Scope and Sequence
Math - 8th Grade Gen Ed

| Unit : | Review Basic Math Skills |
| Topic: | Multiplication Review |

Terms to Know:	dividend, divisor, quotient, multiplicand, multiplier, product, remainder				
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 1	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Weekly Quiz: two-digit and three-digit multiplicaiton & division - 15 min
	Teacher-led Instruction: Review two-digit and three-digit multiplication; teacher to create problems to solve; as a class, review and discuss - 10 min	Define "Terms in Know" by using Google Docs and submit them to your teacher - 15 min	Teacher to review "Terms to Know" and how they apply to the example problems; create an additional problem to display usage and proper placement - 5 min	Teacher to review "Terms to Know" and how they apply to at least three problems that are reviewed together as a class - 10 min	Students in pairs, teacher to provide examples of four-digit and five-digit multiplication; students will complete together; teacher to assess for validity - 20 min
	Teacher to review "Terms to Know" and how they apply to the example problems; create an additional problem to display usage and proper placement - 5 min	Teacher to review how to write and understand story problems; teacher will present a story problem and decifer how to gather the numbers to solve; solve together; repeat with new example - 10 min	Teacher-led Instruction: Review four-digit multiplication; teacher to create problems to solve; as a class, review and discuss - 20 min	Watch "Math Antics - Multi-Digit Multiplication Pt 1" on YouTube (6:04 min) and discuss how to solve problems in this manner - 10 min	Students to go to the following website and play "www.mathgames.com/play/mathvsmonsters.html"; students must play grade level or one grade lower ONLY math - 15 min
	Students in pairs, answer and discuss: teacher to provide several examples of two-digit and three-digit multiplication; work together to solve all problems; review as a class and discuss - 20 min	Students in pairs; solve two-digit and three-digit multiplication and division problems; review and share answers - 20 min	Teacher to create two story problems; decifer what is needed to solve the problem; review story problems and how the "Terms to Know" can be found within them; solve together and discuss - 20 min	Teacher to provide examples of four-digit and five-digit multiplication; students will complete together; teacher to assess for validity - 20 min	
Bellwork Topic:	Teacher to create three two-digit multiplication problems to solve; review answers	Teacher to create three three-digit multiplication problems to solve; review answers	Teacher to create three two-digit division problems to solve; review answers	Teacher to create three three-digit division problems to solve; review answers	None

	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Daily Homework:	Teacher created worksheet (five problems) on two-digit multiplication; due tomorrow	Teacher created worksheet (five problems) on three-digit multiplication; due tomorrow	Teacher created worksheet (five problems) on two-digit division; due tomorrow	Study for quiz on two-digit and three-digit multiplication & division	Teacher created worksheet (six problems) on three-digit division; due tomorrow
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 2	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Weekly Quiz: four-digit and five-digit multiplicaiton & division AND "Terms to Know" from Week One - 20 min
	Teacher to review "Terms to Know" and how they apply to the example problems; create an additional problem to display usage and proper placement - 5 min	Teacher to review how to write and understand story problems; teacher will present a division-based story problem and decifer how to gather the numbers to solve; solve together; repeat with new example - 10 min	Teacher-led Instruction: Review four-digit division; teacher to create problems to solve; as a class, review and discuss - 10 min	Go to the website "www.mathgoodies.com/lessons/fractions" and review the diagrams of the shaded areas of bars and pies; discuss which amount shaded is part of the whole fraction; complete the examples at the bottom of the site - 15 min	Teacher to create two story problems; decifer what is needed to solve the problem; review story problems and how the "Terms to Know" can be found within them; solve together and discuss - 15 min
	Teacher-led Instruction: Review three-digit division; teacher to create problems to solve; as a class, review and discuss - 15 min	Teacher to provide examples of story problems that use division with multiple digits; students in pairs to complete and solve - 15 min	Students in pairs, teacher to provide examples of five-digit division and complete as a class; students will then complete examples in pairs; share results - 15 min	Teacher-led Instruction: Review adding simple fractions and combining like-terms; teacher to create problems to solve; as a class, review and discuss - 10 min	Students to go to the following website and play "www.mathgames.com/play/kingofmath.html"; students must play grade level or one grade lower ONLY math - 15 min
	Students in pairs, teacher to provide examples of four-digit division and complete as a class; students will then complete examples in pairs; share results - 15 min	Students in pairs; solve three-digit and four-digit division problems; review results and accuracy - 20 min	Teacher to play "Around the World" with flashcards and multiplication & division; winner receives extra credit on their quiz this week - 15 min	Students in pairs, answer and discuss: teacher to create several adding and subtracting fractions problems; students to solve together; review as a class - 15 min	
Bellwork Topic:	Teacher to create three three-digit multiplication problems to solve; review answers	Teacher to create three four-digit multiplication problems to solve; review answers	Teacher to create three three-five multiplication problems to solve; review answers	Teacher to create three three-digit division problems to solve; review answers	None

Daily Homework:	Teacher created worksheet (six problems) on four-digit multiplication and three-digit division; due tomorrow	Teacher created worksheet (six problems) on three-digit and four-digit division; due tomorrow	Teacher created worksheet (six problems) on five-digit division; due tomorrow	Study for quiz on four-digit and five-digit multiplication & division, as well as "Terms to Know" from Week One	Teacher created worksheet (seven problems) on five-digit division; due tomorrow

Unit : Review Fractions, Decimals, and Percents

Terms to Know:	Numerator, Denominator, Fraction Bar, Reciprocal, Whole Number, Mixed Number, Place Value, Percentage				
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 3	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Teacher to play review game with students about adding, subtracting, and multiplying fractions - 10 min
	Students to define "Terms in Know" by using Google Docs and submit them to your teacher; students may use their textbook, prior knowledge, or online sources to assist - 15 min	Watch "Math Antics - Multiplying Fractions" on YouTube (5:41 min) and discuss how to multiply fractions; review parts that were unclear; review the "Terms to Know" that were incorporated in the video - 10 min	Watch "Math Antics - Dividing Fractions" on YouTube (5:12 min) and discuss how to divide fractions; review parts that were unclear; review the "Terms to Know" that were incorporated in the video - 10 min	Watch "Visually dividing a fraction by a whole number" on YouTube (3:52 min) and discuss how to divide fractions; review parts that were unclear; review the "Terms to Know" that were incorporated in the video - 10 min	Weekly Quiz: Adding, subtracting, and multiplying fractions - 15 min
	Teacher to review how to write and understand story problems; teacher will present a fraction-based story problem and decifer how to gather the numbers to solve; solve together; repeat with new example - 10 min	Teacher-led Instruction: Review multiplying simple fractions and combining like-terms; teacher to create problems to solve; as a class, review and discuss - 10 min	Teacher-led Instruction: Review dividing simple fractions and combining like-terms; teacher to create problems to solve; as a class, review and discuss - 10 min	Students in groups of 3 or 4, answer and discuss: students to complete problems based upon dividing fractions together; they will compete against other groups in a timed event; teacher will tally the most number correct by each group, highest score wins a prize - 15 min	Individually, students will write two story problems based upon dividing fractions on notebook paper; they will turn in to their teacher when completed; teacher will pass out the papers randomly to other students to solve - 15 min
	Students in pairs, answer and discuss: teacher to create several fraction-based story problems; students to solve together; review as a class - 15 min	Students in pairs, answer and discuss: teacher to create several multiplying fractions problems; students to solve together; review as a class - 15 min	Students in pairs, answer and discuss: teacher to create several problems about dividing fractions; students to solve together; review as a class - 25 min	Teacher-led instruction: writing and interpreting story problems for dividing fractions; provide two examples and incorporate "Terms to Know" - 10 min	Teacher-led discussion: comparing fractions to decimals and how they relate; reviewing place values; students in pairs, answer several problems together and introduce the next concept - 15 min

Bellwork Topic:	Teacher to create three problems to solve based upon adding and subtracting fractions; review answers	Define at least three of the "Terms to Know" for this week	Teacher to create three problems to solve based upon multiplying fractions; review answers	Teacher to create three problems to solve based upon multiplying fractions; review answers	None
Daily Homework:	Teacher created worksheet (seven problems) on adding & subtracting fractions; due tomorrow	Teacher created worksheet (seven problems) on adding & subtracting fractions; due tomorrow	Teacher created worksheet (seven problems) on multiplying & dividing fractions; due tomorrow	Study for quiz tomorrow on adding, subtracting, and multiplying fractions	Teacher created worksheet (eight problems) on multiplying & dividing fractions; due tomorrow
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 4	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Weekly Quiz: Multiplying and Dividing Fractions - 20 min
	Teacher-led Instruction: Review multiplying & dividing simple fractions and combining like-terms; teacher to create problems to solve; as a class, review and discuss - 10 min	Watch "Math Antics - Fractions and Decimals" on YouTube (9:14 min) and discuss how to convert fractions to decimals and place values; review parts that were unclear; review the "Terms to Know" that were incorporated in the video 15 min	Teacher-led instruction: review converting decimals to fractions and their place values; teacher to provide three examples of adding & subtracting decimals; then convert answers to decimals; students to solve together as a class - 15 min	Students in pairs, answer and discuss: teacher to create several problems involving multiplying decimals; students to solve together; review as a class - 15 min	Teacher to create two story problems based upon money and decimals; decifer what is needed to solve the problem; review story problems and how the "Terms to Know" can be found within them; solve together and discuss - 15 min
	Teacher-led instruction: introduce the review of decimals and their place values; teacher to provide three examples of adding & subtracting decimals; students to solve together as a class; incorporate "Terms to Know" from Week Three - 15 min	Teacher-led instruction: review converting decimals to fractions and their place values; teacher to provide three examples of adding & subtracting decimals; then convert answers to decimals; students to solve together as a class - 15 min	Students in groups of 3 or 4, answer and discuss: teacher to create four sample problems to solve for multiplying decimals; students to work through them; teacher to review as a class - 15 min	Teacher-led instruction: review dividing decimals; teacher to provide three examples of dividing decimals decimals; then convert answers to decimals; students to solve together as a class - 15 min	Students to go to the following website and play "www.mathgames.com/play/viking-queen-defense.html"; students must play grade level or one grade lower ONLY math - 15 min
	Students in pairs, answer and discuss: teacher to create several problems about adding & subtracting decimals; use money as a comparitive; students to solve together; review as a class - 15 min	Students in pairs, answer and discuss: teacher to create five problems on adding & subtracting decimals; students to solve AND THEN convert their answer to a fraction; reduce fractions to lowest terms - 15 min	Watch "5th Grade Multiplying Decimals" on YouTube (4:35 min) and discuss: teacher to use example from video to review; address questions, practice solving problems while incorporating the "Terms to Know" - 15 min	Students to create three story problems based upon money that are based upon dividing decimals; teacher to collect the story problems and pass them out randomly; students to solve each others at random; return to student and correct answers - 15 min	

Bellwork Topic:	Teacher to create three problems to solve based upon multiplying fractions; review answers	Teacher to create three problems to solve based upon dividing fractions; review answers	Teacher to create three problems to solve based upon dividing fractions; review answers	Teacher to create three problems to solve based upon adding & subtracting decimals; review answers	None
Daily Homework:	Teacher created worksheet (eight problems) on dividing fractions; due tomorrow	Teacher created worksheet (eight problems) on dividing fractions; due tomorrow	Teacher created worksheet (four problems) on story problems based upon multiplying & dividing fractions; due tomorrow	Study for quiz tomorrow on multiplying and dividing fractions	Teacher created worksheet (eight problems) on adding & subtracting decimals; due tomorrow
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 5	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Weekly Quiz: "Terms to Know" from Week Three, as well as adding, subtracting, multiplying, and dividing decimals - 20 min
	Teacher-led instruction: review decimals and how-to convert them to percentages; review place values and how they relate to percentage conversion; provide sample problems - 15 min	Watch "Math Antics - What Are Percentages?" on YouTube (8:52 min) and discuss: what are percentages? How are fractions and percentages related? How are decimals and percentages related? Discuss aloud - 15 min	Students to write three story problems based upon decimal multiplying or dividing in Google Docs; submit to your teacher - 15 min	Teacher-led discussion: review solving for "x", discuss any misconceptions; teacher to create several problems to review - 15 min	Students to write three story problems based upon percentages in Google Docs; submit to your teacher - 15 min
	Students in pairs, answer and discuss: solve converting fractions to decimals starting with the hundredths place; teacher to provide several problems and review - 10 min	Class to play "Around the World", teacher to ask a percent and students convert it to either the fraction or decimal and vice versa; winner to receive extra credit on quiz tomorrow - 15 min	Teacher-led discussion: teacher to introduce pre-Algebra by creating problems with variables; discuss and solve together - 15 min	Using Google Docs, students to create ten problems related to solving for "x"; share with the teacher when done - 10 min	Students to go to the following website and play "www.mathgames.com/play/super-shuriken.html"; students must play grade level or one grade lower ONLY math - 15 min
	Teacher-led instruction: review how to convert decimals to percentages using the tenths place and the thousandths place; students in pairs, attempt several problems and check for accuracy - 15 min	Students in pairs, complete together: using 3" x 5" notecards, create flashcards about the "Terms to Know", converted decimals to fractions, fractions to percents, etc.; use these to study tonight for your quiz; test each other with them in class - 15 min	Students in pairs, answer and discuss: teacher to create several problems about pre-Algebra basics (solve for "x" style); students to solve together; review as a class - 15 min	Teacher to review shared Docs and solve for them with the class together - 15 min	
Bellwork Topic:	Teacher to create three problems to solve based upon converting decimals to fractions; review answers	Teacher to create three problems to solve based upon adding and subtracting decimals, relate to money; review answers	Teacher to create three story problems to solve based upon money dividing; solve answers	Teacher to create three problems to solve based upon converting decimals to percents; review answers	None

Daily Homework:	Teacher created worksheet (eight problems) on multiplying & dividing decimals; due tomorrow	Teacher created worksheet (ten problems) on multiplying & dividing decimals as if it were money; due tomorrow	Teacher created worksheet (ten problems) on solving for "x"; due tomorrow	Study for quiz tomorrow on adding, subtracting, multiplying, and dividing decimals	Teacher created worksheet (ten problems) on solving for "x"; due tomorrow

Unit:

Terms to Know:	*Rational Number, Counting Number, Whole Number, Integer, Repeating Decimal, Terminating Decimal, Absolute Value, Opposites, Inverses*				
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: Find the additive inverse and absolute value of rational numbers - 20 min
	Foundations of Algebra, Chapter One, Pages 2-3 - Read aloud and discuss what are decimals, repeating decimals, and terminating decimals? What specifically characterizes each? Review the examples given and explain the difference - 20 min	Teacher to review "Rational Numbers" from yesterday; review repeating decimals and provide examples (.333, .666, .111, .4545); review terminating decimals and provide examples; show how fractions are really a division problem - 15 min	Watch "What is an Integer? | PBSMathClub" on YouTube (4:31 min) and discuss how number lines relate to integers; what are other examples of negative numbers? Teacher to review how negative numbers are in our lives although we may not realize it - 15 min	Watch "What is Absolute Value?" on YouTube (2:19 min) and discuss how a number line provides a visual representation of absolute value; review additive inverses and their similarity to absolute value - 10 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 - 20 min
	Foundations of Algebra, Chapter One, Pages 3 - Teacher to review "Try These, #'s 1-6" with the class and discuss questions or concerns; students to attempt - 20 min	*Foundations of Algebra, Chapter One, Pages 4-5* - Read aloud and discuss rational numbers and absolute value; students to review inverses; review "Examples, #'s 1-6" - 20 min	Teacher to use a number line to display the additive inverse of a provided number; using a number line, show how absolute value is similar to an inverse - 15 min	Using computer paper, students will imagine that they own a toy store, zoo, pet shop, circus, or other fun location; they will use a number line to diagram their story inventory (positive numbers) and what items they've ordered (negative numbes); students must illustrate the items that they are purchasing or have in stock along with the appropriate integer on the number line; students will state the absolute value of each of those numbers as well as the additive inverse of each of those numbers - 40 min	
	Foundations of Algebra, Chapter One, Page 3 - Students in pairs, work together to attempt "Try These, #'s 7-12" and review with the class - 20 min	*Foundations of Algebra, Chapter One, Page 5* - Students in pairs, complete "Try These, #'s 1-8" and discuss as a class, check for accuracy - 20 min	Students to create a number line, teacher to provide fifteen different numbers that are both positive and negative that must be plotted on the number line in the correct order; teacher to verify for accuracy - 15 min		*Foundations of Algebra, VI. Divisibility Rules, Page 406* - Teacher to review the rules for dividing and the foundations of them; how can you tell if a number is divisible by another? Teacher to provide examples based upon the review - 20 min

Bellwork Topic:	What are the place values to the right of a decimal? List the first three; Teacher to review	*Foundations of Algebra, Chapter One, Page 3* - Complete #'s 13-14 and discuss with class	*Foundations of Algebra, Chapter One, Page 5* - Complete "Discuss and Write" in complete sentences, review and discuss	Teacher to create a number line and students will plot six numbers correctly on that number line	None
Suppliment Extra Time With:	Additional teacher review of each type of decimal	Additional teacher review of inverse numbers	Additional review of absolute zero and practice problems	Review using a number line the additive inverse and absolute value of rational numbers	Additional time on Prodigy to review math skills
Daily Homework:	Teacher-created worksheet (ten problems) of identifying decimals or integers	Teacher to assign section of Practice Book Lesson 1-1 to complete	Teacher to assign section of Practice Book Lesson 1-2 to complete	Study for quiz on absolute value and additive inverses of rational numbers	Teacher-created worksheet (twelve problems) of dividing large numbers by 2-10 and how to tell what they'r divisible by
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: "Terms to Know from Week Six" as well as Prime Factorization and GCF - 10 min
	Foundations of Algebra, Chapter One, Pages 6-7 - Read aloud and discuss what the Greatest Common Factor is and how to devise it? What is prime factorization? How can GCF be used to simplify fractions? - 20 min	Teacher to provide examples of prime factorization and how to solve for the GCF for given numbers - 15 min	Teacher to review cross multiplying and providing examples of solving for a variable therein; students in pairs, complete and discuss solving for the variable in the examples - 20 min	Teacher to create examples of fractions, students to solve for the LCD; students in pairs, solve an additional set of examples in solving for the LCD - 20 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 - 20 min
	Teacher to provide examples of GCF and solving for them; students in pairs to solve the examples and discuss as a class; how does prime factorization help with organizing this? What other similar methods are available to use? - 20 min	*Foundations of Algebra, Chapter One, Page 7* - As a class, complete "Try These, #'s 1-6" together and review; teacher to provide additional examples as needed - 20 min	*Foundations of Algebra, Chapter One, Pages 8-9* - What is a Least Common Multiple and Least Common Denominator? How are they similar to each other? How does prime factorization help solve for each? Review what a prime number is - 20 min	Watch "LCM for beginners" on YouTube (3:48 min) and discuss how making a chart or list of the multiples can be helpful; teacher to practice this method by writing out a list of the multiples for students to see and use to solve the LCM for a pair - 20 min	

