

Scope and Sequence  
Math - 7th Grade Gen Ed

Unit: Integers

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

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

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

Unit: Properties of Algebraic Equations

<b>Terms to Know:</b>	<b><i>Commutative Property, Associative Property, Identity Property, Inverse Property, Zero Property, Distributive Property, Closure Property, Variable, Law of Exponents</i></b>				
<b>Project Theme:</b>	<b><i>Students will use Poster Board to present the seven Properties of Algebraic Equations. Students will complete the following requirements below as directed. Students will submit the project to their teacher when finished or by the due date, whichever comes first.</i></b>				
<b>Project Breakdown:</b>	<b><i>Students will creatively illustrate, color, and describe each of the seven Properties of Algebraic Equations. Do NOT just write numbers and letters! Be creative! Use bubbles letters, shapes, designs, pictures, animals, or other ideas to display your artwork. 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 seven properties must be represented correctly.</i></b>				
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"

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

Daily Homework:	<i>Fundamentals of Algebra, Chapter One, Page 15</i> - "Try These", #'s 6-8	Teacher created worksheet (eight problems) on identifying the six properties; due tomorrow	Teacher to assign work from Practice Book, Lesson 1-8	Study for quiz tomorrow on the seven properties of Algebraic equations	Teacher created worksheet (eight problems) on identifying closure; due tomorrow
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 9	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Weekly Quiz: "Terms to Know" from Week Eight and Law of Exponents - 15 min
	<i>Fundamentals of Algebra, Chapter One, Pages 18-19</i> - Read aloud and discuss: what is the Law of Exponents? What are the three parts of that law? Teacher to provide examples, class to review - 20 min	Teacher-led discussion: review exponents and the Law of Exponents; provide examples of problems to assist students with each part of the law - 10 min	Watch "Algebra Basics: Exponents In Algebra - Math Antics" on YouTube (12:13 min) and discuss: review each of the three laws from the text and provide examples relative to the video - 15 min	Teacher to create several story problems about exponents; students to answer and discuss as a class - 15 min	Teacher to take students outside to the concrete area just past Door "F" by the church; students to sit on concrete; students in pairs, using colored chalk, students to write on the concrete ONLY and solve equations about exponents and the Laws of Exponents; teacher to provide each equation and check student work for accuracy - 20 min
	Students in pairs, answer and discuss: teacher to create several equations on the board; students will discuss and answer the questions together; then students will try to solve #1-4 in "Try These" on page 19; discuss answers for accuracy - 15 min	Students in groups of 3 or 4, answer and discuss: teacher to provide ten examples of equations with exponents; students to solve and review as a class - 15 min	Students in pairs, work on "Practice Book, Lesson 1-9" together, teacher to check answers as students proceed - 20 min	Using Google Docs, students will write two story problems about Exponents, submit to your teacher; teacher will choose problems at random to read and solve together as a class - 20 min	
	In-class time to work on Properties of Algebraic Equations Project; due in four days! - 15 min	In-class time to work on Properties of Algebraic Equations Project; due in three days! - 15 min	In-class time to work on Properties of Algebraic Equations Project; due in two days! - 10 min	In-class time to work on Properties of Algebraic Equations Project; due tomorrow! - 10 min	Students to present their project to the class; not mandatory, but those that do will receive extra credit if their presentation is explained well - 15 min
Bellwork Topic:	Teacher to create four problems to solve based upon the seven Algebraic properties discussed; review answers	Teacher to create four problems to solve based upon the Laws of Exponents; review answers	Teacher to create four problems to solve based upon the Laws of Exponents; review answers	Teacher to create four problems to solve based upon the Laws of Exponents; review answers	None

Suppliment Extra Time With:	Time to work on project	Review of the Law of Exponents	Time to work on project	Time to work on project	Presentations of projects
Daily Homework:	<i>Fundamentals of Algebra, Chapter One, Page 19</i> - "Try These", #'s 5-9, complete for tomorrow!	Work on your project, it is due in three days!	Work on your project, it is due in two days!	Finish your project, it is due tomorrow! Study for quiz tomorrow on exponents	Teacher created worksheet (eight problems) on the Laws of Exponents; due tomorrow

Unit: Implementing Algebraic Properties

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

	Students in pairs, teacher to assign problems in "Practice Book, Lesson 1-10" to complete - 15 min	Students in pairs, teacher to assign problems in "Practice Book, Lesson 1-10" to complete - 15 min	display boards - 45 min	Fundamentals of Algebra, Chapter One, Pages 23 - "Try These", #'s 1-9, complete independently; teacher to review progress - 15 min	
Bellwork Topic:	Teacher to create four problems to solve based upon the Laws of Exponents; review answers	Teacher to create four problems to solve based upon the Order of Operations; review answers	Teacher to create four problems to solve based upon the Order of Operations; review answers	Teacher to create four problems to solve based upon the Order of Operations; review answers	None
Suppliment Extra Time With:	Practice Book, Lesson 1-10	Practice Book, Lesson 1-10	Review of Order of Operations based problems	Review of various teacher-provided ordered pairs	Review of various teacher-provided ordered pairs
Daily Homework:	Teacher created worksheet (ten problems) on the Order of Operations; due tomorrow	Teacher created worksheet (ten problems) on the Order of Operations; due tomorrow	Teacher created worksheet (ten problems) on the Order of Operations; due tomorrow	Study for quiz tomorrow on the Order of Operations!	Teacher created worksheet (twelve problems) on the graphing Ordered Pairs; due tomorrow
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 11	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Weekly Quiz: "Terms to Know" from Week Ten and graphing ordered pairs - 20 min
	Teacher to visit the website " <a href="https://mathcrush.com/graph_worksheets.html">https://mathcrush.com/graph_worksheets.html</a> " prior to class and select a worksheet to print out; students to plot the points on the coordinate plane based upon the ordered pairs provided; students should color the mystery character with colored pencils when complete - 30 min	Teacher to visit the website " <a href="https://mathcrush.com/graph_worksheets.html">https://mathcrush.com/graph_worksheets.html</a> " prior to class and select a worksheet to print out; students to plot the points on the coordinate plane based upon the ordered pairs provided; students should color the mystery character with colored pencils when complete - 30 min	Using Google Docs, students to define the "Terms to Know" from Week Ten and submit to their teacher - 20 min	<i>Fundamentals of Algebra, Chapter One, "Test Prep: Multiple-Choice Questions", Page 27</i> - Read aloud and review; teacher to review subjects and provide questions based upon content - 20 min	<i>Fundamentals of Algebra, Chapter One, Page 28</i> - Students in pairs, answer and review together as a class: complete "Try These" and all questions in "Item Analysis"; review answers for accuracy - 15 min

	<i>Fundamentals of Algebra, Chapter One, Page 24</i> - As a class, read together and solve the story problem using the clues and graph provided - 15 min	<i>Fundamentals of Algebra, Chapter One, Page 25</i> - As a class, read together and solve the story problem using the clues and graph provided - 15 min	<i>Fundamentals of Algebra, Chapter One, Page 26</i> - As a class, read aloud and discuss; solve "Try These", #'s 1-3 together - 15 min	Teacher to assign problems to answer independently in "Practice Book, Page 27" - 10 min	
Bellwork Topic:	Practice Book, Lesson 1-11, Teacher-assigned problems	Practice Book, Lesson 1-11, Teacher-assigned problems	Practice Book, Lesson 1-11, Teacher-assigned problems	Teacher to create two story problems to solve based upon Order of Operations; review for accuracy	None
Suppliment Extra Time With:	Practice Book, Lesson 1-12	Practice Book, Lesson 1-12	Playing the review game online	Practice Book, Page 27	Practice Book, Page 25
Daily Homework:	Teacher assigned questions from "Practice Book, Lesson 1-12"	Teacher assigned questions from "Practice Book, Lesson 1-12"	Teacher assigned questions from "Practice Book, Page 25"	Study for quiz tomorrow on the Coordinate Plane and graphing	Teacher to provide "Mystery Character" worksheet to complete and color; due tomorrow!

