December 11-15, 2017 8th grade Math 1st-4th Periods

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|   | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Standards** | [CCSS.MATH.CONTENT.6.NS.B.4](http://www.corestandards.org/Math/Content/6/NS/B/4/)Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12.[CCSS.MATH.CONTENT.3.NF.A.3](http://www.corestandards.org/Math/Content/3/NF/A/3/)Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. | [CCSS.MATH.CONTENT.3.NF.A.3.A](http://www.corestandards.org/Math/Content/3/NF/A/3/a/)Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line CCSS.MATH.CONTENT.4.NF.A.1Explain why a fraction a/b is equivalent to a fraction (n × a)/(n × b) by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions. | [CCSS.MATH.CONTENT.3.NF.A.3.A](http://www.corestandards.org/Math/Content/3/NF/A/3/a/)Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number lineCCSS.MATH.CONTENT.4.NF.A.1Explain why a fraction a/b is equivalent to a fraction (n × a)/(n × b) by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions. | [CCSS.MATH.CONTENT.3.NF.A.3.A](http://www.corestandards.org/Math/Content/3/NF/A/3/a/)Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.CCSS.MATH.CONTENT.4.NF.A.1Explain why a fraction a/b is equivalent to a fraction (n × a)/(n × b) by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions. | **Mathematics Reasoning Probe****(10 minutes)**CCSS.MATH.CONTENT.4.NF.A.1Explain why a fraction a/b is equivalent to a fraction (n × a)/(n × b) by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions. |
| **Learning Targets** | **I can find the GCF of two whole numbers.****I can identify equivalent fractions.****I can simplify fractions.** | **I can identify equivalent fractions.****I can simplify fractions.** | **I can write equivalent fractions.****I can simplify fractions.** | **I can write equivalent fractions.****I can simplify fractions.** | **Varies from 8th grade math** |
| **Plans** (Include Instructional Method, Strategies, and Activities) | AutomaticityNote-takingLesson (Examples) Group Activity |  XtraMath.com New Problems on IXL.com | AutomaticityRe-teach Lesson Finish problems on IXL.com | XtraMath.comNote-taking Lesson (EXAMPLES)Group Activity | AutomaticityProbeKahoot |
| **Assessments**(Formative and Summative) | WorksheetMath-play.com (Online Game) | *IXL* | IXL | WorksheetMath-play.com (Online Game) | ProbeKahoot |
| **Resources** | KASVertical Progression Guide | KASVertical Progression Guide | KASVertical Progression Guide | KASVertical Progression Guide | KASVertical Progression Guide |
| **Vocabulary** | FactorsGCF Equivalent | FactorsGCF Equivalentt | FactorsGCF Equivalent | FactorsGCF Equivalent |  |
| **Homework** | Review   | Review  | Review  | Review  | Review  |
| **Accommodations** | Extended time for assignments | Extended time for assignments | Extended time for assignments | Extended time for assignments | Extended time for assignments |