	Watch "Math Antics - Prime Factorization" on YouTube (6:40 min) and discuss what factoring means? What is a prime factor? How can you calculate what a prime factor is? Teacher to provide examples of numbers and students to calculate their prime factorization - 20 min	Teacher to review cross multiplying and providing examples of solving for a variable therein; students in pairs, complete and discuss solving for the variable in the examples - 20 min	*Foundations of Algebra, Chapter One, Page 9* - Teacher to review "Try These, #'s 1-5" with class and answer questions; students in pairs, attempt "Try These, #'s 6-10" and review with the teacher - 20 min	Students to create a list of five pairs of numbers and submit them to their Teacher; Teacher to provide the five pairs at random to other students, those students solve for eachother's pairs to find the LCM; discuss results afterwards, similar to peer editing - 20 min	Watch "Adding Fractions with Different Denominators" on YouTube (5:44 min) and discuss examples of solving for the LCD; Teacher to provide examples and solve together; students in pairs to solve additional examples of solving for LCM and LCD - 20 min
Bellwork Topic:	Teacher to create a number line and students must plot six numbers on it	Teacher-created examples (three) of numbers, students to solve their prime factorization	Teacher to create cross multiplying examples (two) to solve	Teacher to create cross multiplying examples (three) to solve	None
Suppliment Extra Time With:	Additional review of prime factorization	Additional teacher review of cross multiplying	Additional review of LCM and LCD	Additional review of LCM and LCD	Review of finding the LCM and LCD as a class
Daily Homework:	Teacher to assign section of Practice Book Lesson 1-3 to complete	Teacher-created worksheet (ten problems) including single-digit numbers for cross multiplying	Teacher-created worksheet (ten problems) including solving for the LCD and LDCM	Study for quiz on "Terms to Know from Week Six" as well as Prime Factorization and solving for GCF	Teacher to assign section of Practice Book Lesson 1-4 to complete
Terms to Know:	*Cross-Products Rule, Compatible Numbers, Front-End Estimation, Unlike Signs, Distributive Property*				
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: Find the LCD and LCM of groups of numbers - 20 min

Week 8	*Foundations of Algebra, Chapter One, Pages 10-11* - Read aloud and discuss how to express the comparing of rational numbers; review the examples and what "<, >, and =" mean in an expression; what is the Cross Products Rule? - 20 min	*Foundations of Algebra, Chapter One, Pages 12-13* - Read aloud and discuss how to estimate combining rational numbers; use the tools provided to calculate how to estimate the answers of the examples - 20 min	*Foundations of Algebra, Chapter One, Pages 14-15* - Read aloud and review rational numbers; review absolute value; how does rounding help you to solve a problem? Teacher to review examples in the book with students aloud - 20 min	*Foundations of Algebra, Chapter One, Pages 16-17* - Review adding rational numbers, then read aloud pages 16-17 and discuss how like signs can lead to similar processing as the previous lesson; what steps are needed when adding / subtracting fractions? - 20 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 - 20 min
	Teacher to provide examples of comparing numbers on a number line and properly placing fractions on a number line; students to solve for where fractions should appear on a number line - 15 min	Teacher to provide ten examples to students of combining numbers via various arithmetic means; students to estimate what the answers are based upon logical processing - 20 min	Teacher to create similar examples to those in the book; students in groups of 3 or 4, solve the examples by rounding and estimating; add the equations to test your estimations; teacher to review estimates verses math and assess - 20 min	Using colored pencils or markers, students are to individually create five multi-colored problems with a different color representing the whole number, numerator, and demoninator; find the LCD and match colors; subtract as indicated; teacher to review - 25 min	
	Foundations of Algebra, Chapter One, Page 11 - Students in pairs, complete "Try These, #'s 1-5" together and review as a class; teacher to provide additional examples to solve in pairs to further understanding - 20 min	Students in pairs, teacher to provide students ten different items; students to estimate the length of each item in centimeters and inches; students to use a ruler to verify; for each item, students to write a sentence indicating how close their estimation was and why they thought this way? - 20 min	*Foundations of Algebra, Chapter One, Page 15* - Students individually solve "Try These, #'s 1-4", teacher to assess and correct; as a class, teacher to lead "Try These, #'s 5-9" and review for validity - 20 min	*Foundations of Algebra, Chapter One, Page 17* - Continuing to use colored pencils/markers, students to solve "Try These, #'s 1-5" in groups of 3 or 4; Teacher to review; how does the colored lines help you follow the math better? - 15 min	Teacher to review adding and subtracting rational numbers; teacher to create examples that model those in the book; students to use pie charts with colored in segments to view fractions and combining them as required to solve - 20 min
Bellwork Topic:	Solve for the LCM of two problems and the LCD of two problems	Using a number line, compare the value of five different fractions and placement upon the line	Using a number line, add negative and positive integers together; teacher to create three examples	Using a number line, add negative and positive integers together; teacher to create four examples	None
Suppliment Extra Time With:	Additional time using a number line to place fractions on it	Additional time reviewing front-end estimation and rounding	Additional time reviewing adding of rational number examples	Additional time reviewing subtracting rational number examples	Additional time on Prodigy to review math skills

Daily Homework:	Teacher to assign section of Practice Book Lesson 1-5 to complete	Teacher to assign section of Practice Book Lesson 1-6 to complete	Teacher to assign section of Practice Book Lesson 1-7 to complete	Study for quiz on finding the LCD and LCM of groups of numbers	Teacher to assign section of Practice Book Lesson 1-8 to complete
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" as well as adding, subtracting, multiplying, and dividing rational numbers - 20 min
	Teacher to review adding and subtracting decimals and fractions; practice converting decimals to fractions and reverse; Teacher to provide examples of converting decimals to fractions - 20 min	Teacher to review short division and provide multiple examples for students to practice; students to continue to practice short division and address concerns - 15 min	*Foundations of Algebra, Chapter One, Pages 18-19* - Read and discuss how to mutliply mixed numbers or fractions; review finding the LCM or LCD; review "Example, page 19" and distributive property - 15 min	*Foundations of Algebra, Chapter One, Pages 20-21* - Read aloud and discuss complex fractions and inverses; Review how to divide fractions, teacher to provide examples - 20 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 - 20 min
	Teacher to review how to do short division with the students and provide several examples to practice with; begin with single-digit number dividing into two-digit numbers; students to practice several examples of short division work - 20 min	Watch "Short Division with Remainders" on YouTube (3:52 min) and discuss how to address with a remainder; how can short division help your with fractions? Teacher to use fractions as a means to short division - 15 min	Teacher to provide multiple examples of the Distributive Property and how to utilize; demonstrate use with whole numbers, fractions, and decimals - 20 min	Teacher to provide several examples of dividing fractions; Reference *"Skills Update, Pages 409-410"* to review examples; review how to convert complex fractions and simplifying answers - 20 min	
	Watch "Speed Guide to Short Division" on YouTube (2:51 min) and discuss how short division is set up; how can this help you with your math skills better? Students to make flash cards of multiplication or division tables that they're unfamiliar with, including reducing fractions; test themselves - 15 min	Students in pairs, teacher to provide students with several examples of fractions that the demoninator can be divided into the numerator via short division; compute examples and review with Teacher for accuracy - 15 min	*Foundations of Algebra, Chapter One, Page 19* - As a class, teacher to lead "Try These, #'s 1-4" and discuss concerns; teacher to create additional examples of distributive property-related properties - 15 min	Teacher to review short division and how it can be used to solve for simplifying complex fractions - 15 min	Teacher to review short division and solving for simplifying complex fractions - 15 min

Bellwork Topic:	Teacher-created problems (three) of adding fractions and decimals	Teacher-created problems (three) of subtracting fractions and decimals	Teacher-created problems (three) of short division use	*Foundations of Algebra, Chapter One, Page 19* - Complete "Discuss and Write" in complete sentences, review and discuss	None
Suppliment Extra Time With:	Practice using short division	Practice using short division	Practice using Distributive Property problems	Practice using Distributive Property problems	Practice using short division to simplify complex fractions
Daily Homework:	Teacher-created worksheet (ten problems) of using short division	Teacher-created worksheet (fifteen problems) of using short division	Teacher to assign section of Practice Book Lesson 1-9 to complete	Study for quiz on "Terms to Know from Week Eight" as well as adding, subtracting, multiplying, and dividing rational numbers	Teacher to assign section of Practice Book Lesson 1-10 to complete
Terms to Know:	*Multiplicative Property of -1, Density Property of Rational Numbers, Distributive Property, Exponential Form, Power*				
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: Properly use the Distributive Property, Multipilicative Property of -1, and Density Property - 20 min
	Foundations of Algebra, Chapter One, Page 22-23 - Read aloud and discuss the Multiplicative Property of -1 and how to calculate it; review examples are displayed on page 23 and provide additional examples - 15 min	*Foundations of Algebra, Chapter One, Page 23* - Teacher to review the Density Property of Rational Numbers and how to solve for it; As a class, teacher to create similar problems to those on page 23 and review - 15 min	Teacher to review the three previously discussed properties and how to solve for them; address any student concerns and how to solve for them correctly - 15 min	Teacher to review combining exponents of similar bases and how to do so; review negative and zero exponents; students to solve problems and teacher to address concerns - 20 min	Students to go to the following website and play "https://play.prodigygame.com/"; students may need to create an

	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 10	Teacher to explain the Density Property of Rational Numbers and how to calculate it; begin by using whole numbers and proceed to fractions and decimals; review how to combine fractions and decimals properly - 15 min	Students in pairs, teacher to create pairs of numbers and students in pairs work to solve using the Density Property of Rational Numbers; teacher to verify work for accuracy - 15 min	*Foundations of Algebra, Chapter One, Page 24-25* - Read aloud and discuss Exponential Form; what are exponents? What does it mean to have negative exponents or zero as an exponent? Teacher to create and review examples - 20 min	Watch "How to simplify a fraction raised to a negative exponent" on YouTube (2:55 min) and discuss how a negative exponent is really a reciprical of a positive exponent; teacher to provide example problems - 15 min	account the first time that they play - 20 min
	Teacher to provide several exmples of combining fractions and how to find the number between them; use a number line to illustrate; Teacher to lead the class through "Try These, #'s 1-5" and discuss how the answer was obtained - 20 min	Teacher to review the three properties previously studied; using computer paper, students will provide five examples of each of the three properties by writing them in colored pencils or markers and solving for them correctly - 20 min	Students in pairs, Teacher to create several examples to solve of negative exponents in equations, combining similar bases (and subtracting the exponent), and multiplying similar bases (and adding the exponent); students complete and teacher to review for accuracy - 15 min	*Foundations of Algebra, Chapter One, Page 25* - Teacher to lead "Try These, #'s 1-5" as a class and answer questions for each - 15 min	Students in pairs, teacher to create problems to solve with exponents; students to solve for answers and teacher to check for accuracy - 15 min
Bellwork Topic:	Teacher to provide three examples of short division related problems	Teacher to provide three examples of solving problems with the Multiplicative Property of -1	Teacher to provide two examples of solving for Density Property of Rational Numbers	Teacher to provide two examples of solving for negative exponents and combining exponents	None
Suppliment Extra Time With:	Additional practice on Density Property of Rational Numbers	Additional review and practice of the Density Property of Rational Numbers	Additional review of combining exponents	Additional review of combining exponents with similar bases	Additional review of negative exponents and combining them
Daily Homework:	Teacher-created worksheet (ten problems) on using the Density Property of Rational Numbers	Finish your five examples of each of the three properties from class today; due tomorrow!	Teacher to assign section of Practice Book Lesson 1-11 to complete	Study for quiz on the proper use of the Distributive Property, Multiplicative Property of -1, and Density Property	Teacher to assign section of Practice Book Lesson 1-12 to complete
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: "Terms to Know from Week Ten" as well as Exponents and Order of Operations - 30 min

Week 11	Teacher to review negative exponents and combining bases; zero as an exponent = 1; negative exponents are the reciprical; provide several examples - 15 min	Teacher to review powers and multiplying exponents; review negative exponents as reciprricals; address concerns - 15 min	*Foundations of Algebra, Chapter One, Page 29* - Students in groups of 3 or 4, complete "Try These, #'s 1-4" and share answers as a class; discuss why your answers are correct - 20 min	Review story problems and drawing pictures to help solve; complete the sharing exercise from the previous class if it was not completed - 15 min	Students to go to the following website and play "www.vocabulary.com/signup/"; students may need to create an account the first time that they play and can sign in with their Google account; make sure to indicate that you are part of our school and search by zip code (44104); after you sign-in, go to "Play" to begin - 20 min
	Foundations of Algebra, Chapter One, Pages 26-27 - Read aloud and discuss how powers and exponents are related; review the examples on pages 26 & 27 for how to solve; create additional examples as needed; remind students that negative exponents are reciprricals - 20 min	*Foundations of Algebra, Chapter One, Pages 28-29* - Read aloud and discuss the order of operations; review a pneumonic for remembering it in order; discuss why it must be followed correctly to receive the correct answer; teacher to provide examples and students to solve together - 15 min	*Foundations of Algebra, Chapter One, Pages 30-31* - Read aloud and solve both problems together; how does drawing the picture in addition to solving the math verify the answer? Which system works better for you? - 20 min	*Foundations of Algebra, Chapter One, Pages 32-33* - Read aloud and discuss what a matrix is; reference spreadsheets and Excel or Google Sheets for this; Using Google Sheets, create the matrix as indicated in the text; Teacher to show students how to link cells together and add them together using the "SUM" feature; teacher to demonstrate how these columns/rows can be linked together to create tables that add and subtract numbers for you as you proceed - 40 min	
	Foundations of Algebra, Chapter One, Page 27 - Students in pairs, complete "Try These, #'s 1-6" and review as a class how each answer was obtained - 20 min	Students in pairs, teacher to provide example problems to solve and students verify their work with their Teacher; address concerns as they proceed - 20 min	Students in pairs, using Google Docs create your own story problem similar to those in the text; share with your teacher; teacher to provide problems at random to other students to solve - 15 min		
Bellwork Topic:	Teacher to provide several examples of solving for negative exponents	*Foundations of Algebra, Chapter One, Page 27* - Complete "Discuss and Write" in complete sentences, review and discuss	Teacher-created problems (two) that require proper order of operations to follow	Teacher-created problems (three) that require proper order of operations to follow	None
Suppliment Extra Time With:	Review of combining exponents and their properties	Additional example problems of "Order of Operations"-related problems with exponents mixed in	Additional time to solve each pairs story problems	Additional time working on your matrix (spreadsheet)	Additional time on Vocabulary.com

Daily Homework:	Teacher-created worksheet of problems (ten) solving for exponents	Teacher to assign section of Practice Book Lesson 1-13 to complete	Teacher to assign section of Practice Book Lesson 1-14 to complete	Study for quiz on "Terms to Know from Week Ten" as well as Exponents and Order of Operations	Teacher to assign section of Practice Book Lesson 1-15 to complete
Terms to Know:	— **Irrational Numbers, Terminating Decimals, Rational Number, Radical, Radicand, Square Root, Perfect Square, Prime Factorization, Pi,**				
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 12	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Weekly Quiz on Scientific Notation - 20 min
	Foundations of Algebra, Chapter Two, Pages 35-37 - Read aloud and use a concept map to discuss the key parts of scientific notation and provide examples - 15 min	*Foundations of Algebra, Chapter Two, Page 38* - Read aloud and discuss how to multiply and divide scientific notation; teacher to provide examples, students to solve them and ask questions - 15 min	Teacher to review previous contact; address and academic concerns - 10 min	Watch "What is a Square Root and a Perfect Square?	Common Core Math" on YouTube (6:38 min) and discuss questions about square roots - 10 min	Students to go to the following website and play "www.vocabulary.com/signup/"; students may need to create an account the first time that they play and can sign in with their Google account; make sure to indicate that you are part of our school and search by zip code (44104); after you sign-in, go to "Play" to begin - 20 min
	Foundations of Algebra, Chapter Two, Page 37 - Teacher to model how to write numbers in scientific notation; students to ask questions as needed - 10 min	*Foundations of Algebra, Chapter Two, Pages 38-39* - Review the "Examples #'s 1-2" and how to solve them - 10 min	Watch "Math Antics - Scientific Notation" on YouTube (14:29 min) and discuss any questions about this process - 15 min	Teacher to review previous contact; address and academic concerns; provide examples as needed for student learning - 10 min	
	Foundations of Algebra Chapter Two, Page 37 - Students in pairs, complete "Try These #'s 1-9"; teacher to circle the room as assist as needed - 15 min	*Foundations of Algebra, Chapter Two, Page 39* - Individually students will use different colored magic markers to solve "Try These #'s 1-5"; use the same color for the first numbers in the parenthesis and a different color for the second color in the parenthesis - 15 min	*Foundations of Algebra, Chapter Two, Pages 40-41* - Read aloud and discuss square roots and perfect squares; discuss the examples; refrain from using a calculator! Students need practice using their minds! Students to individually complete "Try These # 1-5"; teacher to review - 20 min	*Foundations of Algebra, Chapter Two, Pages 42-43* - Read aloud and use a "Word Wheel" graphic organizer to review square roots and perfect squares; review the examples provided; using colored pencils and a number line, solve "Try These #'s 1-8" individually - 25 min	Students to play "Around the World", teacher to include multiplying, dividing, and perfect squares in the round of play - 15 min