Unit: Algebraic Expressions

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



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

Week 13	<p><i>Fundamentals of Algebra, Chapter Two, Pages 34-35</i> - Read aloud and discuss: what is an open sentence? What is a closed sentence? What are solutions? Review examples and evaluate - 15 min</p>	<p><i>Fundamentals of Algebra, Chapter Two, Pages 36-43</i> - Read pages 36-37 aloud and discuss what "equivalent" means? Teacher to provide several examples of how to solve for the variable - 15 min</p>	<p><i>Fundamentals of Algebra, Chapter Two, Pages 36-43</i> - Read pages 40-41 aloud and discuss how to "undo" an equation; Teacher to provide several examples of how to solve for the variable - 15 min</p>	<p>Students in pairs, complete and provide to teacher: complete teacher-assinged problems in "Practice Book, Lesson 2-4" and "Practice Book, Lesson 2-5"; review answers and discuss - 15 min</p>	<p>Using Google Docs, students to define the "Terms to Know" from Week Twelve and submit to their teacher - 20 min</p>
	<p>Students in groups of 3 or 4, complete #'s 1-5 in "Try These" on page 35; review and discuss as a class - 10 min</p>	<p><i>Fundamentals of Algebra, Chapter Two, Pages 36-43</i> - Read pages 38-39 aloud; Teacher to provide several examples of how to solve for the variable; discuss how these two sections are similar and solving for both sets of problems relates to eachother - 10 min</p>	<p><i>Fundamentals of Algebra, Chapter Two, Pages 36-43</i> - Read pages 42-43 aloud; Teacher to provide several examples of how to solve for the variable; discuss how these two sections are similar and solving for both sets of problems relates to eachother - 10 min</p>	<p>Students in groups of 3 or 4, complete and provide to teacher: complete teacher-assinged problems in "Practice Book, Lesson 2-6" and "Practice Book, Lesson 2-7"; review answers and discuss - 15 min</p>	<p>Students to go to the following website and play "<a href="http://www.mathgames.com/play/mathbuzz.html">www.mathgames.com/play/mathbuzz.html</a>"; students must play grade level or one grade lower ONLY math - 15 min</p>
	<p>Individually, students complete #'s 6-12 in "Try These" on page 35; review answers as a class - 10 min</p>	<p>Students in pairs, answer #'s 1-9 in "Try These" on page 37 and #'s 1-5 on page 39; share and discuss answers for accuracy - 15 min</p>	<p>Students in pairs, answer #'s 1-12 in "Try These" on page 41 and #'s 1-9 on page 43; share and discuss answers for accuracy - 15 min</p>	<p>Watch "Algebra Basics: Solving Basic Equations Part 1 - Math Antics" on YouTube (11:07 min) and discuss and questions that arise - 15 min</p>	
<p><b>Bellwork Topic:</b></p> <p>Write the definition to any three of the "Terms to Know" from Week Twelve</p>	<p>Teacher to create four problems that students will indicate are open or closed, as well as find a solution to be true or false; review for accuracy</p>	<p>Teacher to create four problems that students will solve by using the Subtraction &amp; Addition Properties of Equality; review for accuracy</p>	<p>Teacher to create four problems that students will solve by using the Multiplication &amp; Division Properties of Equality; review for accuracy</p>	<p>None</p>	
<p><b>Suppliment Extra Time With:</b></p> <p>Begin homework in class</p>	<p>Practice Book, Lesson 2-4 and Practice Book, Lesson 2-5</p>	<p>Practice Book, Lesson 2-6 and Practice Book, Lesson 2-7</p>	<p>Practice Book, Lesson 2-6 and Practice Book, Lesson 2-7</p>	<p>Playing the review game</p>	
<p><b>Daily Homework:</b></p> <p>Teacher assigned questions from "Practice Book, Lesson 2-3"</p>	<p>Teacher assigned questions from "Practice Book, Lesson 2-4" and "Practice Book, Lesson 2-5"</p>	<p>Teacher assigned questions from "Practice Book, Lesson 2-6" and "Practice Book, Lesson 2-7"</p>	<p>Study for quiz tomorrow on finding the solution to Algebraic equations and "Terms to Know" from Week Twelve!</p>	<p>Teacher created worksheet (twelve problems) on the four Algebraic Properties of Equality; due tomorrow</p>	

Unit:

<b>Terms to Know:</b>	<i>Open Sentence, Closed Sentence, Solution, Equivalent, Two-Step Equation, Formula, Volume, Perimeter, Area, inequality,</i>				
<b>Teacher to ensure that the Explore Learning Gizmos Account is activated prior to this week as students will use Gizmos daily for several weeks.</b>					
<b>Timeline:</b>	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 14	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Weekly Quiz on using formulas and how to solve for them - 20 min
	<i>Fundamentals of Algebra, Chapter Two, Pages 44-45</i> - Read aloud about how to solve two-step equations; use the tiles to help solve and review the examples; teacher to create examples in addition to "Examples #'s 1-3"; review as needed - 20 min	Teacher to review two-step equations and how to solve for them correctly; address concerns as needed - 10 min	Teacher to review how to solve formulas and to provide examples of solving formulas; teacher to demonstrate solving for variables using formulas provided in the textbook - 15 min	Teacher to review "Slope Intercept" formulas and how to solve for the variables when provided at least three place holders - 15 min	
	<i>Fundamentals of Algebra, Chapter Two, Page 45</i> - As a class complete "Try These #'s 1-3", teacher to assist in how to solve each; teacher to create similar problems that students can assimilate to and solve - 15 min	<i>Fundamentals of Algebra, Chapter Two, Pages 46-47</i> - Read aloud and discuss how to solve formulas; use a "Frame Game" graphic organizer to list information about each and how to solve them including examples; Teacher to review "Examples # 1-4" and how they relate to the material - 25 min	Students in pairs, practice solving formulas together using the "slope intercept formula"; teacher to review a few examples as needed, then students to work through the examples as needed - 15 min	<i>Fundamentals of Algebra, Chapter Two, Pages 50-51</i> - Using the "sequence" graphic organizer from the previous lesson as an aide, read aloud and discuss how to solve for the examples provided; follow the instructions provided on page 51 but use the guidelines provided by the "sequence" organizer - 15 min	Students in pairs, complete teacher-assigned problems in "Practice Book, Pages 53-54"; teacher to rotate around the classroom to assist students as needed - 20 min
	<i>Fundamentals of Algebra, Chapter Two, Page 45</i> - Students in pairs, complete #'s 4-6 and review as a class to solve for each variable - 15 min	<i>Fundamentals of Algebra, Chapter Two, Page 47</i> - Students to come to the board to practice solving for "Try These #'s 1-4"; teacher to assist as needed - 20 min	<i>Fundamentals of Algebra, Chapter Two, Pages 48-49</i> - Read aloud and use a "sequence" graphic organizer to help outline the material - 15 min	<i>Fundamentals of Algebra, Chapter Two, Page 51</i> - As a class, complete "Try These #'s 1-2" and discuss responses as a class - 15 min	<i>Fundamentals of Algebra, Chapter Two, Test Prep, Page 52</i> - Students in pairs, read aloud and review as a class how to eliminate answers in "Item Analysis"; complete "Try These #'s 1-2" and review - 15 min

