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| **Teacher** | Thomeca Glover | **Lesson Plans**  **R. Frank Nims Middle School**  723 West Orange Avenue  Tallahassee, FL 32310 |
| **Course** | Pre-Algebra |
| **Period (s)** | 1st, 2nd, 3rd |
| **Dates** | 9/15/14 – 9/19/14 |
| **Essential Questions** | | |
| **M: How can you use scientific notation to express very small quantities?**  **T: How do you add, subtract, multiply, and divide using scientific notation?**  **W: Module 2 Review**  **R: Module 2 Quiz**  **F: How can you use tables, graphs, and equations to represent proportional situations?** | | |
| **Objectives** | | |
| **M: Use scientific notation to express very small quantities**  **T: Add, subtract, multiply, and divide using scientific notation**  **W: Module 2 Review**  **R: Module 2 Quiz**  **F: Use tables, graphs, and equations to represent proportional situations** | | |
| **Materials** | | |
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| **Vocabulary** | | |
| **Proportional relationship, constant of proportionality** | | |

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| **Monday (September 15, 2014)** | Florida Standards | | | | Mathematical Practices | |
| **MAFS. 8.EE.1.3** Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other | | | | **MP.2.1 Reasoning** | |
| Procedures, Instructional Strategies, and Accommodations (Time 55 minutes) | | | | | |
| **Period: 1st**  **Agenda: Lesson 2-3**  Practice- pgs. 49-50 | **Period: 2nd**  **Agenda: Lesson 2-3**  Practice- pgs. 49-50 | | | **Period: 3rd**  **Agenda: Lesson 2-3**  Practice- pgs. 49-50 | |
| **Instructional Questions** | | | | | |
| **How do you know when to move a decimal point left or right?** *Move it to the left if the number is greater than or equal to 1. Move to the right if the number is less than 1.* | | | | | |
| **Assessments** | | | | | |
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| **Homework** | | | | | |
| **Period: 4th**  1-8 Practice Wkbk. Pg.  (1-52 even) | **Period: 5th**  1-8 Practice Wkbk. Pg.  (1-52 even) | | | **Period: 6th**  1-8 Practice Wkbk. Pg.  (1-52 even) | |
| **Tuesday (September 16, 2014)** | Florida Standards | | | | Mathematical Practices | |
| **MAFS.8.EE.1.4** Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. | | | | **MP.1.1** Problem Solving | |
| Procedures, Instructional Strategies, and Accommodations (Time 55 minutes) | | | | | |
| **Period: 1st**  **Agenda: Lesson 2-4**  Homework Review **(5 min)**  Math Notes **(5 min)**  Your Turn Pgs. 51-53 (1-9) **10 min**  Guided Practice p. 54 (1-15)  **(15 min)**  Independent Practice p. 55-56  (16-30) **(20 min)** | | | **Period: 2nd**  **Agenda: Lesson 2-4**  Homework Review **(5 min)**  Math Notes **(5 min)**  Your Turn Pgs. 51-53 (1-9) **10 min**  Guided Practice p. 54 (1-15)  **(15 min)**  Independent Practice p. 55-56  (16-30) **(20 min)** | **Period: 3rd**  **Agenda: Lesson 2-4**  Homework Review **(5 min)**  Math Notes **(5 min)**  Your Turn Pgs. 51-53 (1-9) **10 min**  Guided Practice p. 54 (1-15)  **(15 min)**  Independent Practice p. 55-56  (16-30) **(20 min)** | |
| **Instructional Questions** | | | | | |
| **How do you think you could add or subtract numbers in scientific notation without rewriting them in standard notation? What about if you wanted to multiply or divide?**  **How is dividing two values with scientific notation a matter of solving two division problems?** *The multipliers are divided and the powers of 10 are divided.*  **When must the powers of 10 be the same when operating on numbers written in scientific notation?** *If the expressions are to be added or subtracted, the powers of 10 must be the same.* | | | | | |
| **Assessments** | | | | | |
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| **Homework** | | | | | |