Bellwork Topic:	*Foundations of Algebra, Chapter One Test Prep, Page 34* - Complete "Try These, #'s 1-2"	Teacher to assign section of "Practice Book, Lesson 2-1" to complete	Teacher to assign section of "Practice Book, Lesson 2-2" to complete	Teacher to assign section of "Practice Book, Lesson 2-3" to complete	None
Suppliment Extra Time With:	Additional time explaining scientific notation	Additional time reviewing how to solve scientific notation by mutliplying and dividing	Reviewing square roots and how to solve for them	Addtitional time reviewing square roots and perfect squares	Additional time playing "Around the World"
Daily Homework:	Teacher to assign section of Practice Book, Pages 31-32 to complete	Teacher to assign section of "Practice Book, Lesson 2-1" to complete	Teacher to assign section of "Practice Book, Lesson 2-2" to complete	Study for quiz tomorrow on scientific notation!	Teacher to assign section of "Practice Book, Lesson 2-3" to complete

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"
Week 13	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Weekly Quiz: "Terms to Know from Week Twelve" as well as square roots and perfect squares - 20 min
	Foundations of Algebra, Chapter Two, Pages 42-43 - Read aloud and use a "Main Idea & Supporting Ideas" graphic organizer to outline square roots, perfect squares, and estimating square roots - 15 min	Students to create a number line with negative integers; add the square roots of -25, -16, -9, -4, -1, 1, 4, 9, 16, and 25 to the line; students will practice estimating where the locations of the square roots of 24, 18, 15, 10, 5, -8, -20, and -22 will go on the line; use different colors for each number if possible to see the variations - 25 min	Teacher to review square roots, perfect squares, and irrational numbers; students to ask questions; teacher to provide examples - 10 min	Teacher to review square roots, perfect squares, irrational numbers, and square roots as irrational numbers; students to ask questions; teacher to provide examples - 10 min	Students to go to the following website and play "www.vocabulary.com/signup/"; students may need to create an account the first time that they play and can sign in with their Google account; make sure to indicate that you are part of our school and search by zip code (44104); after you sign-in, go to "Play" to begin - 20 min
	Foundations of Algebra, Chapter Two, Page 43 - Teacher to create a number line; students will use different colored magic markers		Watch "What are Irrational Numbers?" on YouTube (3:36 min) and discuss what makes up an irrational number; what is a terminating decimal? What is pi? - 10 min	Students to create their own set of five examples of square roots with irrational numbers; trade with a partner to solve each other's work; review as peer editing to discuss accuracy; teacher to assist as needed - 20 min	

	to plot the results of the following squares (1, 2, 3, 4, 5); add to that number line the results of "Try These #'s 1-8"; teacher to check number plotting and estimating results - 25 min	*Foundations of Algebra, Chapter Two, Pages 44-45* - Read aloud and use a table to create a list of rational numbers (left side) and irrational numbers (right side); use the book as an aide; students to think of their own numbers to add to the table - 15 min	*Foundations of Algebra, Chapter Two, Pages 46-47* - Read along and discuss irrational numbers as square roots and how to solve; teacher to model how to solve based upon the examples; students to attempt "Try These #'s 1-6" and review as a class - 25 min	Students to receive a dalob of shaving cream, spread across your desk and write in it; solve for square roots, irrational numbers as squares, fractions with squres and square roots; teacher to provide examples to solve - 15 min	Students to play "Around the World", teacher to include multiplying, dividing, perfect squares, and identifying irrational numbers in the round of play - 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	None
Suppliment Extra Time With:	Additional review of estimating non-perfect squares	Additional time reviewing irrational and rational numbers	Additional time discussing what is an irrational number	Additional time using the shaving cream to review irrational numbers with square roots	Additional time on Vocabulary.com
Daily Homework:	Teacher to assign section of "Practice Book, Lesson 2-4" to complete	Teacher to assign section of "Practice Book, Lesson 2-4" to complete	Teacher to assign section of "Practice Book, Lesson 2-5" to complete	Teacher to assign section of "Practice Book, Lesson 2-5" to complete	Teacher to assign section of "Practice Book, Lesson 2-6" to complete

Unit: Properties of Multiplication

Terms to Know:	*Commutative Property, Associative Property, Identity Property, Inverse Property, Distributive Property, Closure Property, Real Numbers, Completeness Property for Points on a Number Line, Midpoint, Density Property, Pi, Natural Number, Integer, Counterexample*
Project Theme:	*Students will use Poster Board to present eight of the Properties of Algebraic Equations. Students will divide the poster board evenly down the middle and complete separate requirements for each side. These requirements are listed below and are to be completed as directed. Students will submit the project to their teacher when finished or by the due date, whichever comes first.*

Project Breakdown:	*Students will list as well as creatively illustrate, color, and describe each of the eight Properties of Algebraic Equations. To be clear, students must express the properties by using numbers; however, they must also be creative and artistic! On the left side of the poster board, students will use numbers or letters to present each of the eight properties. It is recommended to divide the left side into eight equal spaces to accommodate this. On the right side, students will use bubbles letters, shapes, designs, pictures, animals, or other ideas to display each of the eight properties. It is recommended that students divide the right side into eight equal segments. Students MUST THINK ABSTRACT to complete the portion on the right side. Have fun with this and BE CREATIVE! Students will neatly write an explanation of each property underneath (like a caption) or next to their corresponding drawing (like a sidebar). All eight properties must be represented correctly, numerically, and artistically.*				
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	Bellwork - 10 min
	Teacher to review square roots as irrational numbers and how to solve them; how to write them correctly; review prime factorization - 15 min	Teacher to create a number line to review Real Numbers, Midpoint, and Rational Numbers; graph Pi on the number line, what fraction is equal to Pi? Teacher to provide examples of square roots, irrational square roots, and where they appear on the number line - 15 min	Teacher to review the eight properties and provide examples of each; students to solve for the examples; what is closure? What is a counterexample? - 15 min	Teacher to Review Irrational Numbers as Square Roots, Square Roots, and the Eight Properties; Teacher to use the Eight Properties to demonstrate Square Roots and Irrational Numbers as Square Roots - 15 min	Weekly Quiz on Irrational Numbers as Square Roots - 20 min
	Foundations of Algebra, Chapter Two, Pages 48-49 - Read aloud about Real Numbers, what are the five types of Real Numbers? Create a table of the five types of Real Numbers with two examples of each - 20 min	*Foundations of Algebra, Chapter Two, Pages 50-51* - Read aloud the properties of Real Numbers; what are the concepts in each property? Teacher to review each of the eight properties (this section and the previous sections) and how they each incorporate into algebra; teacher to provide several examples of each, students to help solve examples; students to complete "Try These #'s 1-5" as a class, teacher to review - 30 min	Students to use the names of themselves plus five of their friends to help illustrate each of the following properties: Distributive, Associative, Commutative, and Identity; teacher to review their work for understanding - 15 min	In-class time to work on Eight Properties Project - 30 min	Students to go to the following website and play "www.vocabulary.com/signup/"; students may need to create an account the first time that they play and can sign in with their Google account; make sure to indicate that you are part of our school and search by zip code (44104); after you sign-in, go to "Play" to begin - 20 min
	Foundations of Algebra, Chapter Two, Page 49 - Teacher to create a number line from -6 to +6; as a class solve "Try These #'s 1-4"; explain each answer - 15 min		Teacher to introduce project and the requirements of it; students to begin as time permits - 10 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:	Additional review of number line practice	Additional property review	Time to work on the Eight Properties Project	Additional time to review Irrational Numbers as Square Roots by using the Eight Properties	Additional time on Vocabulary.com
Daily Homework:	Teacher to assign section of "Practice Book, Lesson 2-6" to complete	Teacher to assign section of "Practice Book, Lesson 2-7" to complete	Teacher to assign section of "Practice Book, Lesson 2-7" to complete	Study for quiz tomorrow on Square Roots as Irrational Numbers	Teacher to assign section of "Practice Book, Lesson 2-8" to complete
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 15	Bellwork - 10 min	Bellwork - 5 min	Bellwork - 10 min	Bellwork - 5 min	Bellwork - 10 min
	Foundations of Algebra, Chapter Two, Pages 52-53 - Read aloud and discuss right angles and hypotenuse; teacher to outline the basics of solving for the Pythagorean Theorem with teacher-created examples; teacher to show the "3, 4, 5" pattern in right angles; review "Example #1" and show how to complete - 20 min	Teacher to review the Pythagorean Theorem and provided several examples of how to complete; students to illustrate and apply to right triangles - 15 min	Review the Pythagorean Theorem and examples of right triangles; teacher to review homework if needed - 10 min	Teacher to review content as necessary and address questions about previous material; teacher to review isosceles triangles and lengths of sides - 15 min	Weekly Quiz: "Terms to Know from Week Fourteen" as well as using the eight properties - 20 min
		Foundations of Algebra, Chapter Two, Page 53 - As a class, complete "Try These #'s 1-4" and review your reasonings for your answers - 15 min	*Foundations of Algebra, Chapter Two, Pages 54-55* - Read aloud and connect the solving of these styles of triangles to your previous knowledge; what does isosceles mean? How do you solve for side length? - 15 min	Students in pairs, complete assigned sections from "Practice Book, Lesson 2-9" and "Practice Book, Lesson 2-10" together; teacher to review and solve together as a class to verify responses; teacher to create additional problems on the Clever Board to verify accuracy - 30 min	In-class time to work on your project - 20 min
	In-class time to work on your project - 20 min	In-class time to work on your project - 20 min	*Foundations of Algebra, Chapter Two, Page 55* - Students in pairs, using the information provided in the textbook complete "Try These #'s 1-5" and review responses with your teacher - 20 min		

Bellwork Topic:	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Teacher to create two Pythagorean Theorem problems to solve	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Teacher to assign section of "Practice Book, Lesson 2-10" to complete	Teacher to assign section of "Practice Book, Lesson 2-10" to complete
Suppliment Extra Time With:	Additional in-class time for your project	Additional discussion on how to solve for the Pythagorean Theorem	Additional time spent reviewing calculating the length of sides and hypotenuse for each style	Additional time reviewing how to solve for Pythagorean Theorem and Special Right Triangles	Work on your project
Daily Homework:	Teacher to assign section of "Practice Book, Lesson 2-8" to complete	Teacher to assign section of "Practice Book, Lesson 2-9" to complete	Teacher to assign section of "Practice Book, Lesson 2-9" and "Practice Book, Lesson 2-10" to complete	Teacher to assign section of "Practice Book, Lesson 2-10" to complete	Work on your project
Terms to Know:	***Pythagorean Theorem, Hypotenuse, Right Angle, Isosceles, Mathematical Expression, Variable, Numerical, Algebraic***				
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	Bellwork - 10 min
	Teacher to review the Pythagorean Theorem and Special Right Triangles; provide sample problems to work through - 10 min	Teacher to review Special Right Triangles and how to solve for the hypotenuse; review Pythagorean Theorem - 10 min	*Foundations of Algebra, Chapter Two, Pages 61-62* - Review and discuss how showing your work helps when completing word problems; discuss how to find what the problem is truly asking; complete "Try These #1" together and "Item Analysis #'s 1-2" in pairs; discuss responses when complete; what is the rationale for the correct responses? - 30 min	Teacher to provide examples of reading passages from the book that the students are reading in ELA; what is the author asking for in these passages? What may be foreshadowing or underlining meanings in these sections? - 15 min	Weekly Quiz on Pythagorean Theorem and Special Right Triangles - 20 min
	Foundations of Algebra, Chapter Two, Pages 58-59 - Read about Problem-Solving in math and how to organize the data appropriately; read aloud the facts about the problems and decide how to solve each; follow the examples provided in the text	*Foundations of Algebra, Chapter Two, Page 60* - Read aloud about Pythagorean Triples and relate to previous knowledge; introduce two Greek philosophers' formats for finding them in "Examples #'s 1-2"; review for accuracy and discuss; students in pairs, complete "Try These #'s 1-4" and discuss as a class - 20 min		*Foundations of Algebra, Chapter Three, Pages 64-65* - Teacher to use reading comprehension strategies to review mathematical expressions that are provided as examples; include additional examples; complete "Try These #'s 1-4" as a class and review - 15 min	Finish your project, it is due tomorrow! - 25 min

	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
	examples provided in the text with the graphics provided (Venn Diagram and Cartesian Coordinate Grid); teacher to connect this practice exercise to right triangles and story problems for provided amounts - 30 min	Students in pairs, complete asigned problems in "Practice Book, Lesson 2-12" for review; teacher to verify accuracy - 10 min	*Foundations of Algebra, Chapter Three, Pages 64-65* - Read aloud and discuss what mathematical expressions are; teacher to provide examples; how do the written examples inform you exactly what is requested? Review the "Word Phrase" box, teacher to provide additional examples - 15 min	*Foundations of Algebra, Chapter Three, Pages 64-65* - Students in groups of 3 or 4, complete "Try These #'s 5-9" together and review as a class; what is found in the terminology that makes your answers correct? Teacher to provide additional examples as time permits - 15 min	tomorrow? - 25 min
Bellwork Topic:	Teacher-created Special Right Triangle problems	Teacher to assign section of "Practice Book, Lesson 2-10" to complete	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-assigned problems from "Practice Book, Lesson 2-12" to review and complete	Teacher-assigned problems from "Practice Book, Lesson 2-12" to review and complete	Additional review of mathematical expressions	Review how to decifer what each mathematical expression is stating; include additional examples	Additional time to work on your project
Daily Homework:	Teacher to assign section of "Practice Book, Lesson 2-10" and "Practice Book, Lesson 2-12" to complete	Teacher to assign section of "Practice Book, Lesson 2-12" to complete	Work on project!	Study for quiz tomorrow on Pythagorean Theorem and Special Right Triangles	Finish your project, it is 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
	Foundations of Algebra, Chapter Three, Pages 66-67 - Read aloud and use a "Main Idea & Supporting Ideas" graphic organizer to hone in on the term "algebraic expression" and what it means; provide examples as needed - 20 min	Teacher to review substituing the variable into mathmatical expressions; provide examples as needed - 10 min	*Foundations of Algebra, Chapter Three, Page 69* - Review the properties from prior units and new material; teacher to provide examples of each property to ensure understanding and content knowledge - 20 min	Teacher to review formulas and substituting variables for them; how to evaluate expressions; review the precepts of various formulas - 15 min	Weekly Quiz on "Terms to Know from Week Sixteen" and mathmatical expressions - 20 min

Week 17	*Foundations of Algebra, Chapter Three, Page 67* - Teacher to introduce substituting for the variable in these expressions; teacher to model "Try These #'s 1-2" and discuss aloud; address questions - 10 min	Students in groups of three 3 or 4, create your own list of five mathmatical algebraic expressions (do not solve them); students to exchange their list with another group and solve their expressions; teacher to cirle to each group to help as needed - 20 min	*Foundations of Algebra, Chapter Three, Page 69* - As a class, complete "Try These #'s 1-6" and discuss responses; teacher to create additional examples for reinforcement - 15 min	Teacher to divide the class in half, in a "race" format students will come to the Clever Board and solve formulas for a value by substituting in for the variable; the winning side earns extra credit on the quiz tomorrow - 15 min	Teacher to review one-step equations and the properties affiliated with them; review algebraic expressions and connect together - 10 min
	Foundations of Algebra, Chapter Three, Page 67 - Students in pairs, use different-colored pencils for each factor; combine like terms and evaulate by substituting for the variable; review as a class - 15 min	*Foundations of Algebra, Chapter Three, Pages 68-69* - Read aloud and discuss what equations are; what did you think they were based upon your prior knowledge? How do you balance both sides of the equation? Review the properties as shown and introduce new ones - 15 min	Students in pairs, solve together one-at-a-time various teacher-assigned problems in "Practice Book, Lesson 3-3" and discuss; after each problem, review the answer and discuss reasonings for the response - 10 min	*Foundations of Algebra, Chapter Three, Pages 70-71* - Read aloud and discuss how the addition & subtraction properties of equality relate to equations; practice the "Examples #'s 1-4" together on the Clever Board; Teacher to review questions and address needs - 15 min	*Foundations of Algebra, Chapter Three, Page 71* - Teacher to model how to correctly solve "Try These #'s 1-2" and review the process; students in groups of 3 or 4, complete "Try These #'s 3-9" together and discuss your responses, teacher to address concerns as needed - 15 min
Bellwork Topic:	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Teacher to assign section of "Practice Book, Lesson 3-2" to complete	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 modeling the process of how to substitute the variable	Teacher to review algebraic expressions and solving for them	Teacher to review equations and their solutions	Additional time to complete the "race" on substituting in the value for one-step equations at the board	Additional time to review one-step equations
Daily Homework:	Teacher to assign section of "Practice Book, Lesson 3-1" and "Practice Book, Lesson 3-2" to complete; due tomorrow!	Teacher to assign section of "Practice Book, Lesson 3-2" to complete; due tomorrow!	Teacher to assign section of "Practice Book, Lesson 3-3" to complete; due tomorrow!	Study for quiz tomorrow on "Terms to Know from Week Sixteen" and mathmatical expressions	Teacher to assign section of "Practice Book, Lesson 3-3" and "Practice Book, Lesson 3-4" to complete; due tomorrow!
Terms to Know:	*Equation, Multistep Equation, Distributive Property,*				
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 18	*Foundations of Algebra, Chapter Three, Pages 72-73* - Read aloud and review the division & multiplication properties of equality; Teacher to provide examples to review together; discuss "Examples #'s 1-4 in the textbook and how the solution was solved - 25 min	Teacher to review one-step processes for solving mathmatical expressions; Teacher to review examples and answer questions about processes - 10 min	Teacher to review the two-step process; teacher to create examples on the Clever Board to review; examples to include adding and subtracting and solving through the equation - 10 min	*Foundations of Algebra, Chapter Three, Page 76* - Read aloud and review the two-step process; Teacher to create real world examples that demonstrate this as well; ask students for additional thoughts and examples - 10 min	Teacher to review homework and discuss two-step equations; provide sample problems as needed - 10 min
	Foundations of Algebra, Chapter Three, Page 73 - Using Google Paint or another similar platform, students in pairs; solve "Try These #'s 1-10" and discuss results; teacher to review responses after each on the Clever Board to ensure accuracy - 20 min	*Foundations of Algebra, Chapter Three, Pages 74-75* - Read through the steps in this format to understand how the two-step process works; the tiles may be confusing; Teacher to describe how the process works by illustrating symbols on the Clever Board and comparing those - 20 min	Students to individually create their own set of five equations that require two-steps to solve; created equations should be single-digit numbers with a variable; students to pair up and exchange problems with another student; solve through eachother's work similar to peer editing; students to discuss concerns with eachother; teacher to help correct math and guide to the proper method/answer - 25 min	*Foundations of Algebra, Chapter Three, Pages 76-77* - Teacher to review the "Examples" on page 77; students to come to the CLEVER Board to solve additional teacher-created examples; discuss any confusion, especially surrounding inverse operations - 20 min	*Foundations of Algebra, Chapter Three, Page 78* - Read aloud and use a "Word Wheel" to create sample problems of two-step equations; write the term in the center and sample problems on the spokes; students to solve the spokes and use as a study aide - 20 min
		Foundations of Algebra, Chapter Three, Page 75 - Teacher to explain using the properties of multiplication & division how to make an adjustment first to an equation, then solve for it; work together to solve "Try These #'s 4-7" - 15 min	Students in pairs, teacher to assign problems to solve in "Practice Book, Lesson 3-6" without using the models; students to solve the math without the models and teacher to review their work as they progress - 10 min	*Foundations of Algebra, Chapter Three, Page 77* - Students in pairs, complete "Try These #'s 1-5" without a calculator; then, use your Chromebooks to check your work; Teacher to review work with students - 15 min	*Foundations of Algebra, Chapter Three, Page 79* - Individually, students to complete "Try These #'s 1-4"; teacher to review after completion and discuss errors; correct as needed - 15 min
Bellwork Topic:	Teacher to assign section of "Practice Book, Lesson 3-3" to complete	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Teacher to assign section of "Practice Book, Lesson 3-5" to complete	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Teacher-created problems (two) about two-step equations
Suppliment Extra Time With:	Additional time reviewing reseponses and providing examples for one-step equations	Teacher to assign section of "Practice Book, Lesson 3-4" to complete	Teacher to assign section of "Practice Book, Lesson 3-6" to complete	Review of how to solve for the variable in two-step equations	Additional review of homework