Bellwork Topic:	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	None
Supplement Extra Time With:	Teacher-created problems about solving two-step equations	Teacher-created problems to solve or various formulas	Teacher-created problems about "Slope Intercept" formulas	Review the "sequence" graphic organizer and how to use the correct processes in solving formulas	Review time on "Test Prep, Page 52, #'s 1-2" and discuss
Daily Homework:	Teacher assigned questions from "Practice Book, Lesson 2-7" and "Practice Book, Lesson 2-8"	Teacher assigned questions from "Practice Book, Lesson 2-8"	Teacher assigned questions from "Practice Book, Lesson 2-8" and "Practice Book, Lesson 2-9"	Teacher assigned questions from "Practice Book, Lesson 2-9" and "Practice Book, Lesson 2-10"	Teacher assigned questions from "Practice Book, Lesson 2-10"
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 15	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Weekly Quiz: "Terms to Know from Week Fourteen" and formulas with inequalities - 20 min
	<i>Fundamentals of Algebra, Chapter Three, Pages 54-55</i> - Read aloud and discuss what an inequality is; how do you solve if the inequality is open or closed? Teacher to create examples and review them on the Clever Board - 20 min	Teacher to review open and closed sentences; what are inequalities? Teacher to provide examples and discuss; address concerns as needed - 15 min	Using Google Docs, students to define the "Terms to Know" from Week Fourteen and share with their teacher - 15 min	<i>Fundamentals of Algebra, Chapter Three, Pages 58-59</i> - Review inequalities and what makes them open or closed; use the models provided on these pages to see "true statements"; teacher to discuss as needed - 20 min	Teacher to review the models of inequalities and the diagramming of them - 15 min
	<i>Fundamentals of Algebra, Chapter Three, Page 54</i> - Students in pairs, create a concept map diagramming closed and open sentences with inequalities; use examples to show your knowledge of them; share with the class when complete - 15 min	<i>Fundamentals of Algebra, Chapter Three, Pages 56-57</i> - Read about replacement sets, empty sets, and solution sets; teacher to provide examples; review the examples as noted in the textbook; discuss concerns as necessary - 20 min	<i>Fundamentals of Algebra, Chapter Three, Page 57</i> - Teacher to review solution sets, empty sets, and replacement sets; As a class, complete "Try These #'s 1-5" and review the reasoning for each response - 20 min	<i>Fundamentals of Algebra, Chapter Three, Page 59</i> - Students to illustrate, color, and label items that are school-appropriate but more familiar	<i>Fundamentals of Algebra, Chapter Three, Pages 60-61</i> - Read aloud and use a "Main Ideas & Supporting Ideas" graphic organizer to outline the differences between the addition and subtraction properties of

	<i>Fundamentals of Algebra, Chapter Three, Page 55</i> - Teacher to review "Examples # 1-4" with the class and answer questions; students in pairs, complete "Try These #'s 1-7"; discuss with the class when complete - 15 min	Students in pairs, create a T-chart comparing replacement sets, empty sets, and solution sets on the left side and specifics about them on the right side; share results with the class - 15 min	Students in pairs, create your own set of five inequalities and exchange your set with another group; graph their set as they graph your set; review sets and graphs with the teacher for accuracy - 15 min	to them instead of blocks; complete the inequalities listed under "Try These #'s 1-3" using this method - 25 min	and subtraction properties of inequality; teacher to model how to properly outline and format the graphic organizer, as well as supplanting information into it - 20 min
Bellwork Topic:	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	None
Suppliment Extra Time With:	Discussion of how to solve for closed or open sentences	Review of replacement sets, empty sets, and solution sets	Additional time reviewing examples of graphing inequalities	Additional time with solving the models of inequalities	Teacher to review inequalities and the two properties
Daily Homework:	<i>Fundamentals of Algebra, Chapter Three, Page 55</i> - Complete "Try These #'s 1-7" if they're not finished in class	Teacher assigned questions from "Practice Book, Lesson 3-1"	Teacher assigned questions from "Practice Book, Lesson 3-1" and "Practice Book, Lesson 3-2"	Teacher assigned questions from "Practice Book, Lesson 3-2" and "Practice Book, Lesson 3-3"	Teacher assigned questions from "Practice Book, Lesson 3-3"

<b>Terms to Know:</b>	<b><i>Empty Set, Replacement Set, Solution Set, Inequality, Repeating Decimals, Terminating Decimals, Rational Numbers, Natural Numbers, Whole Numbers, Integers</i></b>				
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 16	<p><i>Fundamentals of Algebra, Chapter Three, Pages 60-61</i> - Students in groups of 3 or 4, solve "Try These #'s 1-4" together and discuss; Teacher to rotate to each group to assess progress - 15 min</p>	<p><i>Fundamentals of Algebra, Chapter Three, Pages 62-63</i> - Read aloud and use a "Sequence" graphic organizer to outline the process of how to complete multiplying inequalities - 15 min</p>	<p>Teacher to review solving inequalities by adding, subtracting, and multiplying; address any concerns or questions - 10 min</p>	<p><i>Fundamentals of Algebra, Chapter Three, Pages 69-70</i> - Teacher to review "Test Prep" and providing test-taking tips; discuss as a class "Item Analysis" and why some answers work and other don't work - 15 min</p>	<p>Weekly Quiz on Adding, Subtracting, Multiplying, &amp; Dividing Inequalities - 20 min</p>
	<p>Teacher to create examples; students to come to the Clever Board to solve together in a race-style format - 10 min</p>	<p>Teacher to provide several examples of adding, subtracting, and multiplying inequalities; students to solve individually, as a class, and in pairs to review how to best complete each process - 20 min</p>	<p><i>Fundamentals of Algebra, Chapter Three, Pages 64-65</i> - Read aloud and solve teacher-provided examples; students to use colored pencils for each factor in each inequality example - 15 min</p>	<p>Teacher to create several examples of adding, subtracting, multiplying, and dividing inequalities; use the test-taking tips provided in this section to approach each question; teacher to take the class through each step as they proceed - 15 min</p>	
	<p>Divide the class in half, one student to serve as the teacher for each group; that "teacher" will lead students in their group through a review of adding &amp; subtracting inequalities by reviewing "Practice Book, Lesson 3-4" - 20 min</p>	<p><i>Fundamentals of Algebra, Chapter Three, Page 63</i> - Teacher to assist students in completing "Try These #'s 1-4" and ensuring that proper methods are followed in completing them - 10 min</p>	<p><i>Fundamentals of Algebra, Chapter Three, Page 65</i> - Using different-colored pencils for each factor, solve "Try These #'s 1-4" and graph them as requested; complete "Acceleration" by walking through the processes to track progress - 20 min</p>	<p><i>Fundamentals of Algebra, Chapter Three, Page 70</i> - Students in groups of 3 or 4, using colored pencils for each factor complete "Try These" and "Item Analysis" for all problems on this page - 10 min</p>	
Bellwork Topic:	<p>Students to go to "Gizmos" in the Explore Learning website and work for ten minutes</p>	<p>Students to go to "Gizmos" in the Explore Learning website and work for ten minutes</p>	<p>Students to go to "Gizmos" in the Explore Learning website and work for ten minutes</p>	<p>Students to go to "Gizmos" in the Explore Learning website and work for ten minutes</p>	<p>Students to go to "Gizmos" in the Explore Learning website and work for ten minutes</p>
Suppliment Extra Time With:	<p>Additouna time reviewing adding &amp; subtracting inequalties</p>	<p>Additional teacher reinforcement and review of adding, subtracting, and multiplying inequalities</p>	<p>Additional time graphing inequalities</p>	<p>Review of adding, subtracting, multiplying, and subtracting inequalities</p>	<p>Review of adding, subtracting, multiplying, and subtracting inequalities</p>

