamentals of Algebra, Chapter Nine, Pages 264-265 -</i>	Review of geometric shapes			

Bellwork Topic:	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes
Suppliment Extra Time With:					
Daily Homework:					
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 38	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min
	<i>Fundamentals of Algebra, Chapter Ten, Pages 278-279 -</i>	<i>Fundamentals of Algebra, Chapter Ten, Pages 280-281 -</i>	<i>Fundamentals of Algebra, Chapter Ten, Pages 282-283 -</i>	<i>Practice Book, Lesson 10-6</i>	<i>Practice Book, Lesson 10-7</i>
				<i>Fundamentals of Algebra, Chapter Ten, Pages 284-285 -</i>	<i>Fundamentals of Algebra, Chapter Ten, Pages 286-287 -</i>
Bellwork Topic:	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes

Suppliment Extra Time With:					
Daily Homework:					
Terms to Know:					
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 39	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min
	<i>Practice Book, Lesson 10-8</i>	<i>Fundamentals of Algebra, Chapter Ten, Pages 290-291 -</i>	<i>Fundamentals of Algebra, Chapter Ten, Pages 298-299 -</i>	<i>Fundamentals of Algebra, Chapter Eleven, Pages 302-305 -</i>	<i>Fundamentals of Algebra, Chapter Eleven, Pages 306-307 -</i>
	<i>Fundamentals of Algebra, Chapter Ten, Pages 288-289 -</i>			<i>Practice Book, Lesson 11-1 and Practice Book, Lesson 11-2</i>	
Bellwork Topic:	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes

Suppliment Extra Time With:					
Daily Homework:					
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 40	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min
	<i>Practice Book, Lesson 11-3</i>	<i>Practice Book, Lesson 11-4</i>	<i>Practice Book, Lesson 11-5</i>	<i>Practice Book, Lesson 11-6</i>	<i>Practice Book, Lesson 11-8</i>
	<i>Fundamentals of Algebra, Chapter Eleven, Pages 308-309 -</i>	<i>Fundamentals of Algebra, Chapter Eleven, Pages 310-311 -</i>	<i>Fundamentals of Algebra, Chapter Eleven, Pages 312-313 -</i>	<i>Fundamentals of Algebra, Chapter Eleven, Pages 316-317 -</i>	<i>Fundamentals of Algebra, Chapter Eleven, Pages 318-319 -</i>
Bellwork Topic:	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes
Suppliment Extra Time With:					

Daily Homework:					
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Unit : *Summer Assignment to Complete* **Topic: Probability**

<i>STOP Outline:</i>	<i>Subject:</i>	<i>Topic:</i>	<i>Objective:</i>	<i>Procedure:</i>	<i>Assessment:</i>
Week: S1	<i>Fundamentals of Algebra, Chapter Twelve, Pages 330-335 -</i>	Sample Space, Fundamental Counting Principle, and Theoretical Probability	Students will learn about various ways of calculating probability; sample space and random counting with probable outcomes will be tested	Read pages 330-335 and review factors, probability, and how to break each down; use Practice Book, Lessons 12-1, 12-2, and 12-3 for reinforcement	Complete the following: "Try These, #'s 1-3, page 331", "Try These, #'s 1-8, page 333", and "Try These, #'s 1-5, page 335"
Week: S2	<i>Fundamentals of Algebra, Chapter Twelve, Pages 336-341 -</i>	Experimental Probability, Odds and Fairness, and Compound Events	Students will learn about various ways of calculating probability; review simulations and experimental probability; how do odds relate to simulations?	Read pages 336-341 and review how to calculate odds and probability; review coin flipping and spinners; use Practice Book, Lessons 12-4, 12-5, and 12-6 for reinforcement	Complete the following: "Try These, #'s 1-5, page 337", "Try These, #'s 1-5, page 339", and "Try These, #'s 1-9, page 341"
Week: S3	<i>Fundamentals of Algebra, Chapter Twelve, Pages 342-350 -</i>	Permutations, Combinations, and various problem-solving strategies	Students will learn about various ways of calculating probability; what are permutations? How do different combinations of odds create various outcomes?	Read pages 342-350 and learn about permutations and calculating odds; how does the point of view of an object change an answer? What is Pascal's Triangle? How can it relate to calculating odds?	Complete the following: "Try These, #'s 1-5, page 343", "Try These, #'s 1-4, page 345", "Try These, #'s 1-2, page 348", and "Try These, #'s 1-2, page 350"