Daily Homework:	Teacher to assign section of "Practice Book, Lesson 3-4" to complete; due tomorrow!	Teacher to assign section of "Practice Book, Lesson 3-4" and "Practice Book, Lesson 3-5" to complete; due tomorrow!	Teacher to assign section of "Practice Book, Lesson 3-5" and "Practice Book, Lesson 3-6" to complete; due tomorrow!	Teacher to assign section of "Practice Book, Lesson 3-7" to complete; due tomorrow!	*Foundations of Algebra, Chapter Three, Page 79* - Complete "Try These #'s "4-10"; due tomorrow!
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 19	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bi-weekly Quiz on "Terms to Know from Week Eighteen" and multistep equations - 15 min
	Review homework and discuss student questions about two-step equations - 15 min	Teacher to review homework and address questions - 10 min	Teacher to review homework and discuss combining like terms for multistep equations - 10 min	Teacher to review fractions and mixed number combinations - 10 min	Students to individually complete teacher assigned problems in "Practice Book, Lesson 3-10"; bring to Teacher to review for accuracy after every three problems - 15 min
	Students in pairs, complete teacher-assigned problems in "Practice Book, Lesson 3-8"; review content and discuss - 20 min	*Foundations of Algebra, Chapter Three, Pages 80-81* - Students to use colored pencils or Google Paint to outline examples to combine like terms and see how they combine easily; Review "Examples" on page 81; As a class and using the same method, complete "Try These #'s 1-4" and discuss - 20 min	*Foundations of Algebra, Chapter Three, Pages 82-83* - Read aloud and discuss how this process is similar to previous work but now fractions and decimals are incorporated; Teacher to review converting fractions to mixed numbers and fractions to decimals; Teacher to create several examples to ease students into the textbook work; As a class complete "Try These #'s 1-5" and discuss how to solve for each - 30 min	*Foundations of Algebra, Chapter Three, Page 84-85* - Read aloud and discuss how to convert repeating decimals to fractions; using your Chromebooks' calculator, teacher to provide a few easier examples, then try the "Examples" in the text; students to test numbers to practice and familiarize with the calculator - 20 min	*Foundations of Algebra, Chapter Three, Pages 86-87* - Read aloud and discuss absolute values; Teacher to use a number line to reiterate how the absolute value is found; explain that absolute values are ALWAYS a positive value and how to arrive at that; use the "Examples" to help explain - 10 min
	Foundations of Algebra, Chapter Three, Page 80 - Read aloud and discuss how to solve by combining like-terms; Teacher to use different shapes (triangle, circle, square, star) to place around like-terms to combine them; Teacher to provide examples for students to complete - 10 min	Students in groups of 3 or 4, complete teacher-assigned problems in "Practice Book, Lesson 3-9"; illustrate shapese around like-terms as applicable; review as a class as time permits - 15 min		*Foundations of Algebra, Chapter Three, Page 85* - Individually, complete "Try These #'s 1-6"; review as a class and discuss your answers; explain the reasoning for each as applicable - 15 min	*Foundations of Algebra, Chapter Three, Page 87* - Students in pairs, complete "Try These #'s 1-6" together and review as a class how to arrive at each value - 15 min

Bellwork Topic:	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Teacher created examples (three) of combining like terms	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Teacher created examples (three) of converting to mixed numbers	None
Suppliment Extra Time With:	Review of multistep equations	Additional review of combining like terms	Teacher to provide additional examples of converting fractions to mixed numbers	Additional review of converting fractions to decimals and vice versa	Review absolute value by using fractions and decimals
Daily Homework:	Teacher to assign section of "Practice Book, Lesson 3-8" to complete; due tomorrow!	Teacher to assign section of "Practice Book, Lesson 3-8" and "Practice Book, Lesson 3-9" to complete; due tomorrow!	Teacher to assign section of "Practice Book, Lesson 3-9" and "Practice Book, Lesson 3-10" to complete; due tomorrow!	Study for quiz tomorrow on "Terms to Know from Week Sixteen" and solving multistep equations	Teacher to assign section of "Practice Book, Lesson 3-12" to complete; due tomorrow!
Terms to Know:	*Repeating Decimals, Absolute Value, Guess and Test, Inequalities, Numerical, Algebraic, Equivalent Inequalities, Boundary Point, Domain, Solution Set, Empty Set,*				
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	Bellwork - 10 min
	Teacher to review homework and discuss where absolute value fits in the order of operations (PEMDAS); Teacher to create examples for supplimentary review and discussion - 10 min	*Foundations of Algebra, Chapter Three, Page 93* - Teacher to read "Sample Test Item" aloud; use a "Sequence" organizer to outline how to solve the problem; students follow along and verbalize how to solve - 10 min	*Foundations of Algebra, Chapter Four, Page 96* - Read aloud and discuss what ineqaulities are; Use a "Concept Map" to outline the differences in numberical and algebraic types, use examples for additional bubbles - 15 min	*Foundations of Algebra, Chapter Four, Page 97* - Teacher to review homework and create problems similar to those examples on this text page; students to use different colored pencils to outline points, the boundary point, and range - 20 min	Teacher to review homework and inequalities; review solution sets and what characterizes them - 10 min
	Foundations of Algebra, Chapter Three, Page 90 - Teacher to read aloud the problem and discuss what is being sought in the question; Illustrate on the CLEVER Board, students read each step in the sequence and work through it together - 15 min	Students to create their own story problem similar to the sample problem; use a "Sequence" graphic organizer to outline how to solve your created problem; plug in your answer to check your work - 20 min	*Foundations of Algebra, Chapter Four, Page 97* - Teacher to use a number line to illustrate examples of inequalities and a boundary point; explain how to graph inequalities; as a class complete "Try These #'s 1-4" and discuss - 20 min	*Foundations of Algebra, Chapter Four, Page 98* - Read aloud and discuss what a solution set it; how does it correlate to inequalities? What is an empty set? Teacher to create examples to explain and review - 15 min	*Foundations of Algebra, Chapter Four, Page 100* - Read aloud and incorporate solution sets into the examples; Teacher to explain how arithmatic is incorporated into inequalities; provide examples for students to attempt - 15 min

	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
	Foundations of Algebra, Chapter Three, Page 91 - Students in pairs, read this problem together and discuss how to solve it; create illustrations to assist; students to witness how the answer was arrived upon; complete teacher assigned problems in "Practice Book, Lesson 3-14" - 20 min	Students to share their work and how to solve each on the CLEVER Board; review your steps, the class will solve each shared story problem together as each student presents it - 15 min	Students in pairs, work together to complete teacher assigned problems in "Practice Book, Lesson 4-1" and review; Teacher to circle the room to assist each pair as needed - 15 min	*Foundations of Algebra, Chapter Four, Page 99* - Students individually complete "Try These #'s 1-2", teacher to review and discuss answers together - 10 min	Students in pairs, work together to complete teacher assigned problems in "Practice Book, Lesson 4-3" and review; Teacher to circle the room to assist each pair as needed - 20 min
Bellwork Topic:	Teacher created examples (five) of converting repeating decimals to fractions	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	*Foundations of Algebra, Chapter Three, Page 94* - Complete "Try These #'s 1-3" and discuss / review	*Foundations of Algebra, Chapter Four, Page 97* - Complete "Try These #'s 5-8" and review	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes
Suppliment Extra Time With:	Assistance with problems in "Practice Book, Lesson 3-14"	Teacher to provide examples from "Practice Book, Pages 101-102" to work upon together to review	Teacher to provide additional sample problems analyzing inequivalent inequalities	Discuss solution sets and how they relate to inequalities	Additional time to work on and review sample problems with adding inequalities
Daily Homework:	Teacher to assign section of "Practice Book, Lesson 3-14" to complete; due tomorrow!	Teacher to assign section of "Practice Book, Pages 101-102" to complete; due tomorrow!	Teacher to assign a different section than the previous day of "Practice Book, Pages 101-102" to complete; due tomorrow!	Teacher to assign section of "Practice Book, Lesson 4-1" and "Practice Book, Lesson 4-2" to complete; due tomorrow!	*Foundations of Algebra, Chapter Four, Page 101* - Complete "Try These #'s 1-5"; 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	Bi-weekly Quiz on "Terms to Know from Week Twenty" and inequalities (concepts, adding, subtracting, multiplying, & dividing them) - 15 min
	Teacher to review homework and discuss how inequalities change when adding to them - 10 min	Teacher to review adding and subtracting inequalities; using number line and visual aides to clarify any errors in processing - 10 min	*Foundations of Algebra, Chapter Four, Page 106* - Read aloud and review fractions; teacher to provide examples on simplifying fractions; Teacher to ask "what does the fraction bar mean? What is the opposite of that?" - 15 min	Watch "3.5 Solving Inequalities with Multiplication and Division.avi" on YouTube (3:07 min) and discuss any questions on how to solve problems in the video; Teacher to provide additional examples - 10 min	*Foundations of Algebra, Chapter Four, Page 109* - Teacher to review two-step inequalities; as a class solve "Try These #'s 5-7" and discuss any errors or confusion in solving - 15 min

Week 21	*Foundations of Algebra, Chapter Four, Pages 102-103* - Read aloud and discuss subtraction inequalities; Teacher to model solving examples using different colors on the CLEVER Board - 15 min	*Foundations of Algebra, Chapter Four, Pages 104-105* - Read aloud and discuss; use a "Word Wheel" graphic organizer to outline key concepts and examples; Teacher to review "Examples" on the CLEVER Board - 20 min	*Foundations of Algebra, Chapter Four, Page 107* - Teacher to review "Examples" and provide additional examples of converting fractions to whole numbers and solving for variables in the problems - 10 min	*Foundations of Algebra, Chapter Four, Page 108* - Read aloud and discuss how to solve inequalities with multiple steps; Students to create three examples on notebook paper and exchange with another student; solve each other's examples and meet to compare results - 25 min	*Foundations of Algebra, Chapter Four, Page 110* - Read the examples aloud and discuss the Distributive Property; Teacher to create examples of distributing simple formulas for review; incorporate inequalities gradually - 15 min
	Students in groups of 3 or 4, work together to complete teacher assigned problems in "Practice Book, Lesson 4-4" and review; Teacher to circle the room to assist each pair as needed - 20 min	*Foundations of Algebra, Chapter Four, Page 105* - Students to approach the CLEVER Board to try to solve "Try These #'s 1-5" together and discuss the reasoning for solutions; Teacher to assist as needed, students to solve together - 15 min	Students will individually complete teacher assigned problems in "Practice Book, Lesson 4-6" and review; Teacher to circle the room to assist each pair as needed - 20 min	*Foundations of Algebra, Chapter Four, Page 109* - Teacher to model how to complete "Try These #'s 1-2"; students to complete individually "Try These #'s 3-4" and review as a class; discuss errors - 10 min	*Foundations of Algebra, Chapter Four, Page 111* - Review the "Examples" and how to distribute; complete as a class "Try These #'s 1-5" and discuss your answers together - 10 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	Teacher created examples (three) of multiplying inequalities and review	Teacher created examples (three) of dividing inequalities and review	None
Suppliment Extra Time With:	Review of inequalities at the CLEVER Board using different colors to see the change	Additional explanation of how to graph multiplied inequalities	Teacher to explain how to convert fractions from mixed numbers; discuss the multiplication property of inequalities	Teacher to review two-step inequalities and how to solve them with additional examples	Review of distributing
Daily Homework:	*Foundations of Algebra, Chapter Four, Page 103* - Complete "Try These #'s 1-5"; due tomorrow!	Teacher to assign section of "Practice Book, Lesson 4-5" to complete; due tomorrow!	*Foundations of Algebra, Chapter Four, Page 107* - Complete "Try These #'s 1-5"; due tomorrow!	Study for quiz tomorrow on "Terms to Know from Week Twenty" and Inequalities (concepts, adding, subtracting, multiplying, & dividing them)	Teacher to assign section of "Practice Book, Lesson 4-7" and "Practice Book, Lesson 4-8" to complete; due tomorrow!
Terms to Know:	*Inequality, Least Common Denominator (LCD), Variable, Coefficient, Least Common Multiple (LCM), Polynomial*				
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 homework and the basic precepts of distributing, inequalities, and two-step inequalities - 10 min	Teacher to review homework and discuss moving the variable to the same side of the inequality - 10 min	Teacher to review homework and multistep inequalities; discuss moving the variable to opposite sides with fractions - 10 min	Teacher to provide examples of converting fractions to decimals and vice versa; express these as inequalities; students to come to the CLEVER Board to assist - 10 min	Teacher to review homework and provide examples for how to properly graph compound inequalities - 15 min
Week 22	Students in groups of 3 or 4, complete teacher-assigned problems in "Practice Book, Lesson 4-8"; review content and discuss - 20 min	Watch "Solving Two Step Inequalities" on YouTube (7:17 min) and discuss the steps in the process; Teacher to provide similar examples and how to solve - 15 min	*Foundations of Algebra, Chapter Four, Page 114* - Read aloud about fractions and decimals in inequalities; Teacher to review converting decimals to fractions and vice versa; what is LCD and LCM? Provide examples and review - 15 min	*Foundations of Algebra, Chapter Four, Page 116* - Read aloud and discuss compound inequalities; what makes them different than previous learning? Use a number line with different colors to display values in various examples - 20 min	*Foundations of Algebra, Chapter Four, Pages 118-119* - Read aloud and discuss the sample problem; how does illustrating the problem help? Teacher to review both methods (illustration and table) and discuss benefits to each strategy - 20 min
	Foundations of Algebra, Chapter Four, Pages 112-113 - Read aloud and review combining like terms; Teacher to use different colors or shapes to help demonstrate combining like terms on the CLEVER Board; students to practice teacher-created examples; Teacher to model appropriate processes - 15 min	*Foundations of Algebra, Chapter Four, Pages 112-113* - Teacher to review the "Examples"; use Google Paint or a similar medium to solve "Try These #'s 1-4" and discuss; Teacher to create additional examples as needed and review; students to approach the CLEVER Board to solve samples - 20 min	*Foundations of Algebra, Chapter Four, Page 115* - Teacher to utilize a responsbile student-teacher to assist in modeling instruction; divide the class in half, Teacher and student-teacher to assist in completion of "Try These #'s 1-4"; discuss how to complete each problem as you progress - 20 min	As a class, complete together teacher assigned problems in "Practice Book, Lesson 4-11"; students to ask questions as they proceed and use colored pencils or crayons to visualize differences and changes easily; Teacher to check work as students progress - 15 min	Students in pairs, work together to complete teacher assigned problems in "Practice Book, Lesson 4-12" and review; Teacher to circle the room to assist each pair as needed - 10 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	*Foundations of Algebra, Chapter Four, Page 113* - Complete "Try These #'s 5-7" and discuss	Teacher created problems (three) of converting fractions to decimals and solving inequalities	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes
Suppliment Extra Time With:	Combining like terms and moving variables to one side of the inequality	Create additional examples to further understanding of moving variables to one side of the inequality	Reinforce learning of conversion of fractions to decimals	Practing graphing compound inequalities	Compare and contrast the benefits to making a table and illustrating problems
Daily Homework:	Teacher to assign section of "Practice Book, Lesson 4-8" and "Practice Book, Lesson 4-9" to complete; due tomorrow!	Teacher to assign section of "Practice Book, Lesson 4-9" to complete; due tomorrow!	Teacher to assign section of "Practice Book, Lesson 4-10" to complete; due tomorrow!	*Foundations of Algebra, Chapter Four, Page 117* - Complete "Try These #'s 1-5"; due tomorrow!	Teacher to assign section of "Practice Book, Lesson 4-12" to complete; due tomorrow!

Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 23	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bi-weekly quiz on "Terms to Know from Week Twenty-Two" and graphing compound inequalities - 20 min
	Teacher to review homework and compound inequalities; compare and contrast methods for solving unknowns - 15 min	Teacher to review obtaining data from tables; provide random pie charts and bar graphs from Google Images to review data and how to read it; review the X-axis, Y-axis, and tables - 10 min	Teacher to review polynomials and the three types discussed in class; what characterizes them? What are not polynomials and why? - 10 min	Teacher to review homework and discuss and questions that students have about polynomials; review the terms monomial, binomial, trinomial, and polynomial - 10 min	Teacher to create examples of polynomials and converting them to simplest forms; students to come to the board to solve but also to complete at their seats; students to ask any additional questions as needed for reinforcement - 10 min
	Foundations of Algebra, Chapter Four, Pages 121-122 - Read aloud and discuss the extended response questions; relate to the practicality of this situation in real-life; what are other relatable situations similar to these scenarios? Work together as a class to solve for each example including "Try These #'s 1-3"; discuss and graph (create a table) as available - 30 min	*Foundations of Algebra, Chapter Five, Page 124* - Read aloud and create a "concept map" about polynomials; divide them into monomials, binomials, and trinomials, use examples to add additional bubbles - 15 min	Watch "Algebra Basics: What Are Polynomials? - Math Antics" on YouTube (11:09 min) and discuss their parts; Teacher to provide examples to review - 15 min	*Foundations of Algebra, Chapter Five, Page 125* - As a class, complete "Try These #'s 9-14" and discuss how to factor them to be in their simplest form; Teacher to review prior concepts as proceeding - 25 min	*Foundations of Algebra, Chapter Five, Page 126* - Read aloud and discuss the different degrees of polynomials; Teacher to review the examples provided in the charts to create additional examples as needed - 15 min
		Foundations of Algebra, Chapter Five, Page 125 - Teacher to review the "Examples", students to approach the board to help identify monomials, binomials, and trinomials; complete "Try These #'s 1-8" together and discuss - 20 min	Students in pairs, work together to complete teacher assigned problems in "Practice Book, Lesson 5-1" and review; Teacher to circle the room to assist each pair as needed - 20 min	Using Google Docs, students will define each of the "Terms to Know from Week Twenty-Three" in their own words and submit to their Teacher - 10 min	*Foundations of Algebra, Chapter Five, Page 127* - As a class, complete "Try These #'s 1-4" and discuss the varying degrees of each polynomial; Teacher to provide additional examples as available - 10 min
Bellwork Topic:	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Teacher created examples (two) of graphing compound inequalities	*Foundations of Algebra, Chapter Five, Page 125* - Complete "Try These #'s 9-13" and review	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	None
Suppliment Extra Time With:	Creating charts & tables to visualize the data	Additional chart and table review, including parts of each diagram and values	Review the different types of polynomials and what is NOT a polynomial	Review for quiz tomorrow	Review how to find the degrees of sample polynomials

Daily Homework:	*Practice Book, Pages 133-134* - Complete teacher-assigned problems on these pages; due tomorrow!	*Practice Book, Pages 133-134* - Complete teacher-assigned problems on these pages (different problems than the previous day); due tomorrow!	Teacher to assign section of "Practice Book, Lesson 5-1" to complete; due tomorrow!	Study for quiz tomorrow on "Terms to Know from Week Twenty-Two" and graphing compound inequalities	*Foundations of Algebra, Chapter Five, Page 127* - Complete "Try These #'s 5-8"; due tomorrow!
Terms to Know:	*Polynomial, Monomial, Binomial, Trinomial, Degree of Polynomial, Constant, Expression*				
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 24	Bellwork - 10 min	Bellwork - 5 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min
	Teacher to review homework and discuss; students to share homework with each other to peer edit responses and meaningfully discuss - 10 min	Teacher to review homework by selecting specific problems and having students resolve at the board for reinforcement and discussion - 10 min	Teacher to discuss grouping items together and having common characteristics; show images of animals on the CLEVER Board and discuss what makes certain animals similar to place them into groups; students to create a "Concept Map" of similarites as they proceed to help them see how things relate to each other - 10 min	Teacher to review combining like terms and use items that are easy to grasp (fruit, candy, pets, etc.) as examples; provide examples of grouping different items together for ease and clarity - 10 min	Watch "Multiplying two rational expressions and then using the rules of exponents to simplify" on YouTube (3:49 min) and discuss how to group exponents; review how you can simplify fractions as you proceed - 10 min
	Foundations of Algebra, Chapter Five, Page 127 - As a class use Chromebooks or Google to solve "Try These 9-10" and discuss; these can be long by hand as well be supplying the number in for values - 15 min	*Foundations of Algebra, Chapter Five, Pages 128-129* - Students to discuss models to be used for polynomials and how this can be useful; teacher to review the concept of "Algebra Tiles" from the text and the examples provided - 15 min	*Foundations of Algebra, Chapter Five, Pages 130-131* - Teacher to review the "Examples" in the text and how to group the like terms; Teacher to create additional VERY BASIC examples of combining like terms for students to bridge - 15 min	*Foundations of Algebra, Chapter Five, Pages 132-133* - Teacher to review the "Examples" and distributive property; review how the points in a range on a number line really is like a giant set of parenthesis; create additional VERY BASIC examples for students to bridge - 15 min	*Foundations of Algebra, Chapter Five, Pages 134-135* - Teacher to review the Law of Exponents for Multiplication; As a class, review "Examples" and how to solve for various content; review distributing a negative symbol; Teacher to create additional examples using geometric shapes as a foundation - 15 min

	Students in pairs, complete teacher-assigned problems in "Practice Book, Lesson 5-2"; After every three problems, review content and discuss with Teacher aloud and as a class - 20 min	*Foundations of Algebra, Chapter Five, Page 129* - Students individually to use either the "Algebra Tiles" or another school-appropriate design or image to represent the numbers and variables to solve "Try These #'s 1-6" and discuss each as a class - 20 min	*Foundations of Algebra, Chapter Five, Page 131* - Students in groups of 3 or 4, complete "Try These #'s 1-5" together; as a class review all problems and address content clarity issues; students to discuss as a class how they solved each; Teacher to lead - 20 min	*Foundations of Algebra, Chapter Five, Page 133* - Students in pairs, complete "Try These #'s 1-5" and discuss together as a class how to proceed in solving; Teacher to ensure that distributing is accurate; group like terms when finished - 20 min	*Foundations of Algebra, Chapter Five, Page 135* - Teacher to model how to solve "Try These #'s 1-2" and discuss as a class how to proceed in each; students to individually and quietly complete "Try These #'s 3-6"; Teacher to circle the room to assist; Review as a class and address questions - 20 min
Bellwork Topic:	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	*Foundations of Algebra, Chapter Five, Page 127* - Complete "Try These # 11" and discuss	*Foundations of Algebra, Chapter Five, Page 129* - Complete "Try These #'s 7-8" and discuss	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 review of degrees of polynomials and correctly evaluating them	Review of polynomials and combining like terms	Review of combining like terms and examples of how to properly do so	Review of combining like terms and examples of how to properly do so	Additional time reviewing multiplying exponents
Daily Homework:	Teacher to assign section of "Practice Book, Lesson 5-2" to complete; due tomorrow!	Teacher to assign section of "Practice Book, Lesson 5-3" to complete; due tomorrow!	Teacher to assign section of "Practice Book, Lesson 5-4" to complete; due tomorrow!	Teacher to assign section of "Practice Book, Lesson 5-5" to complete; due tomorrow!	Teacher to assign section of "Practice Book, Lesson 5-6" to complete; 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	Bi-weekly Quiz on "Terms to Know from Week Twenty-Four" and Combining Monomials - 20 min
	Teacher to review homework and specific challenging questions; students to work out examples on the board as needed - 15 min	Teacher to review multiplying monomials and adding exponents of variables; provide exampes - 10 min	Teacher to review homework; students to exchange work to peer-edit and evaluate for mistakes - 15 min	Teacher to review multiplying monomials with FOIL and the Tabular Method; students to try both methods for comfort in usage - 10 min	*Foundations of Algebra, Chapter Five, Page 139* - Individually, students to complete "Try These #'s 7-8"; Teacher to come to each person to verify accuracy and answer questions - 10 min

	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 25	Students in pairs, complete teacher-assigned questions from "Practice Book, Lesson 5-5" and "Practice Book, Lesson 5-6" together; teacher to circle the room to review accuracy and assist as needed; Students to approach the board to review examples and discuss areas of concern - 30 min	*Foundations of Algebra, Chapter Five, Pages 136-137* - Teacher to show the two methods for multiplying bionomials; review "Examples" and create additional samples for students to solve that are BASIC in understanding; review as a class for confusion - 20 min *Foundations of Algebra, Chapter Five, Page 137* - Divide the class in half; one half works in pairs, the other half works individually; Complete "Try These #'s 1-4" as organized; Teacher to come to each person/group and assist as needed; Review as a class for depth - 15 min	Students in pairs, complete teacher-assigned questions from "Practice Book, Lesson 5-7" together; teacher to circle the room to review accuracy and assist as needed; Students to approach the board to review examples and discuss areas of concern - 30 min	*Foundations of Algebra, Chapter Five, Pages 138-139* - Read aloud and discuss the FOIL method and Tabular method for solving perfect squares; what is the extra step required to write out? What are addition inverses? Teacher to review multiplying fractions briefly; Discuss "Examples" - 20 min *Foundations of Algebra, Chapter Five, Page 139* - Teacher to model how to complete "Try These #'s 1-2"; students in pairs, complete "Try These #'s 3-6" and review; Teacher to assist each pair as needed - 15 min	Students to use "Practice Book, Lesson 5-8"; as a class, complete selected problems as directed by the Teacher; Teacher to present information while a student works through it on the CLEVER board; Teacher circles room to assist - 15 min Foundations of Algebra, Chapter Five, Page 139 - Students in pairs, use mental math to complete "Try These #'s 9-13"; discuss as a class and review - 10 min
Bellwork Topic:	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Teacher created examples (three) of multiplying monomials	Teacher created examples (three) of multiplying bionomials using FOIL and review	Teacher created examples (three) of multiplying bionomials using tabular method and review	None
Suppliment Extra Time With:	Teacher to create additional examples of multiplying monomials for assistance	Additional FOIL and Tabular Method review	Review of the Tabular Method and FOIL as needed for multiplying bionomials	Additional review of using FOIL for perfect squares	Continued time on FOIL and perfect squares
Daily Homework:	Teacher-created worksheet with six problems of solving for multiplying monomials with exponents	*Foundations of Algebra, Chapter Five, Page 137* - Complete "Try These #'s 5-13"; due tomorrow!	Teacher-created worksheet with eight problems of solving for multiplying binomials using FOIL and the tabular method	Study for quiz tomorrow on "Terms to Know from Week Twenty-Four" and Adding, Subtracting, Multiplying, & Dividing monomials!	Teacher to assign section of "Practice Book, Lesson 5-8" to complete; due tomorrow!
Terms to Know:	*FOIL, Perfect Squares, Tabular Method, Factoring, Factorable, Quadratic Formula Trinomials (aka Quadratic Trinomials), Prime*				
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 26	*Foundations of Algebra, Chapter Five, Page 140* - Read aloud and discuss dividing exponents; Watch "Simplify rational expression using the rules of exponents" on YouTube (7:50 min) and discuss how to address exponents when dividing with variables; Teacher to provide VERY BASIC examples to solve - 20 min	Teacher to review homework and how to divide variables with exponents; students to ask questions as needed and review additional examples as provided by the Teacher - 10 min	Teacher to review homework and address questions about how to complete - 10 min	Teacher to review factoring; provide VERY BASIC examples to use for how to factor and determine what is factorable; review what prime means and how to identify a prime - 10 min	Teacher to explain that factoring trinomials is different than factoring previous polynomials; teacher to show the formula "x2 + bx + c" as a format for trinomials; provide basic examples of factoring from this format - 15 min
	Foundations of Algebra, Chapter Five, Page 141 - Teacher to lead students to use colored pencils to follow along with "Examples" and write with different colors to note changes as they occur - 10 min	Students in pairs, complete asigned problems in "Practice Book, Lesson 5-9" using colored pencils as to keep track of variables and how they change in each problem; Teacher to circle to each pair to assist and monitor progress; address questions as needed - 20 min	*Foundations of Algebra, Chapter Five, Pages 142-143* - Teacher to review factoring; compare it to taking animals from two large pens, how many can be taken out that are the same number in each pen; Teacher to provide examples of numbers with variables to take parts out of - 15 min	Watch "How to Factor by grouping - Factor by grouping - Factoring a polynomial" and discuss how to factor in grouping and why this is helpful; Teacher to provide an example - 10 min	*Foundations of Algebra, Chapter Five, Pages 144-145* - Teacher to lead students through examples of the Quadratic Formula "ax2 + bx +c" and factoring them using the method shown in the textbook; review "Examples #'s 1-2" as diagrammed; Teacher to create additional examples for study - 20 min
	Foundations of Algebra, Chapter Five, Page 141 - Teacher to model how to solve "Try These #'s 1-2" using different colors (if possible) to outline changes; students in pairs, complete "Try These #'s 3-6" and review as a class - 15 min	*Foundations of Algebra, Chapter Five, Pages 142-143* - Read aloud and review the Distributive Property and how to factor polynomials; what makes a polynomial factorable? Teacher to review GCF; create examples to review that are VERY BASIC to makeconnections - 15 min	*Foundations of Algebra, Chapter Five, Page 143* - As a class, complete "Try These #'s 1-3" together and discuss what makes those factorable (if one is NOT factorable, change it to be so); Students to individually complete "Try These #'s 4-7" and discuss results; teacher to create additional examples - 20 min	Students in pairs, complete asigned problems in "Practice Book, Lesson 5-10" by writing out specifically which numbers are factors and how to locate them as they proceed; colored pencils may be used but may not be necessary; Teacher to circle to each pair to assist and monitor progress; address questions as needed - 20 min	*Foundations of Algebra, Chapter Five, Page 145* - Together as a class, complete "Try These #'s 1-2" and review; Teacher to explain to follow the pattern outlined in the textbook to assist; remember that the first monomial in the formula has a coefficient of "1" even if it is not there - 10 min
Bellwork Topic:	Teacher created examples (three) of multiplying monomials with variables	Teacher created examples (three) of dividing monomials with variables	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 factoring polynomials

Suppliment Extra Time With:	Teacher guided practice of examples of dividing monomials	Review of dividing variables with exponents	How to factor and what is the basis for factorable numbers	Teacher providing examples of factoring and grouping numbers pairs if necessary	Additional review of how to factor the quadratic formula
Daily Homework:	Teacher to assign section of "Practice Book, Lesson 5-9" to complete; due tomorrow!	Teacher created worksheet (eight problems) of dividing monomials	Teacher to assign section of "Practice Book, Lesson 5-10" to complete; due tomorrow!	Teacher created worksheet (eight problems) of factoring polynomials	*Foundations of Algebra, Chapter Five, Page 145* - Complete "Try These #'s 3-6"; due tomorrow!
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 27	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bi-weekly quiz on "Terms to Know from Week Twenty-Six", factoring polynomials, and FOIL - 20 min
	Teacher to review homework and discuss how to solve for the Quadratic Equation when factoring trinomials - 15 min	Teacher to review Quadratic Formula and provide examples for factoring - 15 min	Teacher to review Quadratic Formula including solving for perfect squares; Teacher to provide several VERY BASIC examples to solve - 20 min	Teacher to review Quadratic Formula including solving for perfect squares; Teacher to provide several VERY BASIC examples to solve - 20 min	*Foundations of Algebra, Chapter Five, Page 149* - Students in pairs, complete "Try These #'s 2 & 5" and discuss how to solve for each; Teacher to assist as needed - 15 min
	Teacher to lead the solving of sample problems in "Practice Book, Lesson 5-11"; when students are confident, they are to work in pairs to continue completing additional sample	*Foundations of Algebra, Chapter Five, Pages 146-147* - Read aloud and discuss factoring perfect squares and converting perfect squares into trinomials; review "Examples #'s 1-2"; Teacher to create additional examples as needed - 20 min	Teacher to lead the solving of sample problems in "Practice Book, Lesson 5-12"; after approximately ten minutes, students are to work in pairs to complete the additional sample	*Foundations of Algebra, Chapter Five, Pages 148-149* - Read aloud and discuss that factoring trinomials with a coefficient of more than "1" for the "a" in the Quadratic MUST follow this method ("a x c") to solve; follow the "Examples #'s 1-2"; explain that factoring out of equations is possible too - 15 min	Teacher to lead the solving of sample problems in "Practice Book, Lesson 5-13"; after approximately ten minutes, students are to work in pairs to complete the additional sample

	problems; review those as a class and discuss where concerns may exist - 30 min	*Foundations of Algebra, Chapter Five, Page 147* - As a class, solve "Try These #'s 1 & 5"; students to individually solve "Try These #'s 2 & 6"; if one is prime, Teacher to change it so it is NOT prime to complete - 10 min	problems; review those problems as a class and discuss where concerns may exist - 20 min	*Foundations of Algebra, Chapter Five, Page 149* - As a class, solve "Try These #'s 1 & 3" and discuss factoring GCF out of trinomials - 10 min	problems; review those problems as a class and discuss where concerns may exist - 20 min
Bellwork Topic:	Teacher created examples (three) of multiplying using FOIL	Teacher created examples (three) of multiplying using the Tabular Method	Teacher created examples (three) of factoring using the GCF	Teacher created examples (three) of factoring trinomials	None
Suppliment Extra Time With:	Additional Teacher lead instruction on factoring and factoring trinomials	Additional time to discuss how to factor perfect square trinomials	Additional time to discuss how to factor trinomials and perfect square trinomials	Teacher created examples of factoring the GCF out of trinomials	Factoring the Quadratic Formula examples
Daily Homework:	Teacher created worksheet (eight problems) of factoring trinomials using "ax2 + bx + c"	*Foundation of Algebra, Chapter Five, Page 147* - Complete "Try These #'s 3-4, 7-8, & 9-12"; due tomorrow!	Teacher created worksheet (six problems) of factoring trinomials using "ax2 + bx + c"	Study for quiz tomorrow on "Terms to Know from Week Twenty-Six", factoring polynomials, and FOIL!	Teacher to assign section of "Practice Book, Lesson 5-13" to complete; due tomorrow!
Terms to Know:	*Function, Domain, Relation, Range, Function Notation, F(x), Vertical-Line Test, Input, Output,*				
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Quiz on factoring the Quadratic Formula Trinomial - 20 min
	Teacher to review homework and discuss problems of difficulty; students to ask questions as needed - 15 min	Teacher to review examples of FOIL, the Tabular Method, and factoring binomials; students in pairs to solve examples of each; students to come to the board to solve examples and explain how they are completed as in they are	Teacher to review examples of factoring the Quadratic Trinomials; students in pairs to solve examples; students to come to the board to solve examples and explain how they are completed as in they are teaching the class how to properly solve them - 20 min	Teacher to review homework and discuss questions about how to solve the Quadratic Equation - 15 min	Teacher created examples of the Quadratic Equation and how to solve for it; as a class work together to solve; student teacher to assist at the Board - 15 min