Daily Homework:	Teacher assigned questions from "Practice Book, Lesson 3-3" and "Practice Book, Lesson 3-4"	<i>Fundamentals of Algebra, Chapter Three, Page 63</i> - Complete "Try These #'s 1-4" if not completed in class	Teacher assigned questions from "Practice Book, Lesson 3-4" and "Practice Book, Lesson 3-5"	<i>Fundamentals of Algebra, Chapter Three, Page 70</i> - Complete all problems on this page; due tomorrow!	Teacher assigned questions from "Practice Book, Pages 77-78"
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 17	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min
	<i>Fundamentals of Algebra, Chapter Four, Pages 72-73</i> - Read aloud and create a table labeling each of the different types of Rational Numbers with an example of each of them; what are repeating decimals and terminating decimals? - 20 min	Teacher to review numbers that are Rational and those that are not; what repeating & terminating decimals? How do we identify them? - 10 min	Using Google Docs, students to define the "Terms to Know from Week Sixteen" and share with their teacher - 20 min	<i>Fundamentals of Algebra, Chapter Four, Pages 76-77</i> - Read aloud and create a list of decimals in the correct order; use the lists provided by the text as well as those from the teacher; review how to convert fractions to decimals - 25 min	Weekly Quiz: "Terms to Know from Week Sixteen" and identifying Rational Numbers and Terminating Decimals - 20 min
	Students in pairs, think of numbers that must be "Irrational Numbers", or those that do not fit on the diagram on page 73; discuss your thoughts with the class and share together - 10 min	Watch "Terminating Decimals" on YouTube (4:18 min) and discuss how to tell which type of decimal you have; how do you indicate a repeating decimal? What are some tips in recognizing types of decimals? - 10 min	<i>Fundamentals of Algebra, Chapter Four, Pages 74-75</i> - Read aloud and write a step-by-step process for converting fractions to decimals; Are fractions integers? Why or why not? Teacher to provide additional examples to those listed in the text; review the tips for conversion - 20 min	Watch "How to write a fraction as a decimal" on YouTube (1:48 min) and discuss how this video has tips to help; what questions do you have about this process? When should you drop a zero and continue? - 10 min	Teacher to review converting decimals to fractions and vice versa; address questions; students to model how to complete on the Clever Board - 15 min
	<i>Fundamentals of Algebra, Chapter Four, Page 73</i> - Teacher to lead discussion, attempt "Try These #'s 1-4" as a group; review responses and reasoning for each; students to privately complete "Try These #'s 5-8" and review as a class - 15 min	Students in pairs, complete teacher-assigned problems in "Practice Book, Lesson 4-1" using colored pencils for each factor and digit; combine to groups of 3 or 4 and continue as your progress through your work; review progress with your teacher - 20 min	<i>Fundamentals of Algebra, Chapter Four, Page 75</i> - Students to privately and quietly complete "Try These #'s 1-6" and review with teacher after every three problems are completed for accuracy - 10 min	<i>Fundamentals of Algebra, Chapter Four, Page 77</i> - Teacher to model how to complete "Try These #'s 1-4" and discuss; students to join in to assist; students in pairs, complete "Try These #'s 5-7" and review how you arrived at these answers - 15 min	Divide the class in half, a student-teacher will be assigned to lead their group through the completion of select problems in "Practice Book, Lesson 4-3"; teacher to review progress and address questions - 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:	Reviewing what numbers are Rational and those that are not Rational	Reviewing numbers that are repeating or terminating	Additional time working on the step-by-step process	Additional time reviewing converting fractions to decimals	Review of converting fractions to decimals and vice versa
Daily Homework:	Teacher assigned questions from "Practice Book, Lesson 4-1"	Teacher assigned questions from "Practice Book, Lesson 4-1"	<i>Fundamentals of Algebra, Chapter Four, Page 75</i> - Complete "Try These #'s 1-13"; finish what you did not complete in class; due tomorrow!	Teacher assigned questions from "Practice Book, Lesson 4-1" and "Practice Book, Lesson 4-2"	Teacher assigned questions from "Practice Book, Lesson 4-2" and "Practice Book, Lesson 4-3"
<b>Terms to Know:</b>	<b><i>Product, Quotient, Associative Property, Commutative Property, Distributive Property, Compatible Numbers, Evaluate,</i></b>				
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min
	<i>Fundamentals of Algebra, Chapter Four, Pages 78-79</i> - Read aloud and discuss estimating decimals; what are the best methods to estimate totals? Teacher to provide several examples from professional sports' games and use those to practice estimating - 20 min	<i>Fundamentals of Algebra, Chapter Four, Pages 80-81</i> - Read aloud and use a concept map to outline adding and subtracting decimals; provide examples; what is the subtraction principle? - 15 min	<i>Fundamentals of Algebra, Chapter Four, Pages 82-83</i> - In Literacy Circles of groups of 3 or 4 students, read this material and discuss the key components; teacher to regroup all students and discuss the learning; review key components - 20 min	<i>Fundamentals of Algebra, Chapter Four, Pages 84-85</i> - Read aloud and discuss compatible numbers; what is the reasoning for using these? Teacher to review place values (tenth, hundredth, thousandth) and how to incorporate when dividing & multiplying - 20 min	Weekly Quiz on estimating, rounding, and solving for