| **Period: 4th**  **2-4 Reading Strategies: Flow Chart and**  **Practice/Problem Solving: D** | **Period: 5th**  **2-4 Reading Strategies: Flow Chart and**  **Practice/Problem Solving: D** | | | **Period: 6th**  **2-4 Reading Strategies: Flow Chart and**  **Practice/Problem Solving: D** | |
| **Wednesday (September 17, 2014)** | Florida Standards | | | | Mathematical Practices | |
| **MAFS.8.EE.1.4** Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. | | | |  | |
| Procedures, Instructional Strategies, and Accommodations (Time 55 minutes) | | | | | |
| **Period: 1st**  **Agenda: Module 2 Review**  Homework Review **(5 min)**  Module Quiz Review pg. 57 (1-20)  Module 2 Mixed Review pg. 58  (1-9) **(50 min)** | | **Period: 2nd**  **Agenda: Module 2 Review**  Homework Review **(5 min)**  Module Quiz Review pg. 57 (1-20)  Module 2 Mixed Review pg. 58  (1-9) **(50 min)** | | | **Period: 3rd**  **Agenda: Module 2 Review**  Homework Review **(5 min)**  Module Quiz Review pg. 57 (1-20)  Module 2 Mixed Review pg. 58  (1-9) **(50 min)** |
| **Instructional Questions** | | | | | |
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| **Assessments** | | | | | |
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| **Homework** | | | | | |
| **Period: 1st**  **Study for Module 2 Quiz** | **Period: 2nd**  **Study for Module 2 Quiz** | | | **Period: 3rd**  **Study for Module 2 Quiz** | |
| **Thursday (September 18, 2014)** | Florida Standards | | | | Mathematical Practices | |
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| Procedures, Instructional Strategies, and Accommodations (Time 55 minutes) | | | | | |
| **Period: 1st**  **Agenda: Module 2 Quiz**  **(50 min)**  Module 2 Exponents and Scientific  Notation Module Quiz D | | | **Period: 2nd**  **Agenda: Module 2 Quiz**  **(50 min)**  Module 2 Exponents and Scientific Notation Module Quiz D | **Period: 3rd**  **Agenda: Module 2 Quiz**  **(50 min)**  Module 2 Exponents and Scientific  Notation Module Quiz D | |
| **Instructional Questions** | | | | | |
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| **Assessments** | | | | | |
| **Module 2 Exponents and Scientific Notation Quiz D** | | | | | |
| **Homework** | | | | | |
| **Period: 1st** | **Period: 2nd** | | | **Period: 3rd** | |
| **Friday (September 19, 2014)** | Florida Standards | | | | Mathematical Practices | |
| **MAFS.8.EE.2.6** Use similar triangles to explain why the slope *m* is the same between any two distinct points on a non-vertical line in the coordinate plane. **MAFS.8.F.2.4** Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a reading these from a table or from a graph. | | | | **MP.4.1 Modeling** | |
| Procedures, Instructional Strategies, and Accommodations (Time 55 minutes) | | | | | |
| **Period: 1st**  **Agenda: Lesson 3-1**  Are You Ready? Pg. 68 **(10 min)**  Reading Start Up p. 69 **(5 min)**  Math Notes **(5 min)**  Your Turn p. 71-73 (1-5) **(15 min)**  Guided Practice p. 74 (1-6) **10 min**  Independent Practice p. 75  (7-10) **10 min** | | | **Period: 2nd**  **Agenda: Lesson 3-1**  Are You Ready? Pg. 68 **(10 min)**  Reading Start Up p. 69 **(5 min)**  Math Notes **(5 min)**  Your Turn p. 71-73 (1-5) **(15 min)**  Guided Practice p. 74 (1-6) **10 min**  Independent Practice p. 75  (7-10) **10 min** | **Period: 3rd**  **Agenda: Lesson 3-1**  Are You Ready? Pg. 68 **(10 min)**  Reading Start Up p. 69 **(5 min)**  Math Notes **(5 min)**  Your Turn p. 71-73 (1-5) **(15 min)**  Guided Practice p. 74 (1-6) **10 min**  Independent Practice p. 75  (7-10) **10 min** | |
| **Instructional Questions** | | | | | |
| **When you know a relationship between variables is a proportional relationship, how do you express the relationship in an equation?** *Express the equation in the form y=kx, where k is the constant of proportionality.* | | | | | |
| **Assessments** | | | | | |
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| **Homework** | | | | | |
| **Period: 1st** | **Period: 2nd** | | | **Period: 3rd** | |