Week 28	Teacher to use online sources to locate Quadratic Trinomials problems that are factorable; provide additional practice as students complete them individually - 15 min	they are completed as in they are teaching the class how to properly solve them; Teacher to provide samples of Quadratic Trinomials to factor, student-teacher to explain to the class how to factor correctly - 30 min	Watch "How To Solve Quadratic Equations Using The Quadratic Formula" on YouTube (5:56 min) and discuss how to solve trinomials using the Quadratic Equation; Teacher to provide examples and solve as a class - 25 min	Teacher to review factoring the Quadratic Trinomial and prepare for the quiz tomorrow - 15 min	Students in pairs, complete examples to solve created by the Teacher of Quadratic Equation related problems; discuss as a class - 20 min
	Students in groups of 3 or 4, complete teacher provided factorable Quadratic Formula trinomials and discuss as a class to ensure understanding - 15 min	*Foundations of Algebra, Chapter Five, Page 154* - Review aloud as a class and discuss; students in pairs, complete "Try These #'s 1-2" and review for further understanding - 15 min		Teacher created examples of the Quadratic Equation and how to solve for it; as a class work together to solve - 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	*Practice Book, Page 169* - Complete teacher-assigned problems and discuss	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	None
Suppliment Extra Time With:	Teacher guided practice of formating Quadratic Formula trinomials	*Foundations of Algebra, Chapter Five, Page 154* - Teacher created examples similar to those in "Test Prep" on page 154	Additional review of the Quadratic Equation	Additional review of the Quadratic Equation	Review of the Quadratic Equation and how to solve for it as a class
Daily Homework:	Teacher created worksheet (five problems) of factoring Quadratic Formula trinomials	*Practice Book, Page 169* - Complete teacher-assigned problems; due tomorrow!	Teacher created worksheet (two problems) of solving for the Quadratic Equation	Study for Quiz Tomorrow on factoring the Quadratic Formula Trinomial!	Teacher created worksheet (two problems) of solving for the Quadratic Equation
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-Eight" and Quadratic Equations - 20 min

Week					
Week 29	*Foundations of Algebra, Chapter Six, Pages 156-157* - Read about functions and how to solve them; review the terms range, domain, and function; what is function notation? Teacher to provide examples of functions and what makes a relation a function; Review "Examples #'s 1-2" on page 156 to display - 15 min	Teacher to review homework and discuss problems that were challenging; students to come to the board to solve those challenging problems together; review terms and how they apply to coordinate planes - 15 min	Students in pairs, complete teacher-assigned questions from "Practice Book, Lesson 6-2" together; teacher to circle the room to review homework and discuss areas of concern with each child independently as needed - 15 min	Teacher to review linear functions, quadratic equations, and graphing functions; students to ask questions as needed for reinforcement; Teacher to create examples of data to plot, students to use the coordinate plane to plot the data and measure it's correlation for a scatter plot - 20 min	*Foundations of Algebra, Chapter Six, Page 163* - Teacher to review the slope of a line and how to calculate it; students to individually complete "Try These #'s 4-6 & 10-13"; Teacher to come to each child to verify work and provide assistance as needed - 15 min
	Teacher to display graph paper as shown on a Clever Board; students to plot various points as review of quadrants (I, II, III, and IV); review the quadrant numbers; Teacher to provide the slope-intercept formula (y=mx+b) and provide examples of made-up problems to solve - 15 min	*Foundations of Algebra, Chapter Six, Pages 158-159* - What is a function? Teacher to review and provide examples of linear functions? Teacher to display what linear functions appear as with examples; what is Y-intercept? How does the slope-intercept formula indicate formulas? - 15 min	Watch "Drawing Graphs of Functions (GMAT / GRE / CAT / Bank PO / SSC CGL)" on YouTube (3:32 min) and discuss together how to plot points and solve for each; what are parabolas? How do you plot parabolas? - 10 min	*Foundations of Algebra, Chapter Six, Pages 162-163* - Teacher to discuss slope and how to calculate slope in a line (rise/run); teacher to review several examples includes "Examples #'s 1-2" on page 162; what slope do horizontal and vertical straight lines have? - 15 min	Students in pairs, complete teacher-assigned problems in "Practice Book, Lesson 6-3" and "Practice Book, Lesson 6-4"; students to approach the Teacher after every three problems to verify accuracy in calculated results - 20 min
	Foundations of Algebra, Chapter Six, Page 157 - Teacher to model how to solve "Try These # 1"; students to individually solve "Try These #'s 2-3"; discuss as a class "Try These #'s 4-7", students come to the board to solve - 15 min	*Foundations of Algebra, Chapter Six, Page 159* - Teacher to review how to find funtion rules; model how to complete "Try These #1"; students in pairs, solve "Try These #'s 2-3", then come to the board to explain each; what patterns are seen in each? - 15 min	*Foundations of Algebra, Chapter Six, Pages 160-161* - Read aloud about scatter plot diagrams and discuss correlations; when plotting data, recall that lines don't have to always connect; scatter plots display data in manners that relate but not in linear fashion; Teacher to create data and display on a coordinate plane while students plot on their graph paper; review what correlation their may be with each (positive, negative, or none) - 20 min	*Foundations of Algebra, Chapter Six, Page 163* - As a class, complete "Try These #'s 1 & 7"; discuss errors and misconceptions; Teacher to assist as students come to the board to take the lead; students in pairs, complete "Try These #'s 2-3 & 8-9"; Teacher to review each afterwards - 10 min	

Bellwork Topic:	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Students to go to "www.mathgametime.com/games/math-pac-man" and play for ten minutes	Students to go to "www.mathgametime.com/games/math-pac-man" and play for ten minutes	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	None
Suppliment Extra Time With:	Additional reinforcement problems in "Practice Book, Lesson 6-1"	Additional reinforcement problems in "Practice Book, Lesson 6-2"	Additional reinforcement problems in "Practice Book, Lesson 6-3"	Additional reinforcement problems in "Practice Book, Lesson 6-4"	Teacher to review linear equations and slope with examples of each
Daily Homework:	Teacher to assign section of "Practice Book, Lesson 6-1" to complete; due tomorrow!	Complete teacher-assigned problems in "Practice Book, Lesson 6-1" and "Practice Book, Lesson 6-2"; due tomorrow!	*Foundations of Algebra, Chapter Six, Page 161* - Complete "Try These #'s 1-2"; due tomorrow!	Study for quiz tomorrow on "Terms to Know from Week Twenty-Eight" and quadratic equations	Teacher to assign section of "Practice Book, Lesson 6-4" to complete; due tomorrow!
Terms to Know:	*Function, Domain, Relation, Range, Function Notation, F(x), Vertical-Line Test, Input, Output, Function Rule, Linear Function, Correlation, Slope, Slope Intercept, X-Intercept, Y-Intercept, Parallel Lines, Perpendicular Lines, Point-Slope Form*				
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 30	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min
	Foundations of Algebra, Chapter Six, Pages 164-165 - Read aloud and review linear equations, intercepts, and slope; teacher to review the "Examples #'s 1-2" and students will review how to calculate for each - 15 min	Teacher to review homework and provide additional examples of X and Y intercepts with graphing; students to come to the board and lead the discussion of how to complete - 15 min	Teacher to review examplese of slope-intercept formula and related problems; Students to solve examples as provide and come to the board to complete together - 15 min	Watch "Writing an equation using point slope form given two points" on YouTube (2:37 min) and discuss how to plot points on a graph using this process; Teacher to create and discuss examples for students to solve - 10 min	*Foundations of Algebra, Chapter Six, Page 171* - Teacher to review slope, slope-intercept, and important terms to know; Teacher to provide examples to discuss - 10 min
	Teacher to provide several created sample problems for slope-intercept formulas; Students are to use different colors when writing the X and Y values in these problems; students to solve for the desired terms, then use the same colors with colored pencils to plot the X and Y values as they appeared in the formulas - 15 min	*Foundations of Algebra, Chapter Six, Pages 166-167* - Teacher to review the slope-intercept formula (y=mx+b) and provide a sample problem to solve; teacher to display how this formula relates to graphs; review how to use this formula to plot lines on a coordinate plain but also how to take those lines to create slope-intercept formulas - 15 min	*Foundations of Algebra, Chapter Six, Pages 168-169* - Read aloud about point-slope form; how is this similar yet different than slope-intercept form? Teacher to provide examples in "Practice Book, Lesson 6-7" to work throught to understand and solve together; students to come to the board to solve as a class - 20 min	Teacher to create examples of point-slope form problems for students to solve; student-teacher to review how to solve a few of these problems while Teacher assists; student-teacher may rotate with others; students in pairs, complete the remaining examples of teacher-created point-slope problems while Teacher comes to each group to review and discuss - 20 min	*Foundations of Algebra, Chapter Six, Page 171* - Teacher to model how to distinguish if two lines are parallel or perpendicular; use Google Images of a city map to display how these are necessary in daily life; relate to jobs that complete these tasks; what do architechts and urban planners do? How do they help design landscaping in the cities we live in? - 10 min

	Foundations of Algebra, Chapter Six, Page 165 - Students in groups of 3 or 4, complete "Try These #'s 1-9" together; Teacher to visit each group to assist as needed - 15 min	*Foundations of Algebra, Chapter Six, Page 167* - Students to individually complete "Try These #'s 1-9"; provide work to the Teacher after every three completed problems to verify accuracy - 15 min	*Foundations of Algebra, Chapter Six, Page 169* - Students to use colored pencils to solve formulas involving point-slope form; use the different colors to track changes and differences in each equation; plot the equations on a graph using the same colors for points to view their relation - 15 min	*Foundations of Algebra, Chapter Six, Pages 170-171* - Read aloud and review the terms parallel and perpendicular; what is a reciprocal? What letters are used to represent each line when discussing parallel and perpendicular lines? Teacher to review "Examples" and create others - 15 min	*Foundations of Algebra, Chapter Six, Page 171* - Students to individually solve "Try These #'s 1-12" while Teacher assists at a private basis; Teacher to circle the room to discuss with each student as needed; Teacher to provide additional examples on the board as needed to solve - 25 min
Bellwork Topic:	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Students to go to "www.mathgametime.com/games/spider-match-integers" and play for ten minutes	Watch "Learn to graph a line in slope intercept form" on YouTube (5:33 min) and discuss examples	Students to go to "www.mathgametime.com/games/spider-match-integers" and play for ten minutes	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes
Suppliment Extra Time With:	Teacher examples of slope and intercepts of linear equations	Teacher examples of calculating slope and slope intercept	Additional use of colored pencils to track point-slope form on a graph	Student-led discussion of point-slope formulas and how to solve for them	Discussion of what architects and urban planners do in relation to our neighborhood
Daily Homework:	Teacher to assign section of "Practice Book, Lesson 6-5" to complete; due tomorrow!	Teacher to assign section of "Practice Book, Lesson 6-6" to complete; due tomorrow!	Teacher to assign section of "Practice Book, Lesson 6-6" and "Practice Book, Lesson 6-7" to complete; due tomorrow!	Defne any ten of your "Terms to Know for Week Thirty" in your own words; due tomorrow!	Teacher to assign section of "Practice Book, Lesson 6-8" to complete; 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	Bi-weekly quiz on "Terms to Know for Week Thirty" and graphing slope-intercept - 20 min

	Teacher to review and provide examples for graphing problems in slope-intercept form; discuss how to find the slope and the reciprocal of it; review finding equations for parallel lines and perpendicular lines; students to come to the board to complete teacher created sample problems - 15 min	Students in pairs, complete together teacher-assigned questions in "Practice Book, Lesson 6-10" while Teacher circles to each pair to discuss homework and review questions of concern; review questions as a class as needed when complete - 20 min	*Foundations of Algebra, Chapter Six, Page 177* - Review examples from the previous lesson and any homework concerns; Teacher to provide sample equations to practice - 15 min	Students in pairs, exchange homework and peer-edit work to review and discuss concerns with eachother; Teacher to assist as needed, allow students to take a lead role in assisting each other - 10 min	*Foundations of Algebra, Chapter Six, Page 178-179* - Read aloud and review inequalities; Teacher to provide VERY BASIC examples of inequalities to review; students to use colored pencils to sketch on notebook paper similar graphs to those in the text; why must some lines be solid whereas others are dashed? - 15 min
Week 31	*Foundations of Algebra, Chapter Six, Pages 174-175* - Read aloud and discuss how to graph lines to find the solution to a pair of lines and their relationship; discuss coincident lines (lines that have the same value); Teacher to create examples and graph them by choosing random values to fit - 20 min	Teacher to create additional examples of equations to graph; students to come to the board to attempt graphing while others work individually at their seats; Teacher to circle to each child to assist while students are at the board working on sample equations - 15 min	*Foundations of Algebra, Chapter Six, Page 177* - Students in pairs, work together to solve using the substitution method and elimination method; go to the following website "https://sketchpad.app/en/" to write the equations online and solve; Teacher to travel to each pair to assist and discuss solutions - 30 min	Teacher to provide four equations to students to solve using the substitution and elimination method; students in pairs to solve and review; approach the board to solve together as a class - 15 min	Students to individually go to the following website "www.geogebra.org/graphing?lang=en" and enter the data for "Try These #'s 1-6"; review the points requested in "Try These #'s 1-3" to see if "P" is a solution or not; review the lines graphed for "Try These #'s 4-6", why are they solid or dashed? Teacher to assist with the data input for each graph as needed; after roughly five minutes, Teacher will review various problems on the board with the class - 20 min
	Foundations of Algebra, Chapter Six, Page 175 - As a class, work together to solve "Try These #'s 1-2" and discuss each step; Teacher to assist students with graphing and discuss slope-intercept form as needed - 10 min	*Foundations of Algebra, Chapter Six, Pages 176-177* - Read aloud and discuss the Substitution Method and Elimination Method for solving equations; Teacher to provide examples as an introduction; review "Examples #1" as well as other Teacher-created examples; Students to solve together - 10 min		Students in pairs, complete teacher assigned problems in "Practice Book, Lesson 6-11" and discuss; after every two problems, Teacher to review and model how to complete on the board; students to come up to solve - 20 min	
Bellwork Topic:	Watch "Graphing Parallel and Perpendicular Lines" on YouTube (4:47 min) and discuss; solve the comprehension problems	Teacher to provide two equations to be graphed; students to indicate if they're parallel, perdendicular, or neither	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Students to go to "www.mathgametime.com/games/pizza-pandas" and play for ten minutes	None

Suppliment Extra Time With:	Additional teacher-created examples of equations to graph	Teacher-created examples of both new methods for solving equations	Teacher to create additional equations to solve through in pairs	Review for quiz tomorrow	Additional review of graphing inequalities on notebook paper with colored pencils
Daily Homework:	*Foundations of Algebra, Chapter Six, Page 175* - Complete "Try These #'s 3-5"; due tomorrow!	Teacher to assign section of "Practice Book, Lesson 6-10" to complete; due tomorrow!	Teacher to assign section of "Practice Book, Lesson 6-11" to complete; due tomorrow!	Study for quiz tomorrow on "Terms to Know for Week Thirty" and graphing slope-intercept!	Teacher to assign section of "Practice Book, Lesson 6-12" to complete; due tomorrow!
Terms to Know:	*Ratio, Rate, Unit Price, Proportion, Cross-Product Rule, Conversion Factors, Dimensional Analysis, Direct Proportions, Partitive Proportions,*				
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
	Foundations of Algebra, Chapter Six, Page 179 - Using the website "www.geogebra.org/graphing?lang=en" students will individually graph solutions for "Try These #'s 7-11"; Teacher to circle to each child to review and assist as needed; discuss as a class what each graph looks like and why - 15 min	*Foundations of Algebra, Chapter Six, Pages 180-181* - Read aloud and discuss how linear inequalities can overlap to find a solution set; review the "Example" and discuss how the solution set is evident based upon the three lines created; note that different colored lines are used to represent each for ease in understanding - 15 min	*Foundations of Algebra, Chapter Six, Page 185* - As a class read aloud the examplese about slope-intercept form and graphing the provided equation; Teacher to ask students to find possible solutions to the line as well as a parallel line and a perpendicular line; practice graphing these lines - 15 min	*Foundations of Algebra, Chapter Seven, Pages 188-189* - Students in pairs, read through this material and discuss with each other how you believe these problems should be solved; discuss as s class and compare ideas; Teacher to introduce a few sample problems to review - 15 min	*Foundations of Algebra, Chapter Seven, Page 189* - Teacher to review the three ways that ratios can be expressed (word, ratio, & fraction) with examples; student-teacher to come to the board to review difficult homework assignment problems - 15 min
	Foundations of Algebra, Chapter Six, Page 179 - Students in pairs, using graph paper and colored pencils students will work together to complete "Try These #'s 12-19"; Teacher to come to each group to assist as needed	*Foundations of Algebra, Chapter Six, Page 181* - Students to individually use the website "www.geogebra.org/graphing?lang=en" to graph online "Try These #'s 1-2"; display your completed work to your Teacher; analyze the results and find solution sets; Teacher to review on the board - 15 min	*Foundations of Algebra, Chapter Six, Page 186* - As a class with students taking the lead role, complete "Item Analysis #'s 2-4" together; students to come to the board to complete in the lead role while Teacher facilitates; students to graph their work using graph paper then check their work using "www.geogebra.org/graphing?lang=en" for review - 15 min	Watch "Ratios and Unit Rate Examples and Word Problems!" on YouTube (7:37 min) and discuss examples of unit rates; Teacher to create word problems based upon solving for them; review and solve as a class - 15 min	*Foundations of Algebra, Chapter Seven, Page 190* - Students in pairs, read about proportions and the cross-products rule (aka, cross multiplying); students to create examples and come to the board to solve with the class; solve each other's examples and discuss; Teacher to facilitate - 15 min

	each group to assist as needed, after roughly every five minutes Teacher will review one problem as a class to assist - 25 min	*Foundations in Algebra, Chapter Six, Page 181* - Students in pairs, graph together using colored pencils "Try These #'s 3-4" and provide to the Teacher for accuracy by approaching the Teacher's Desk - 15 min	Divide the class into three groups; one group to work individually, one to work in pairs, and one to work as a large group with the Teacher; complete teacher-assigned problems in "Practice Book, Pages 205-206" as assigned; review as time permits - 15 min	*Foundations in Algebra, Chapter Seven, Page 189* - Students in groups of 3 or 4, complete together "Try These #'s 1-4" and discuss; Teacher to review on the board; students to approach the board to complete each review problem - 15 min	*Foundations of Algebra, Chapter Seven, Page 191* - Divide the class into three groups; one works together, one works in pairs, and one works individually with Teacher floating to each child; complete as instructed "Try These #'s 1-8" and discuss 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 "www.mathgametime.com/games/otter-rush-exponents-game" and play for ten minutes	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Students to go to "www.mathgametime.com/games/otter-rush-exponents-game" and play for ten minutes	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes
Suppliment Extra Time With:	Begin work in "Practice Book, Lesson 6-12" for homework	Begin work in "Practice Book, Lesson 6-13" for homework	Begin work in "Practice Book, Pages 205-206" for homework	Review additional rates and proportion examples	Teacher lead discussion of calculating proportions
Daily Homework:	Teacher to assign section of "Practice Book, Lesson 6-12" to complete; due tomorrow!	Teacher to assign section of "Practice Book, Lesson 6-13" to complete; due tomorrow!	Teacher to assign section of "Practice Book, Pages 205-206" to complete; due tomorrow!	*Foundations in Algebra, Chapter Seven, Page 189* - Complete "Try These #'s 5-12"; due tomorrow!	Teacher to assign section of "Practice Book, Lesson 7-1" and "Practice Book, Lesson 7-2" to complete; 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	Biweekly quiz on "Terms to Know from Week Thirty-Two", ratios, proportions, and unit rate - 20 min