Week 18	<p><i>Fundamentals of Algebra, Chapter Four, Page 79</i> - Teacher to use basketball statistics (shooting average, steals per game, etc.) to have students create numbers to estimate the totals for "Try These #'s 1-4"; students to create their own similar statistics and attempt rounding &amp; estimating - 15 min</p>	<p><i>Fundamentals of Algebra, Chapter Four, Pages 80-81</i> - Review the examples on these pages and discuss each as to how the answers were arrived upon; teacher to address questions at this time on processes - 10 min</p>	<p><i>Fundamentals of Algebra, Chapter Four, Pages 82-83</i> - Teacher to review the properties of algebra listed on this page and provide examples with variables to further knowledge and recognition; review place values (tenths, hundredths, thousandths) - 10 min</p>	<p><i>Fundamentals of Algebra, Chapter Four, Page 85</i> - Teacher to create several examples of dividing decimals; students to use different colors of markers, crayons, or colored-pencils for each digit to track the changes in division; use the problems in "Try These #'s 1-2" as a class to solve - 15 min</p>	<p>rounding, and solving for adding, subtracting, and multiplying decimals - 20 min</p>
	<p>Teacher to create a T-chart reviewing clustering and front-end estimating on the Clever Board; students to ask questions and attempt additional problems that the teacher creates - 10 min</p>	<p><i>Fundamentals of Algebra, Chapter Four, Page 81</i> - Teacher to provide Play-Doh to the students to form the answers from "Try These #'s 1-9"; teacher to review responses and walk students through each one - 20 min</p>	<p><i>Fundamentals of Algebra, Chapter Four, Page 83</i> - Using Google Paint of a similar feature on your Chromebooks, solve "Try These #'s 1-4" as a class then complete in pairs "Try These #'s 5-11"; teacher to review progress after every third response - 15 min</p>	<p><i>Fundamentals of Algebra, Chapter Four, Page 85</i> - Students in pairs, complete "Try These #'s 3-11" together; teacher to review progress after every three problems solved - 10 min</p>	<p><i>Fundamentals of Algebra, Chapter Four, Pages 86-87</i> - Review these pages and complete solving for the quotient as indicated; complete "Try These #'s 1-5" as a class with teacher leading the discussion; check all work by multiplying - 20 min</p>
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
Supplement Extra Time With:	Reviewing front-end estimation and clustering using sports as a tool	Teacher to create additional examples of estimation and clustering on the Clever Board	Additional time to work on the multiplying problems in the text	Completing and reviewing dividing decimals	Additional review of dividing decimals
Daily Homework:	<i>Fundamentals of Algebra, Chapter Four, Page 79</i> - Complete "Try These #'s 1-11" that you did not finish in class today; due tomorrow!	<i>Fundamentals of Algebra, Chapter Four, Page 81</i> - Complete "Try These #'s 1-10" that you did not finish in class today; due tomorrow!	Teacher assigned questions from "Practice Book, Lesson 4-5" and "Practice Book, Lesson 4-6"	Teacher assigned questions from "Practice Book, Lesson 4-6" and "Practice Book, Lesson 4-7"	Teacher assigned questions from "Practice Book, Lesson 4-7" and "Practice Book, Lesson 4-8"
<b>Terms to Know:</b>	<b><i>Exponent, Scientific Notation, Inverse</i></b>				
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 19	Teacher to review homework and discuss questions; Teacher to create examples to review with students - 15 min	<i>Fundamentals of Algebra, Chapter Four, Page 88</i> - Teacher to review negative exponents and review the chart outlining them; students to create their own chart with different numbers and extends to base-5 based off of the one in the text to verify knowledge - 15 min	Teacher to review homework and discuss how to write negative exponents; provide examples as needed - 10 min	<i>Fundamentals of Algebra, Chapter Four, Page 91</i> - Teacher to review scientific notation and work as a class to complete "Try These #'s 8-10"; discuss responses for further understanding - 15 min	<i>Fundamentals of Algebra, Chapter Four, Pages 92-93</i> - Read aloud about operations with scientific notation; review mathematical properties as needed; discuss "Examples" on both pages and how to use your Chromebook to calculate scientific notation - 15 min
	Students in pairs, complete teacher-assigned problems in "Practice Book, Lesson 4-8" and review as a class - 20 min	<i>Fundamentals of Algebra, Chapter Four, Page 89</i> - Teacher to review "Examples" and provide additional samples based upon them; As a class, complete "Try These #'s 1-4" and discuss your responses - 15 min	<i>Fundamentals of Algebra, Chapter Four, Page 90</i> - Read about Scientific Notation and review the examples provided; review moving the decimal point based upon positive & negative exponents - 20 min	Watch "Scientific Notation - Conversion" on YouTube (7:30 min) and discuss examples on moving the decimal point in both directions - 15 min	<i>Fundamentals of Algebra, Chapter Four, Page 93</i> - Students in pairs, complete "Try These #'s 1-4" and review together as a class; compare notes as to what went right or wrong in the process - 15 min
	<i>Fundamentals of Algebra, Chapter Four, Page 88</i> - Read aloud as a class and discuss nonzero numbers, negative exponents, and power of ten - 10 min	<i>Fundamentals of Algebra, Chapter Four, Page 89</i> - Students in pairs, complete "Try These #'s 5-13" together and discuss as a class; use the sample problems in the text as a reference - 15 min	<i>Fundamentals of Algebra, Chapter Four, Page 91</i> - As a class, complete "Try These #'s 1-7" and discuss how to arrive at each correct answer; Teacher to provide reasoning as to each response - 15 min	Students in pairs, complete teacher assigned problems in "Practice Book, Lesson 4-10" and review as a class - 15 min	<i>Fundamentals of Algebra, Chapter Four, Page 93</i> - Individually, complete "Try These #'s 5-9"; Teacher to circle to each child to review their work and progression; correct as needed - 15 min
Bellwork Topic:	Teacher created examples of dividing decimals and review	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Teacher created problems (two) of solving for negative exponents	Teacher created problems (three) of converting scientific notation	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes
Suppliment Extra Time With:	Additional time to review negative exponents	Review of example problems of negative exponents	Overall review of scientific notation and discuss	Samples problems of scientific notation	Additional time of independent practice and review by the Teacher
Daily Homework:	Teacher assigned questions from "Practice Book, Lesson 4-8"	Teacher assigned questions from "Practice Book, Lesson 4-9"	Teacher assigned questions from "Practice Book, Lesson 4-9" and "Practice Book, Lesson 4-10"	Teacher assigned questions from "Practice Book, Lesson 4-10"	Teacher assigned questions from "Practice Book, Lesson 4-10" and "Practice Book, Lesson 4-11"
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	Bi-weekly Quiz on "Terms to Know from Week Nineteen" and multiplying and diving decimals - 15 min
	Teacher to review homework and answer questions; review scientific notation overall and provide sample questions for discussion - 15 min	Teacher to review homework and adding / subtracting variables from decimals; provide examples to complete as needed - 15 min	Teacher to review homework and address questions; students in pairs, review each others homework and discuss ways to help eachother with your progress - 10 min	Teacher to review homework and review adding / subtracting as inverses; create several generic examples to ensure calculating accuracy - 15 min	Teacher to review two-step equations with decimals and how to solve them; provide examples as needed, students to solve at the board - 10 min
	<i>Fundamentals of Algebra, Chapter Four, Page 94</i> - Review what a variable is and how to solve for them in basic algebra; teacher to provide examples of adding and subtracting decimals, then incorporate the variable; students to ask questions as needed - 10 min	<i>Fundamentals of Algebra, Chapter Four, Pages 96-97</i> - Read aloud and solve teacher created examples of multiplying and dividing decimals with variables; what does it mean to combine like terms? Review distributing and equality - 15 min	Students in pairs, complete Teacher assigned problems in "Practice Book, Lesson 4-12" and "Practice Book, Lesson 4-13"; Teacher to assist with each group as needed; review key problems as a class and address concerns - 20 min	Watch "Solve a two step equation with decimals" on YouTube (2:27 min) and discuss the example; Teacher to create another similar example to mathematically dissect with the students; students to approach the board to solve together - 10 min	Students in pairs, complete Teacher assigned problems in "Practice Book, Lesson 4-13" and "Practice Book, Lesson 4-14"; Teacher to assist with each group as needed; review key problems as a class and address concerns - 20 min
	<i>Fundamentals of Algebra, Chapter Four, Pages 94-95</i> - Review "Examples" and complete "Try These #'s 1-7" as a class; discuss inverses and how to properly solve for each - 20 min	<i>Fundamentals of Algebra, Chapter Four, Page 97</i> - Students in pairs, complete "Try These #'s 1-7" and review together as a class; Teacher to circle to each pair to assist as needed - 15 min	<i>Fundamentals of Algebra, Chapter Four, Page 98</i> - Read aloud and discuss; use a "Sequence" graphic organizer to help outline two-step equations; discuss and review teacher-created problems as samples of two-step equations - 15 min	<i>Fundamentals of Algebra, Chapter Four, Pages 98-99</i> - Review material as needed from the prior lesson; As a class, complete "Try These #'s 1-10" together and discuss how to complete them - 20 min	<i>Fundamentals of Algebra, Chapter Four, Page 100</i> - Read aloud and introduce SI Units (aka the Metric System) and conversion to different units of measure within it; explain that these are used in Science class too - 10 min
Bellwork Topic:	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Teacher created problems (three) of adding & subtracting variables from decimals	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Teacher created problems (three) of multiplying and dividing with decimals	None
Suppliment Extra Time With:	Additional practice solving for inverses with variables	Review and practice with solving for variables	Introduction to two-step equations with decimals	Additional time solving two-step equations with decimals and reviewing content	Teacher to provide examples of SI Unit (Metric System) conversion

Daily Homework:	Teacher assigned questions from "Practice Book, Lesson 4-11" and "Practice Book, Lesson 4-12"	Teacher assigned questions from "Practice Book, Lesson 4-12" and "Practice Book, Lesson 4-13"	Teacher assigned questions from "Practice Book, Lesson 4-13"	Study for your quiz tomorrow on solving for multiplying and dividing with decimals	Teacher assigned questions from "Practice Book, Lesson 4-14"
<b>Terms to Know:</b>	<b><i>Metric System, SI Units, Prime Number, Prime Factorization, Factor Tree, Greatest Common Factor (GCF),</i></b>				
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 21	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min
	<i>Fundamentals of Algebra, Chapter Four, Pages 100-101</i> - Read over and review the table of how to convert metric units of length, volume (capacity), and mass; what terms are applied to these measurements? Teacher to create several examples of how to convert one unit into another - 15 min	Watch "Math Antics - Intro to the Metric System" on YouTube (10:51 min) and discuss the different parts of the Metric System (SI Units); Teacher to provide several examples of converting units - 20 min	Teacher to review homework and Metric System conversion; students to practice examples and Teacher to circle the room to review work - 15 min	<i>Fundamentals of Algebra, Chapter Four, Pages 105-106</i> - Read aloud and discuss the examples as they apply; As a class, complete "Try These #'s 1" together; Students in pairs, complete "Try These #'s 2-3"; Teacher to assist students individually as needed, circling to pairs to review and check progress - 30 min	<i>Fundamentals of Algebra, Chapter Five, Pages 108-109</i> - Review prime numbers and what makes them "prime"; teacher to create sample factor trees and use division to create them; Teacher to model "Try These #'s 1-2" to diagram factor trees and if these are prime - 15 min
	<i>Fundamentals of Algebra, Chapter Four, Page 101</i> - Teacher to model to how complete "Try These #'s 1-2" and discuss; students to complete in pairs "Try These #'s 3-9"; Teacher to circle the room to ensure accuracy and proper conversion - 20 min	Using notebook paper and colored pencils, create a table that outlines the Metric System similar to in the textbook; Teacher to provide examples of units of measurement to convert and students to practice converting to different units; use different colored pencils to show the changes into different columns in the table when moving the decimal point - 20 min	<i>Fundamentals of Algebra, Chapter Four, Pages 102-103</i> - Read aloud and discuss patterns and organizing data; review how to solve problems from different perspectives; as a class, complete teacher-assigned problems in "Practice Book, Lesson 4-16" and discuss; Teacher to model methods as needed while students assist - 30 min	<i>Fundamentals of Algebra, Chapter Five, Pages 108-109</i> - Read aloud and discuss prime numbers and factor trees; Teacher to discuss how creating factor trees can help recognize prime numbers; what is a factor? Review the examples from the textbook, Teacher to create examples to factor for students to practice - 15 min	<i>Fundamentals of Algebra, Chapter Five, Page 109</i> - Students in groups of 3 or 4, complete "Try These #'s 3-10" together; Teacher to circle to groups to assist as needed; as a class, review answers together and check validity - 20 min
	Individually, students will practice converting SI Units (Metric System) in "Practice Book, Lesson 4-15"; Teacher to check work after every three problems - 10 min				Individually, complete teacher assigned material in "Practice Book, Lesson 5-1"; Teacher to assist as needed - 10 min

