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.1 Explain 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.1 Explain 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.1 Explain 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.1 Explain 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) | Automaticity  Note-taking  Lesson (Examples)  Group Activity | XtraMath.com  New Problems on IXL.com | Automaticity  Re-teach Lesson  Finish problems on IXL.com | XtraMath.com  Note-taking Lesson  (EXAMPLES)  Group Activity | Automaticity  Probe  Kahoot |
| **Assessments**  (Formative and Summative) | Worksheet  Math-play.com (Online Game) | *IXL* | IXL | Worksheet  Math-play.com (Online Game) | Probe  Kahoot |
| **Resources** | KAS  Vertical Progression Guide | KAS  Vertical Progression Guide | KAS  Vertical Progression Guide | KAS  Vertical Progression Guide | KAS  Vertical Progression Guide |
| **Vocabulary** | Factors  GCF  Equivalent | Factors  GCF  Equivalentt | Factors  GCF  Equivalent | Factors  GCF  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 |