Week 33	Students to indicate two problems on the previous homework that were cumbersome; Teacher to review homework and provide similar problems to work through as a class - 15 min	*Foundations of Algebra, Chapter Seven, Pages 194-195* - Teacher to review previous homework and relate to material from these pages; how are proportions similar? Teacher to review metric system conversions and provide examples; start with VERY BASIC metric system conversions (mm to cm, cm to m, m to km, etc) - 20 min	*Foundations of Algebra, Chapter Seven, Page 195* - Students in pairs, complete "Try These #'s 5-11" together while Teacher circles to each child to review homework; Teacher to assist as needed and discuss questions with each child; review dimensional analysis and conversion factors - 15 min	Students in groups of 3 or 4, complete teacher-assigned problems in "Practice Book, Lesson 7-4" and "Practice Book, Lesson 7-5" together; Teacher to circle to each group to review progress; after every five minutes, Teacher will review a selected problem on the board - 20 min	*Foundations of Algebra, Chapter Seven, Page 199* - Students in pairs, complete "Try These #'s 3-4" together and share with the class at the board; students to take the lead role in presenting the data; Teacher to faciliate knowledge and assess as needed - 15 min
	Foundations of Algebra, Chapter Seven, Page 192 - Read aloud about conversions and conversion factors; students to think of examples of these; Teacher to create examples based upon students' prior knowledge (downloads per minute, FB likes per hour, etc) - 10 min	*Foundations of Algebra, Chapter Seven, "Measurement Conversions", Page 438* - As a class refer to the conversion chart on this page, Teacher to create problems for students to solve at the board and at their seats using this chart; Teacher to create relative problems based upon upcoming material in Section 7-4 to attempt - 10 min	*Foundations of Algebra, Chapter Seven, Pages 196-197* - Students in pairs, read and discuss about direct proportions; students to write two statements about how to process these; compare statements with the class with examples; Teacher to create sample problems based upon student statements to solve - 15 min	*Foundations of Algebra, Chapter Seven, Pages 198-199* - Read aloud as a class and discuss how to complete partitive proportions; review the methods used and the "Examples #'s 1-2" to assess; Teacher to create other sample sets similar to students "likes and dislikes" for students to review and solve - 15 min	Students in pairs, complete teacher assigned problems in "Practice Book, Lesson 7-6" together; Teacher to circle to each pair and discuss progress; make corrections as needed; Teacher to review cumbersome problems on the board per student request but allow students to take a primery role in solving them if possible - 20 min
	Foundations of Algebra, Chapter Seven, Page 193 - As a class, solve "Try These #1"; Teacher to illustrate image on the board to assist with processing; students to individually solve "Try These #2" while drawing their own illustration to assist; as class review and solve "Try These #3"; students to individually complete teacher-assigned problems in "Practice Book, Lesson 7-3"; Teacher to circle to each child to assist - 20 min	*Foundations of Algebra, Chapter Seven, Page 195* - Students to work individually; Teacher to circle to each child to assist privately, illustrate images to help solve "Try These #'s 1-4"; Teacher to reiterate that smaller units may be converted to larger units before making conversions (ex. inches to feet, then convert feet to miles); refer to the chart on page 438 to assist; share responses as a class - 15 min	*Foundations of Algebra, Chapter Seven, Page 197* - Students in pairs, illustrate images that correlate with "Try These #'s 1-3" and discuss; students to approach the board to present illustrations and solve together; Teacher to lead at first but allow students to direct the learning and sharing of data - 15 min	*Foundations of Algebra, Chapter Seven, Page 199* - As a class, solve "Try These #'s 1-2" together; Teacher to model how to solve "Try These #1" and illustrate an image to help students see the relationship; Teacher to show students how to check their work and assess progress; students to attempt "Try These #2" individually; Teacher to circle to them to assist - 10 min	

Bellwork Topic:	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Students to go to "www.mathgametime.com/games/martian-hoverboards_1" and play for ten minutes	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Students to go to "www.mathgametime.com/games/martian-hoverboards_1" and play for ten minutes	None
Suppliment Extra Time With:	Teacher-guided practice on solving for conversion factors	Additional review of metric system and conversions	Begin work in "Practice Book, Lesson 7-5" for homework	Additional samples of similar relative partitive proportion problems	Teacher-created examples of solving partitive problems
Daily Homework:	Teacher to assign section of "Practice Book, Lesson 7-2" and "Practice Book, Lesson 7-3" to complete; due tomorrow!	Teacher to assign section of "Practice Book, Lesson 7-4" to complete; due tomorrow!	Teacher to assign section of "Practice Book, Lesson 7-5" to complete; due tomorrow!	Study for quiz tomorrow on "Terms to Know from Week Thirty-Two", ratios, proportions, and unit rate	Define the "Terms to Know from Week Thirty-Two" in your own words
Terms to Know:	*Scale Drawings, Scale Models, Scale Factor, Similarity, Corresponding Angles, Corresponding Sidese, Congruent, Overlapping Figures, Proportional, Trigonometric Ratios, Sine, Cosine, Tangent, Hypotenuse, Adjacent, Inverse*				
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
	Foundations of Algebra, Chapter Seven, Page 202-203 - Read quietly and individually; students to discuss with Teacher moderating how to solve problems with scale; what are scale factors? What do the terms "reduction" and "enlargement" mean? Why must scale be drawn accurately? - 15 min	Students in pairs, exchange homework and discuss via peer-editing; Teacher to review difficult problems per request - 15 min	Students in groups of three, review homework and discuss difficult solutions via group practice & edit techniques; Teacher to circle to each group and review difficult problems per request - 10 min	*Foundations of Algebra, Chapter Seven, Page 207* - Teacher to provide several examples of calculating for Sine, Cosine, and Tangent; Complete "Try These #'s 3-4" as a class and discuss; review homework for questions about similar angles & sides; how do these relate to trigonometric ratios? - 15 min	Teacher to review angle and side similarities; compare and solve for missing values as provided by the Teacher; review trigonometric ratios and how to solve for them; Teacher to provide examples and assist in solving - 15 min

Week 34	Teacher to provide students with a map of Cleveland with a scale; students to relate popular items on the map (Tower City, Cleveland Browns Stadium) to each other with distance by using the scale; students to then calculate random locations on the map to others; Teacher to reiterate that the conversions that they're doing in the discussion are the same as the problem solving they're about to complete - 15 min	*Foundations of Algebra, Chapter Seven, Pages 204-205* - Students to read aloud and discuss similar figures; what are corresponding angles? What does congruent mean? Teacher to provide examples of shapes with similar measurements that can be related to each other based upon sides, angle, and dimension - 15 min	Students in pairs, as a class review and complete teacher-assigned problems in "Practice Book, Lesson 7-9"; students to work together to complete work as Teacher presents and directs students through each problem on the board; students to illustrate additional figures as needed - 15 min	Watch "Trigonometry: Solving Right Triangles... How? (NancyPi)" on YouTube (13:29 min) and discuss how the instructor breaks it down; what is SOH CAH TOA? How does this help you to remember what to process in specific problems? - 15 min	*Foundations of Algebra, Chapter Seven, Pages 208-209* - Read aloud and discuss how these measurements relate to everyday life; how can you use triangles and indirect measurement to solve other problems? Discuss what is the value in knowing the size of one object in relationshihp to finding the value of others? - 10 min
	Foundations of Algebra, Chapter Seven, Page 203 - Teacher to model how to complete "Try These #1" and discuss questions with students; students in pairs, complete "Try These #'s 2-4" together; Teacher to come to each pair to assist as needed; review when complete - 15 min	*Foundations of Algebra, Chapter Seven, Page 205* - As a class, complete "Try These #'s 1-3" together and discuss how to calculate for each; Teacher to create additional sides, angles, and measurements (including 3-D options) for additional practice - 15 min	*Foundations of Algebra, Chapter Seven, Pages 206-207* - Read aloud as a class and discuss trigonometric ratios; what are Sine, Cosine, Tangent, and Hypotenuse? Teacher to review the Pythagorean Theorum? Students to locate trigonometric functions on their Chromebook; Teacher to create sample problems to solve; complete "Try These #'s 1-2" as a class and discuss - 20 min	Complete teacher-assigned problems in "Practice Book, Lesson 7-10" individually; Teacher to circle to each child to assist; students to ask questions as needed, Teacher to direct students to their Chromebook functions to assist in computation of problems - 15 min	*Foundations of Algebra, Chapter Seven, Pages 208-209* - By creating illustrations to plot out the needs of the question, Teacher and students to solve together "Try These #'s 1-3"; create an illustration for each problem and solve based upon the requirements of the question in relation to what was learned in the prior lesson; each student to have their own illustration - 20 min
Bellwork Topic:	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Students to go to "www.mathgametime.com/games /swimming-otters-variable-expression" and play for ten minutes	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Students to go to "www.mathgametime.com/games /swimming-otters-variable-expression" and play for ten minutes	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes
Suppliment Extra Time With:	Additional practice on comparing items on a map to the scale	Teacher to create sample sets of 3-D images to practice relative knowledge and assess	Additional Teacher-created examples of solving for Sine, Cosine, and Tangent	Teacher created examples of solving for triangles using Sine, Cosine, and Tangent	Teacher guided assistance in reviewing solving for trigonometric ratios
Daily Homework:	Teacher to assign section of "Practice Book, Lesson 7-8" to complete; due tomorrow!	Teacher to assign section of "Practice Book, Lesson 7-9" to complete; due tomorrow!	Teacher-created worksheet with eight problems of solving for similar figures and the sides, angles, and dimensional measurements; due tomorrow!	Define any ten terms of the "Terms to Know from Week Thirty-Four" in your own words; due tomorrow!	Teacher to assign section of "Practice Book, Lesson 7-10" and "Practice Book, Lesson 7-11" to complete; due tomorrow!

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	Biweekly quiz on "Terms to Know from Week Thirty-Four" and trigonometric ratios - 20 min
	Teacher to create examples of trigonometric ratios for students to solve; working in pairs, complete the examples while Teacher travels to each pair to review homework and discuss concerns - 15 min	Teacher to review trigonometric ratios and how it correlates to geometry; Teacher to review questions from the homework and discuss at length; provide additional examples for students to solve - 20 min	Teacher to provide examples of complementary, vertical, and supplementary angles with missing values for students to solve; reflect prior examples from the text - 15 min	Teacher to create several examples on the board; students in groups of 3 or 4, complete the examples while Teacher travels to each child to discuss homework and questions about it - 15 min	*Foundations of Algebra, Chapter Nine, Pages 240-241* - Teacher to review the different polygons and how they are classified; why is the number of sides and angles important? - 10 min
	Teacher to create examples of indirect measurement for students to solve in pairs; students to create illustrations to align with the example questions; discuss and solve as a class - 15 min	*Foundations of Algebra, Chapter Nine, Page 237* - Teacher to review the different types of angles and provide examples; Teacher to model how to complete "Try These # 1" and discuss; students to complete "Try These #'s 2-3" and review as a class - 15 min	*Foundations of Algebra, Chapter Nine, Pages 238-239* - Students to read in pairs and discuss how they believe angels in parallel lines relate; share thoughts with the class, Teacher to discuss and relay correct process; use "Examples # 1-2" as a guide; Teacher to create several other examples to follow and attempt - 15 min	Students in groups of 3 or 4, complete teacher assigned problems in "Practice Book, Lesson 9-2" and discuss; Teacher to approach each group and assist as needed - 10 min	*Foundations of Algebra, Chapter Nine, Pages 242-243* - As a class, quickly scan the section for ten seconds and shut your books; students to make predictions about how to solve for angles of polygons; Teacher to lisen and assess opinions; promote those that are correct or near correct; discuss and provide examples - 5 min
	Foundations of Algebra, Chapter Nine, Pages 236-237 - Read about angle pairs and the different types of angles; how can they be easily calculated using a protractor? Teacher to review the different types of angles (complementary, obtuse, acute, supplementary) with examples - 15 min	Students in pairs, complete teacher-assigned problems in "Practice Book, Lesson 9-1" together; after every two problems, students will check with Teacher to verify accuracy; Teacher to illustrate specific problems on the board as needed and students may approach to solve together - 10 min	*Foundations of Algebra, Chapter Nine, Page 239* - As a class complete together "Try These #'s 1-3" and discuss; Teacher to create other examples that are similar for students to practice with; students to create their own series of angles with lettered angels; Teacher to collect those examples and disperse at random to other students to solve; discuss as needed for reflection - 15 min	*Foundations of Algebra, Chapter Nine, Pages 240-241* - Read aloud and discuss polygons; Teacher to reiterate that all shapes should be classified by their mathematical name; review the "Examples #'s 1-2" and refer to the previously read information for help - 20 min	*Foundations of Algebra, Chapter Nine, Pages 242-243* - Read aloud how to calculate for interior angles of polygons; review linear pairs and vertical angles; Teacher to provide a few quick examples including variables; discuss how the sum of angles relates to the number of sides & angles; Teacher to show the trick for remembering the sum of interior angles (n-2) if needed; complete "Try These #'s 1-6" 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 "www.mathgametime.com/games/four-wheel-fracas" and play for ten minutes	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Students to go to "www.mathgametime.com/games/four-wheel-fracas" and play for ten minutes	None
Suppliment Extra Time With:	Additional teacher guided instruction of solving for angle with trigonometric ratios	Additional practice time on angle pairs	As a class review student examples of parallel line angles	Additional time spent solving angels of parallel lines and how they relate to each other	Teacher to assign practice problems to review in "Practice Book, Lesson 9-4"
Daily Homework:	Teacher to assign section of "Practice Book, Lesson 7-10" and "Practice Book, Lesson 7-11" to complete; due tomorrow!	Teacher to assign section of "Practice Book, Lesson 9-1" to complete; due tomorrow!	Teacher to assign section of "Practice Book, Lesson 9-1" and "Practice Book, Lesson 9-2" to complete; due tomorrow!	Study for quiz tomorrow on "Terms to Know from Week Thirty-Four" and trigonometric ratios!	Teacher to assign section of "Practice Book, Lesson 9-3" and "Practice Book, Lesson 9-4" to complete; due tomorrow!
Terms to Know:	*Polygon, Convex, Concave, Quadrilateral, Parallelogram, Trapezoid, Isoceles, Ray, Obtuse, Acute, Right, Compass, Protractor, Bisector, Arc, Semicircle, Sector, Tangent, Secant, Chord, Circumscribed, Parallel, Perpendicular, Bisected, Coplaner, Transversal Line,*				
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 5 min	Bellwork - 10 min
	Teacher to review how to solve for interior angles of polygons, as well as their linear pair angels; Teacher to create several examples to review and practice with; students to illustrate the polygons on their paper and practice - 20 min	Students in pairs, complete together teacher-assigned questions in "Practice Book, Lesson 9-5" while Teacher circles to each pair to discuss homework and review questions of concern; review questions as a class as needed when complete - 20 min	Students to exchange homework with one other student and pair-up to peer-edit eachother's work; students to seek assistance from each other as Teacher circles the room to provide direct assistance to pairs as well - 10 min	Students to design an acrostic of the different parts of a circle; use at minimum the terms "chord, secant, tangent, arc, semicircle, sector, & inscribed angle"; use colored pencils, crayons, or markers to make it colorful - 20 min	*Foundations of Algebra, Chapter Nine, Pages 248-249* - Review terms and concepts from this section as well as the parts of a circle; as a class, use a protractor

					circle, as a class, use a protractor and compass to create the circle graph in "Try These #'s 1-2"; Teacher to travel to each students' desk to assist as necessary - 25 min
Week 36	Students to create their own polygon with a straight-edge; assign values to SOME angles but not all; trade polygons with a partner and solve each other's missing values; Teacher to assist as needed and review - 10 min	*Foundations of Algebra, Chapter Nine, Pages 244-245* - Students to refer to the comparisons of congruent polygons; using the website "www.ixl.com/math/geometry/identify-congruent-figures" students will practice identifying congruent shapese - 10 min	*Foundations of Algebra, Chapter Nine, Pages 246-247* - Read aloud about the different parts of a circle; watch "Parts of a circle animation" on YouTube (1:34 min) to obtain a better understanding of each part; Teacher to illustrate a circle and parts on the board with various points for students to identify - 15 min	Students in pairs, complete teacher assigned problems in "Practice Book, Lesson 9-6" and discuss; after every two problems, Teacher to review and model how to complete on the board; students to come up to solve - 15 min	
	Foundations of Algebra, Chapter Nine, Pages 244-245 - Read about congruent polygons and "SSS", "SAS", "ASA", "SAA", and "HL" relationships; compare examples of relationships; how do you tell if polygons are congruent? Students to use the rules provided to complete "Try These 1-3" privately; discuss with Teacher concerns privately as Teacher comes to each child to assist - 15 min	Teacher to create several polygons; students to verify if they are congruent or not, as well as their corresponding angles and sides relationships; Teacher to review calculating for the angles of polygons with interior and exterior calculation practice - 15 min	*Foundations of Algebra, Chapter Nine, Page 247* - As a class, work together to solve "Try These #'s 1-3" and discuss; Teacher to create additional examples for students to solve and review; Teacher to use multiple colors of points, arcs, segments, etc. and create multiple examples if needed to reinforce ideas - 20 min	*Foundations of Algebra, Chapter Nine, Pages 248-249* - Read aloud making circle graphs; Teacher to create mock data to assist in the understanding of circle graphs (aka "pie charts"); review "Examples #'s 1-2" and discuss the values of the interior pieces of the circle (total 100% or 360`); Teacher to review use of a protractor and compass - 15 min	Students in pairs, complete teacher assigned problems in "Practice Book, Lesson 9-7" and share with the class; after every five minutes, Teacher to interceed and review concepts or specific problems on the board; students to ask questions as needed - 20 min
Bellwork Topic:	Teacher-created problems (three) of solving for angles of parallel lines; discuss when complete	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Teacher-created problems (three) of congruent shapes, sides, and angles; discuss when complete	Teacher-created problems (three) of solving for and identifying points on a circle; discuss when complete	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes
Suppliment Extra Time With:	Additional review of congruent polygons and their corresponding sides & angles	Additional review of congruent polygons and their corresponding sides & angles	Additional review of parts of the circle	Review of parts of a circle with imposed values for them to discuss	Review how to solve for the value of parts of a circle and their values