Bellwork Topic:	Teacher-created examples (three) of solving for two-step equations with decimals	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Teacher-created examples (three) of solving for Metric System conversion	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Teacher-created examples (three) of solving for Metric System conversion
Suppliment Extra Time With:	Teacher-created problems demonstrating how to convert to SI Units (Metric System)	Teacher to create examples of Metric System conversion to review	Additional review in solving problems and strategies for them	Review on converting decimals and scientific notation	Review of prime numbers and creating factor trees
Daily Homework:	Teacher assigned questions from "Practice Book, Lesson 4-14" and "Practice Book, Lesson 4-15"	Teacher assigned questions from "Practice Book, Lesson 4-15"	Teacher assigned questions from "Practice Book, Lesson 4-16"	Teacher assigned questions from "Practice Book, Pages 117-118"; due tomorrow!	Teacher assigned questions from "Practice Book, Lesson 5-1"
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 22	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bi-weekly Quiz on "Terms to Know from Week Twenty-One" and Prime Factorization with GCF / LCM - 15 min
	Teacher to review prime numbers, prime factors, and create factor trees to assist; students to complete at the board or in seats - 10 min	Teacher to choose four sample problems for students to factor; using Play-Doh as a medium, students will roll out the numbers and factors for them; teacher to review by circling the room - 20 min	Teacher to review homework and how to solve for GCF; review LCM and how they are similar yet different - 10 min	Teacher to review homework and discuss how to solve for LCM; Watch "GCF" on YouTube (3:46 min) and discuss how the examples shown demonstrate how the two concepts overlap each other - 15 min	Teacher to play "Around the World" with students practicing multiplying and dividing; incorporate fractions and reducing to the LCD - 10 min
	<i>Fundamentals of Algebra, Chapter Five, Page 110</i> - Students to practice solving for factor trees and search for the GCF; use the "Example" but Teacher to model additional examples as well - 15 min	Students in groups of 3 or 4, complete assigned problems in "Practice Book, Lesson 5-2"; Teacher to review work after every three completed problems to ensure that factoring done correctly - 15 min	<i>Fundamentals of Algebra, Chapter Five, Pages 112-113</i> - Review information and discuss common multiples; teacher to provide several examples of numbers that have common multiples; Review "Examples" from the text - 15 min	Students in pairs, complete teacher assigned problems in "Practice Book, Lesson 5-3" and review as a class - 20 min	<i>Fundamentals of Algebra, Chapter Five, Page 114</i> - Teacher to use a number line to model how to plot numbers from a random set; Read aloud and discuss estimating; relate negative numbers to money and owing someone cash - 15 min

	<i>Fundamentals of Algebra, Chapter Five, Page 111</i> - Teacher to review prime factorization and provide examples; students to use colored pencils/markers to find multiples of numbers in examples to track changes (ex. $2 \times 2 \times 3 \times 5 = 60$ ); as a class, complete "Try These #'s 1-2"; Teacher to model how to complete #'s 3-4; students in pairs, complete "Try These #'s 5-10" and review - 20 min	<i>Fundamentals of Algebra, Chapter Five, Pages 112-113</i> - Read aloud and discuss what the LCM of a number is; using a Venn Diagram Teacher to write a comparison of LCM to GCF while students provide examples of how they relate; use the "Examples" in the text to assist - 10 min	<i>Fundamentals of Algebra, Chapter Five, Page 113</i> - As a class, complete "Try These #'s 1-2" with Teacher leading / modeling how to complete; students to come to the board to work through #'s 3-4 together and discuss as a class; individually students will complete "Try These #'s 5-9" and review as a group; Teacher to circle the room to discuss work with students and how to proceed - 20 min	Teacher to play "Around the World" with students practicing flashcards of multiplying and dividing; after a few rounds, explain the connection to GCF and LCM and how knowing your math facts quickly will help with these two principles - 10 min	<i>Fundamentals of Algebra, Chapter Five, Pages 114-115</i> - Review the "Examples" and how to find a point between two places on a number line; Teacher to use Google Maps to locate places in our city and other famous cities; Teacher to model "Try These #'s 1 & 3", students complete "Try These #'s 2, 4-8" in pairs and review as a class - 15 min
Bellwork Topic:	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Watch "Math Antics - Prime Factorization" on YouTube (6:40 min) and ask relative questions	Teacher-created examples (three) of solving for GCF	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	None
Suppliment Extra Time With:	Review of prime factorization	Teacher to provide examples of how to solve for LCM	Teacher created examples of solving for the LCM of three sets of numbers	Additional review of "Around the World"	Review of plotting numbers on a number line and finding points
Daily Homework:	Teacher assigned questions from "Practice Book, Lesson 5-1" and "Practice Book, Lesson 5-2"	Teacher assigned questions from "Practice Book, Lesson 5-2"	Teacher assigned questions from "Practice Book, Lesson 5-2" and "Practice Book, Lesson 5-3"	Study for quiz tomorrow on "Terms to Know from Week Twenty-One" and Prime Factorization with GCF / LCM!	Teacher assigned questions from "Practice Book, Lesson 5-3" and "Practice Book, Lesson 5-4"
<b>Terms to Know:</b>	<b><i>GCF, LCM, Estimate, Rational Numbers, LCD, Mixed Numbers</i></b>				
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 numbers lines and relating them to maps; locate a map of Downtown Cleveland via Google Maps and discuss places on the map in relation to a number line - 10 min	Teacher to create lists of fractions and rational numbers; students to find numbers located between them using number lines and cross-multiplying - 10 min	<i>Fundamentals of Algebra, Chapter Five, Page 118</i> - Read aloud and discuss how to add fractions; how to find the LCD of numbers with like/unlike signs; Teacher to provide examples - 15 min	Students to write a step-by-step sequence of how to solve for adding or subtracting fractions (finding the LCD); students to read sequences aloud to the class - 15 min	Teacher to review homework and address any questions about adding / subtracting mixed numbers - 10 min

Week 23	Students in pairs, complete teacher-assigned problems in "Practice Book, Lesson 5-4" and review as a class - 15 min	Students in pairs, complete teacher-assigned problems in "Practice Book, Lesson 5-5" and review as a class - 15 min	Watch "Math Antics - Common Denominator LCD" on YouTube (5:23 min) and discuss methods used to find the LCD; Teacher to practice with examples - 15 min	<i>Fundamentals of Algebra, Chapter Five, Page 120</i> - Teacher to model solving for mixed numbers and comparing them - 10 min	Students in pairs, complete teacher-assigned problems in "Practice Book, Lesson 5-7" and review as a class - 15 min
	<i>Fundamentals of Algebra, Chapter Five, Pages 116-117</i> - Read aloud and review "Examples"; try the method taught for cross-multiplying to find the greater fraction; Divide the class in half, one half to complete "Try These #'s 1-5" independently while the other half works with the Teacher to review together - 20 min	Teacher to provide students with colored pipe cleaners and pieces of them cut into smaller sizes for little number sizes; students to bend each pipe cleaner to form designated numbers or fractions as determined by the Teacher and solve for ordering them in least to greatest, solving for LCD, and like fractions - 20 min	<i>Fundamentals of Algebra, Chapter Five, Page 119</i> - Divide the class into three groups, one group will work with the Teacher, another group will work alone, and the third group will work together; solve "Try These #'s 1-5" as assigned; discuss responses after completion to review - 15 min	<i>Fundamentals of Algebra, Chapter Five, Pages 120-121</i> - As a class, evaluate the "Examples" provided and how to solve them; divide the class in half, utilize a student teacher to lead each group in solving "Try These #'s 1-7"; Teacher to float between groups to assist in solving and understanding - 20 min	Using colored pencils and computer paper, students will create colored number line based upon mixed numbers that the Teacher provides; students will obtain this numbers by solving mixed number problems to place on the line; Teacher may provide problems as a class to solve or independently - 20 min
Bellwork Topic:	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Students to locate several points on a number line and discuss; practice placing sets of numbers in order	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Practice finding the LCD of three examples of pairs of fractions	Teacher-created examples (three) of solving for adding / subtracting mixed fractions
Suppliment Extra Time With:	Additional review of cross-multiplying	Additional review of solving for LCD and solving for density property	Practice solving for like and unlike denominators	Converting mixed numbers and comparing to others	Additional time to work on number line and placement of numbers
Daily Homework:	Teacher assigned questions from "Practice Book, Lesson 5-5"	<i>Fundamentals of Algebra, Chapter Five, Page 117</i> - Complete "Try These #'s 6-10"; due tomorrow!	Teacher assigned questions from "Practice Book, Lesson 5-6"	Teacher assigned questions from "Practice Book, Lesson 5-6" and "Practice Book, Lesson 5-7"	Teacher assigned questions from "Practice Book, Lesson 5-7"
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-Three" and adding, subtracting, and multiplying fractions & mixed numbers - 15 min