Daily Homework:	Teacher to assign section of "Practice Book, Lesson 9-4" to complete; due tomorrow!	Teacher to assign section of "Practice Book, Lesson 9-5" to complete; due tomorrow!	Teacher to assign section of "Practice Book, Lesson 9-6" to complete; due tomorrow!	Teacher-created worksheet (eight problems) about solving for parts of a circle by labeling parts, points, arcs, and values; due tomorrow!	Teacher to assign section of "Practice Book, Lesson 9-7" to complete; due tomorrow!
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	Biweekly quiz on "Terms to Know from Week Thirty-Six", congruent polygons, and identifying values for parts of a circle - 20 min
	Teacher to create data that is relative to student interest for a circle graph to be illustrated using a compass and protractor; Teacher to assist as needed by moving to each desk to assist students privately - 25 min	*Foundations of Algebra, Chapter Nine, Pages 250-251* - Students to read in pairs, discuss what is requested and correlate to prior knowledge; Teacher to review concepts as a class including compass and protractor use; reiterate terms such as bisector and constructions - 15 min	As a class discuss and review homework; Teacher to answer questions as a class and review concerns - 10 min	Students in pairs, compare homework to peer-edit and review questions as they arise; Teacher to review specific problems on the board as needed; create additional examples to assist - 15 min	*Foundations of Algebra, Chapter Nine, Pages 254-255* - Read aloud and discuss using a straightedge and compass to create line bisectors; students to practice duplicating the rays, lines, and bisectors to create triangles with equal measurements - 15 min
	Teacher to create examples of congruent polygons and examine their values, angles, and sides based upon corresponding measurements; Teacher to create values and measurements for the different polygons used and students to calculate interior	Students in pairs, Teacher to provide angles to create using a compass and protractor; students to work together to accomplish; Teacher to supply bisector values, create vertical angles as a review; Students may create additional shapes and values as time permits for added practice - 15 min	*Foundations of Algebra, Chapter Nine, Pages 252-253* - Teacher to read aloud and review line constructions; Teacher to review the symbols used for rays, lines, coplanar, and perpendicular; what are transversal lines? How are their angles related to the original measurements in an angle? Provide examples, students to come to the board to incorporate - 15 min	Divide the class into three groups; one group to work in pairs, one group to work together, and one group to work individually; complete teacher-assigned problems in "Practice Book, Lesson 9-9" together; after every two problems students will verify content accuracy with the Teacher; Teacher to travel to each group and solve problems on the board as needed - 20 min	*Foundations of Algebra, Chapter Nine, Page 255* - Follow the "Examples #'s 1-2" and discuss; Teacher to create additional yet similar examples to review; students to use a compass, straightedge, and protractor to complete - 10 min

	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
	angles, values of sides based upon other sides, and the "SAS, ASA, HL" and other relationships - 20 min	*Foundations of Algebra, Chapter Nine, Page 251* - Students in pairs, complete "Try These #'s 1-4" and discuss; Teacher to travel to each pair to assist with calculations and practice of bisecting - 15 min	*Foundations of Algebra, Chapter Nine, Page 253* - As a class, review examples and illustrate various rays and transversal lines in addition to them; complete together "Try These #'s 1-3" and discuss; Teacher to model and lead process while students assist - 20 min	Teacher to review content for quiz tomorrow; discuss "Terms to Know for Week Thirty-Six" and provide examples - 10 min	*Foundations of Algebra, Chapter Nine, Page 255* - Students to individually complete "Try These #'s 1-3" using a compass and straightedge; plot the necessary points and review with Teacher prior to completing - 10 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	Teacher created problems (three) of illustrating and measuring angles with points	Teacher created problems (three) of creating a line bisector with a ray and transversal line	None
Suppliment Extra Time With:	Additional time to review polygons & angles while calculating their values	Use the compass and protractor to create additional shapes and values for sides & angles	Additional time reviewing and creating examples of transversal lines with angles; use correct symbols	Additional review for quiz and concepts therein	Additional time to discuss constructing triangles from circles and line bisectors
Daily Homework:	Define any ten "Terms to Know from Week Thirty-Six" in your own words; due tomorrow!	Teacher to assign section of "Practice Book, Lesson 9-8" to complete; due tomorrow!	Teacher to assign section of "Practice Book, Lesson 9-8" to complete; due tomorrow!	Study for quiz tomorrow on "Terms to Know from Week Thirty-Six", congruent polygons, and identifying values for parts of a circle!	Teacher to assign section of "Practice Book, Lesson 9-10" to complete; due tomorrow!
Terms to Know:	*Angle of Elevation, Angle of Depression, Perpendicular, Tessellations, Perimeter, Area, Radius, Apothem, Circumference, Pi,*				
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
	As a class review homework and discuss; Teacher to complete and review each problem as needed; Students to come to the board to assist and complete with Teacher assistance - 15 min	Students in pairs, complete together teacher-assigned questions in "Practice Book, Lesson 9-11" while Teacher circles to each pair to discuss homework and student struggles; review as a class when complete - 15 min	*Foundations of Algebra, Chapter Nine, Pages 258-259* - Review previous content of tessellations; review how to solve for interior angles of polygons including formula (n-2) for solving angles; teacher to create examples - 15 min	Review using a compass and protractor to solve examples involving line bisectors and angles of elevation & depression; review making triangles from circles; review tessellations - 20 min	Teacher to create examples of formula use to solve for perimeter of various polygons; use the formula cheet sheet to assist; students to come to the board to assist in the process - 10 min

Week 38	*Foundations of Algebra, Chapter Nine, Pages 256-257* - Review trigonometric ratios and solve examples for values; in a combination of bisecting lines and trigonometric ratios, students will illustrate lines, bisectors, and rays to answer questions; Teacher to supply values and examples; students to solve the measurements using the trigonometric ratio processes learnined prior - 20 min	Students to write their own problem involving angle of elevation or angle of depression; create an illustration to demonstrate your question; DO NOT SOLVE; exchange questions with another student and practice solving each other's examples; Teacher to assist as needed in solving and trouble-shooting - 20 min	*Foundations of Algebra, Chapter Nine, Pages 258-259* - Students in pairs, complete "Try These #'s 1-3" together; share examples with the class; Teacher to assist as needed, travel to each pairs to assist as needed - 30 min	*Foundations of Algebra, Chapter Ten, Pages 268-269* -Read aloud and discuss the formulas needed for solving for specific polygons; Teacher to provide a cheat sheet list of polygons and their formulas to download off the web; review the formulas and practice them as applicable (ex. "4s = P" is the formula for a square; practice using it); relate to the concepts in the text - 15 min	*Foundations of Algebra, Chapter Ten, Pages 270-271* - Students in pairs, review the content on these pages and discuss what needs to be completed to successfully solve for Area; Teacher to review discussions and provide examples of area-problems based upon the cheat sheet (ex. A = S2 is a square, or A = LW is a rectangle); solve for the examples as practice - 15 min
	Foundations of Algebra, Chapter Nine, Page 257 - Teacher to introduce angles of elevation and depression; complete together "Try These #'s 1 & 3"; students to illustrate and label aspects of the lighthouse and boat as depicted in the problem; Teacher to assist individually as needed - 10 min	*Foundations of Algebra, Chapter Nine, Pages 258-259* - Read aloud and introduce tessellations; Teacher to discuss them and how to calculate them by combining similar shapes together; how can these patters be beneficial to architects or designers? - 10 min		*Foundations of Algebra, Chapter Ten, Page 269* - As a class, complete "Try These #'s 1 & 3" and discuss; students in pairs, complete "Try These #'s 2, 4, & 5" and discuss; Teacher to approach each child to assist with processing and formula use - 10 min	*Foundations of Algebra, Chapter Ten, Page 271* - Students in pairs, complete "Try These #'s 1-5" together and review; students to come to the board to complete each problem and discuss how to solve each - 20 min
Bellwork Topic:	Teacher-created problems (two) of constructing triangles within circles and using rays with a compass and protractor; discuss when complete	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Teacher created problems (three) of solving for angle of elevation and declination	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Teacher created problems (three) of using formulas to solve for perimeter
Suppliment Extra Time With:	Continued review and examples of solving for illustrated angles using trigonometric ratios	Continued introduction of tessellations	Continued reinforcement of tessellations	Continued reinforcement of use of various formulas	Practice using formulas to solve for area
Daily Homework:	*Foundations of Algebra, Chapter Nine, Page 257* - Complete "Try These # 2" with illustration; due tomorrow!	Teacher to assign section of "Practice Book, Lesson 9-11" to complete; due tomorrow!	Teacher to assign section of "Practice Book, Lesson 9-12" to complete; due tomorrow!	Teacher to assign section of "Practice Book, Lesson 10-2" to complete; due tomorrow!	Teacher to assign section of "Practice Book, Lesson 10-3" to complete; due tomorrow!

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	Biweekly quiz on "Terms to Know from Week Thirty-Eight" and solving perimter & area problems - 20 min
	Teacher to create examples of random polygons and students to solve for their values based upon their corresponding formula; Teacher to direct and advise on how to solve each formula as a class - 15 min	Teacher to create examples of solving for the circumference and area of spheres by using sports balls such as a basketball, baseball, softball, soccer ball, and volleyball; incorporate those values and solve together as a class; create a table of the data - 15 min	Students to exchange homework with one other student and pair-up to peer-edit eachother's work; students to seek assistance from each other as Teacher circles the room to provide direct assistance to pairs as well - 15 min	*Foundations of Algebra, Chapter Ten, Pages 274-275* - Review the material and how to solve for a "shape within a shape"; Teacher to review how to solve for various shapes prior to examples; include triangles and circles in the review - 15 min	Teacher to review the Pythagorean Theorem and how to calculate it, as well as examples of formulas for area, perimeter, and circumference; students to complete examples as review - 15 min
	Students in pairs, complete together teacher-assigned problems in "Practice Book, Lesson 10-2" and "Practice Book, Lesson 10-3"; Teacher to visit each pair to assist in processing for perimeter and area solving - 15 min	*Foundations of Algebra, Chapter Ten, Page 273* - Students in pairs, complete "Try These #'s 1-4" and discuss; Teacher to solve on the board after each problem to ensure accuracy - 15 min	Teacher to create sample problems of solving equations using the various formulas for area and perimeter; students to work together to solve and come to the board to lead explanations - 15 min	Teacher to create situations of "shapes within shapes" that students must subtract the area of one shape from another; start with the area of a square subtracted from the area of a rectangle; students to come to the board to solve together as a class - 15 min	*Foundations of Algebra, Chapter Ten, Pages 276-277* - Students to read aloud how to solve for missing dimensions of shapes within formulas; this may be a review based upon inforamtion incorporated by Teacher during various example problems; as a class, follow along with the examples and compute together; complete "Try These #'s 1-4" as a class and discuss how to compute; Teacher to create additional examples and solve together as a class - 20 min
	Foundations of Algebra, Chapter Ten, Pages 272-273 - Teacher to read aloud and review how to solve for the circumference and area of a circle; Teacher to create and model how to solve for examples including arcs and semicircles - 15 min	Divide the class into four groups; one group will work independently, one will work in pairs, one will work as a group, and one will work with the Teacher directly; solve teacher-assigned problems in "Practice Book, Lesson 10-4" as directed - 15 min	Students to design their own backyard or park playground; devise the amount of space in it by using formulas to solve; students will only supply the radius or outer edge values of shapes; exchange your playgrounds with other students and solve eachothers' values; Teacher to assist in the processing; share examples as desired - 15 min	Students in pairs, Teacher to reintroduce the Pythagorean Theorem and solving for it; provide several examples; students to solve examples of solving for the area of a circle minus the area of a triangle within it; come to the board to show how to complete accurately - 15 min	
Bellwork Topic:	Teacher created problems (three) in solving for area	Watch "Math Antics - Circles, Circumference And Area" on YouTube (7:56 min) and discuss examples to solve	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

	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Suppliment Extra Time With:	Additional practice on solving for circumference and area of a circle	Additional practice on solving for circumference and area of a circle	Teacher guided review of solving for various shapes and their area, perimeter, circumference, etc.	Review of the Pythagorean Theorem and how to solve for it correctly	Review of solving for the area and perimeter of shapes; incorporate missing values
Daily Homework:	Teacher created worksheet with eight problems of solving for perimeter and area of various shapes; due tomorrow!	Teacher created worksheet with ten problems of solving for perimeter and area of various shapes including circles; due tomorrow!	Teacher created worksheet with six problems of solving for perimeter and area of various shapes including circles; due tomorrow!	Study for quiz tomorrow on "Terms to Know from Week Thirty-Eight" and solving perimter & area problems!	Teacher created worksheet with six problems of solving for missing values of various shapes including circles; due tomorrow!
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 40	Bellwork - 10 min	Bellwork - 5 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min
	Students in pairs, complete teacher-assigned problems in "Practice Book, Lesson 10-6" while Teacher travels to each pair to review homework and address questions directly about content - 15 min	Teacher to review shapes as placed atop a coordinate plane; review how to correctly find vertices and proper placement; review formulas for various shapes and solve examples - 20 min	Teacher to review homework as a class and discuss concerns; explain that new content will build upon previous content in regards to proper placement of vertices; practice finding opposite points on a coordinate plane and discuss - 15 min	Teacher to review translations and reflections; students to come to the board to lead discussion and assist in review; Teacher to provide students with examples to lead the class through and correct as needed - 15 min	Students to exchange homework with one other student and pair-up to peer-edit eachother's work; students to seek assistance from each other as Teacher circles the room to provide direct assistance to pairs as well - 15 min
	Foundations of Algebra, Chapter Ten, Pages 278-279 - Read aloud and discuss how to graph various shapes upon coordinate planes; review examples within the text to solve for complex polygons	Students in groups of 3 or 4, complete Teacher-assigned problems in "Practice Book, Lesson 10-7" as a class at first; after a comfort level is established, Teacher to indicate	*Foundations of Algebra, Chapter Ten, Pages 280-281* - Teacher to discuss the "Line of Reflection" and "Line of Symmetry" as the coordinate plane; students to practice finding opposite points as reflections; what are translations? Teacher to provide examples of each - 15 min	*Foundations of Algebra, Chapter Ten, Pages 282-283* - Teacher to read aloud to the class; students will attempt to explain how to process rotations on a coordinate plane; students will fill in blanks and correct assumptions of others in the class by verifying from the text - 10 min	Students in groups of 3 or 4, complete Teacher-assigned problems in "Practice Book, Lesson 10-8" and "Practice Book, Lesson 10-9" together; at the beginning, Teacher will model how to complete and lead discussion of solving; after a

	(trapezoid formula); review "Examples #'s 1-2" and incorporate review of the Pythagorean Theorem; As a class, plot points to solve "Try These #'s 1-2" and discuss; students to PRIVATELY complete "Try These # 3"; Teacher to approach each child to assist - 25 min	established, Teacher to indicate that students will work together to process results; Teacher to bring student groups to the board together to solve problems together and discuss; each group will do this; Teacher to create additional problems as needed for reinforcement - 30 min	*Foundations of Algebra, Chapter Ten, Page 281* - Students to individually complete "Try These #'s 1-6"; Teacher to visit each child to ensure accuracy - 15 min	*Foundations of Algebra, Chapter Ten, Pages 282-283* - Teacher to model how to complete rotations and the process of figuring out 90', 180', 270', and 360' from a given point; Teacher to explain that points can be counted on the coordinate plane; as a class, complete "Try These #'s 1-7" and discuss; incorporate translation and reflection into these examples - 20 min	comfort level is established, students will come to the board to further model how to solve examples; students will begin to work as groups, but Teacher to bring student groups to the board together to solve problems together and discuss; each group will do this; Teacher to create additional problems as needed for reinforcement - 30 min
Bellwork Topic:	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Teacher to select five random points on a coordinate plane to plot; students to plot and review accuracy	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Teacher created problems (three) of reflections and translations on a coordinate plane	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes
Suppliment Extra Time With:	Additional examples of solving for polygons as placed atop a coordinate plane	Additional examples of solving for polygon formulas and placement of polygons on a coordinate plane	Review of translations and reflections with further examples	Review of examples incorporating rotation of shapes on a coordinate plane	Discuss dilations on pages 284-285 and incorporate into discussion as group work
Daily Homework:	Teacher created worksheet with five problems of solving for missing values of various shapes including circles; due tomorrow!	Teacher created worksheet with three problems of plotting polygons on a coordinate plane; due tomorrow!	Teacher to assign section of "Practice Book, Lesson 10-8" to complete; due tomorrow!	Teacher created worksheet with two problems of rotating shapes and two problems of translating and reflecting shapes on a coordinate plane; due tomorrow!	None