Week 24	<i>Fundamentals of Algebra, Chapter Five, Pages 122-123</i> - Read aloud and discuss how to multiply fractions; Teacher to review "Examples #'s 1-4" and how to solve for each; use visuals as needed - 15 min	Teacher to review homework and provide examples of multiplying fractions - 10 min	Teacher to review multiplying mixed numbers; students to artistically illustrate three examples using bubble letters and coloring them in; Teacher to post for students to capture easily and review - 25 min	<i>Fundamentals of Algebra, Chapter Five, Pages 126-127</i> - Read aloud and review the practice word problem; how can drawing a picture help with fractions? What is a reciprocal? Why is it important for dividing fractions? - 10 min	Students to create a word search, crossword, or another creative word puzzle based upon words and clues from the "Terms to Know from Week 19, 21, and 23"; Teacher to provide graph paper to allot boxes for puzzle making - 30 min
	<i>Fundamentals of Algebra, Chapter Five, Page 123</i> - Teacher to model at the board how to solve "Try These #'s 1-3" and answer questions; students to individually practice "Try These #'s 4-6" and Teacher to review as each works - 20 min	<i>Fundamentals of Algebra, Chapter Five, Page 124</i> - Review as a class how to solve for multiplying fractions; students in groups of three; students to hypothesize methods to use to solve for multiplying mixed numbers; share hypothesis with the class - 15 min	Students in pairs, complete Teacher assigned problems in "Practice Book, Lesson 5-8" and "Practice Book, Lesson 5-9"; Teacher to assist with each group as needed; review key problems as a class and address concerns - 20 min	<i>Fundamentals of Algebra, Chapter Five, Pages 126-127</i> - Teacher to model how to solve the "Examples", but create additional examples; students to come to the board to solve additional examples and discuss; what is cross multiplying? - 15 min	Students in pairs, complete Teacher assigned problems in "Practice Book, Lesson 5-10"; Teacher to assist with each group as needed; review key problems as a class and address concerns - 10 min
	Students to individually complete teacher assigned problems in "Practice Book, Lesson 5-8"; Teacher to circle the room verifying the accuracy of work - 10 min	<i>Fundamentals of Algebra, Chapter Five, Page 125</i> - Using Google Paint or a similar medium, students to individually complete "Try These #'s 1-8"; discuss results when complete - 20 min		<i>Fundamentals of Algebra, Chapter Five, Page 127</i> - Teacher to model how to solve "Try These # 1"; students to individually complete #'s 2-3 and review; complete #'s 4-6 together and discuss - 20 min	
Bellwork Topic:	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Watch "Multiplying Fractions Song   Math Rap Video" on YouTube (2:14 min) and discuss examples of problems to solve	Teacher created examples (three) of multiplying fractions	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	None
Suppliment Extra Time With:	Review of multiplying fractions in "Practice Book, Lesson 5-8"	Teacher to create examples of mixed numbers to multiply	Teacher guided practice of multiplying mixed numbers	Teacher created problems regarding dividing fractions	Additional time to work in "Practice Book" on teacher assigned problems
Daily Homework:	<i>Fundamentals of Algebra, Chapter Five, Page 123</i> - Complete "Try These #'s 7-13"; due tomorrow!	Teacher assigned questions from "Practice Book, Lesson 5-8"	Teacher assigned questions from "Practice Book, Lesson 5-9"	Study for quiz tomorrow on "Terms to Know from Week Twenty-Three" and adding, subtracting and multiplying fractions & mixed numbers!	Teacher assigned questions from "Practice Book, Lesson 5-10"



<b>Terms to Know:</b>	<b><i>Reciprocal, Inverse, Cross-Multiplying, Identity Property, Zero Property, Associative Property, Commutative Property, Order of Operations, Equality,</i></b>				
<b>Timeline:</b>	<b>Day "A"</b>	<b>Day "B"</b>	<b>Day "C"</b>	<b>Day "D"</b>	<b>Day "E"</b>
<b>Week 25</b>	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min
	Teacher to review multiplying fractions and dividing fractions; students to ask questions as necessary regarding how to solve - 10 min	Teacher to lead how to complete, students to use a "Sequencing" graphic organizer to outline how to complete dividing fractions and mixed numbers; review and share with the class when completed - 15 min	<i>Fundamentals of Algebra, Chapter Five, Pages 130-131</i> -Teacher to review the properties of Algebra that are previously known; provide examples for each and introduce others - 15 min	Students to write three problems using fractions, dividing, and variables as described in the textbook; students to exchange papers with each other and solve which properties are being used to demonstrate each - 20 min	Students to compare homework results from the prior night's homework; students to check each other's work; Teacher to assist with difficult problems - 15 min
	<i>Fundamentals of Algebra, Chapter Five, Pages 128-129</i> - Teacher to provide examples for students to practice with individually; review the terms inverse and reciprocal; Teacher to create examples of complex fractions to practice solving - 15 min	Students in groups of 3 or 4, complete assigned problems in "Practice Book, Lesson 5-11"; Teacher to review work after every three completed problems to ensure that dividing mixed fractions is done correctly - 15 min	<i>Fundamentals of Algebra, Chapter Five, Page 131</i> - Teacher to review "Examples" and help identifying each property; Teacher to create other examples as needed; students to assist in creating examples by suggesting amounts to multiply - 15 min	<i>Fundamentals of Algebra, Chapter Five, Page 132</i> - Teacher to review Order of Operations (PEMDAS) and ways to remember them in order; Teacher to provide examples of solving problems incorrectly by not following PEMDAS vs following it to receive the correct answer - 10 min	Divide the class into three groups; one group to work independently, second group to work together, and third group to work with the Teacher directly; complete assigned problems in "Practice Book, Lesson 5-13" as assigned, review as a class when complete - 20 min
	<i>Fundamentals of Algebra, Chapter Five, Page 129</i> - Students in pairs, complete "Try These #'s 1-8"; Teacher to discuss results after every two problems - 20 min	<i>Fundamentals of Algebra, Chapter Five, Pages 130-131</i> - Begin reviewing the previously studied properties of Algebra; Teacher to review examples of each property to assist - 15 min	<i>Fundamentals of Algebra, Chapter Five, Page 131</i> - Students individually complete "Try These #'s 1-2" and review; students in pairs, complete "Try These #'s 3-8" and discuss results - 15 min	<i>Fundamentals of Algebra, Chapter Five, Pages 132-133</i> - Teacher to review "Examples" and incorporate other examples to assist with; students to complete teacher created examples - 15 min	<i>Fundamentals of Algebra, Chapter Five, Page 134</i> - Teacher to introduce adding & subtracting fractions and solving by using the inverses; review "opposites" in math; Teacher to create EASY examples to start - 10 min
<b>Bellwork Topic:</b>	Watch "Dividing Fractions with KEEP, CHANGE, FLIP   Fractions Rap Song" on YouTube (2:39 min) and discuss examples	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Teacher created examples (three) of dividing mixed fractions	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Watch "Order of Operations Song   PEMDAS Rap for 5th Grade and Up" on YouTube (1:48 min) and review examples
<b>Suppliment Extra Time With:</b>	Review of dividing fractions as a foundation for dividing mixed fractions	Teacher to provide additional examples of properties to review	Additional time reviewing the properties	Additional teacher created examples relating to PEMDAS to solve	Review of equalities through examples

Daily Homework:	Teacher assigned questions from "Practice Book, Lesson 5-10" and "Practice Book, Lesson 5-11"	Teacher assigned questions from "Practice Book, Lesson 5-11"	Teacher assigned questions from "Practice Book, Lesson 5-12"	<i>Fundamentals of Algebra, Chapter Five, Page 133</i> - Solve any five "Try These #'s 1-10"; due tomorrow!	Teacher assigned questions from "Practice Book, Lesson 5-13"
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 26	Bellwork - 5 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bi-weekly Quiz on "Terms to Know from Week Twenty-Five", Order of Operations, and adding & subtracting fractions - 15 min
	<i>Fundamentals of Algebra, Chapter Five, Pages 134-135</i> - Teacher to review adding and subtracting fractions; review inverses; provide sample equations with variables to solve and discuss - 15 min	Teacher to review homework from the previous lesson and address student concerns about adding & subtracting fractions with a variable - 10 min	Teacher to review homework and provide examples of multiplying & dividing fractions; incorporate variables into the examples to set-up the next lesson - 15 min	Teacher to review homework and discuss questions; students to create their own problems similar to those in their homework about two-step equations with fractions; exchange problems to review and solve - 20 min	Teacher to discuss what students' prior knowledge is of measuring with English Standard Units (customary units); students to name units that they know and estimate their approximate sizes; Teacher to show examples of materials via Google Images that use the English Standard System (customary units) and how they're measured - 10 min
	<i>Fundamentals of Algebra, Chapter Five, Page 135</i> - Teacher to model how to solve "Try These # 1"; students to use colored pencils / markers to complete "Try These #'s 2-7" and watch changes as they calculate each equation - 20 min	<i>Fundamentals of Algebra, Chapter Five, Page 136</i> - Teacher to review the reciprocal of numbers by providing examples; Teacher to create examples of multiplying with inverses; incorporate variables as students understand better - 15 min	<i>Fundamentals of Algebra, Chapter Five, Pages 138-139</i> - Read aloud and list the steps to solve two-step equations with fractions; Teacher to model using a "Sequence" graphic organizer to outline how to help solve these style of equations; Review the "Examples"; students to practice using the "Sequence" organizer for each - 15 min	Students in pairs, solve and complete teacher-assigned problems from "Practice Book, Lesson 5-16" together; review and discuss together as a class when complete; Teacher to circle to each group to review; students to use different colored pencils to demonstrate the individual steps in the two-step equations, especially when calculating with the inverse (reciprocal) - 25 min	<i>Fundamentals of Algebra, Chapter Five, Pages 140-141</i> - Read aloud and discuss how converting English Standard Units (customary units) can be compared to fractions; Teacher to model the "Examples" and how to convert from smaller units to large units and vice versa with additional examples - 15 min
	Students to creatively illustrate and color with bubble letters their own examples of equations with adding / subtracting fractions with variables - 15 min	<i>Fundamentals of Algebra, Chapter Five, Page 137</i> - Teacher to use multiple colors to model solving for "Examples"; students in pairs, use colored pencils to solve for "Try These #'s 1-5"; teacher to circle to each pair to ensure accuracy; review when complete - 20 min	<i>Fundamentals of Algebra, Chapter Five, Page 139</i> - Continue following the steps outlined by the "Sequence" organizer to complete "Try These #'s 1-5"; Teacher to model #1, students in pairs to solve #'s 2-5; review and discuss - 15 min		<i>Fundamentals of Algebra, Chapter Five, Page 141</i> - Divide the class into three groups; Teacher to assist one group, another group to work independently, another group to work together as a large group with a student-teacher; complete "Try These #'s 1-8" together and discuss - 15 min

Bellwork Topic:	Teacher created examples (two) of solving problems with order of operations as a focus	Teacher created problems (three) of adding & subtracting variables from fractions	Teacher to lead a game of playing "Around the Word" of reducing fractions to simplest form	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	None
Suppliment Extra Time With:	Additional examples of adding and subtracting fractions with variables	Review of multiplying fractions with variables	Review of two-step equations with fractions	Additional time reviewing multiplying and dividing fractions with variables	Further review of converting customary units (English Standard units)
Daily Homework:	Teacher assigned questions from "Practice Book, Lesson 5-14"	Teacher assigned questions from "Practice Book, Lesson 5-14" and "Practice Book, Lesson 5-15"	Teacher assigned questions from "Practice Book, Lesson 5-15" and "Practice Book, Lesson 5-16"	Study for quiz tomorrow on "Terms to Know from Week Twenty-Five", Order of Operations, and adding & subtracting fractions!	Teacher assigned questions from "Practice Book, Lesson 5-16" and "Practice Book, Lesson 5-17"
<b>Terms to Know:</b>	<b><i>Customary Units, English Standard Units, Ratio, Proportion, Terms, Equivalent Ratios, Unit Rate, Unit Cost, Cross Products</i></b>				
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	Bellwork - 10 min
	Teacher to review English Standard Units and how to measure with them; how is coverting with them similar to converting fractions? - 10 min	<i>Fundamentals of Algebra, Chapter Five, Page 145</i> - Students to read in Literacy Circles of 3 or 4 children; Teacher to review reading and content knowledge; review how converting English Standard Units is similar to fractions - 15 min	Teacher to review units of measurement and provide VERY BASIC examples of converting them; review the two-step process and provide examples; review with students incorporating a third step for challenge - 20 min	Teacher to review homework and discuss alternate ways that express the same ratios from the homework; review GCF to help display equivalent ratios; Teacher to provide BASIC examples for students to solve together - 15 min	Teacher to review homework and various examples from "Practice Book, Lesson 6-1"; complete as a class together for additional understanding - 15 min
	Students in pairs, complete Teacher assigned problems in "Practice Book, Lesson 5-17"; review and discuss after every a teacher specified amount - 15 min	<i>Fundamentals of Algebra, Chapter Five, Page 146</i> - Follow the Test-Taking Tips to independently solve "Try These #'s 1-6"; Teacher to assist with each question as needed; review answers after completion - 20 min	<i>Fundamentals of Algebra, Chapter Six, Page 148</i> - Read aloud and compare ratios to fractions; Teacher to create a T-chart, how are they similar (left) yet different (right) and discuss as a class; what connections can you make between them? - 10 min	Watch "Math Antics - Ratios And Rates" on YouTube (8:50 min) and review what makes a ratio vs a fraction; Teacher to provide other examples that relate to the explanation from the video - 15 min	Students to illustrate, color, and write three equivalent ratios for a group of items that they relate to and enjoy; for example, they could illustrate four lions compared to

	<i>Fundamentals of Algebra, Chapter Five, Pages 142-143</i> - As a class, read aloud and discuss different strategies for test taking; how does drawing a picture help with problems? Read each problem aloud and review how the images assist in solving the particular problem; Teacher to assist and direct the flow - 20 min	Students in pairs, complete Teacher assigned problems in "Practice Book, Pages 161-162"; Teacher to randomly descend upon groups to review and discuss - 10 min	<i>Fundamentals of Algebra, Chapter Six, Pages 148-149</i> - Review the "Examples" and discuss the different formats for how ratios can be expressed; what are other things in math that can be expressed differently but mean the same thing (multiplying)? As a class, complete "Try These #'s 1-3 & 7" and discuss - 15 min	<i>Fundamentals of Algebra, Chapter Six, Page 149</i> - Teacher to model how to complete "Try These #'s 11 & 14"; students to individually complete "'s 12-13 & 15-16"; review responses as a class, Teacher to provide equivalent ratios # 15 and discuss options - 15 min	six tigers and write the equivalent ratios of 4/6, 4 to 6, and 4:6 to express one set of animals vs the other; examples and illustrations must be school appropriate content; students may use crayons, colored pencils, or markers, not online media - 30 min
<b>Bellwork Topic:</b>	Watch "Ounces , Pounds, & Tons Song ★ Customary Units of Measurement" on YouTube (2:07 min) and discuss how each unit of measurement relates to the other	Teacher to lead a game of "Around the World" solving for multiplying simple fractions	Teacher to lead a game of "Around the World" based upon reducing fractions	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Students to play "Prodigy" at "play.prodigygame.com/" for ten minutes
<b>Suppliment Extra Time With:</b>	Additional time with test taking preparation and skills	Additional follow up after each question to ensure the test-taking tips are working	Review of different types of ratio expresssion and expression	Teacher to provide examples of equivalent ratios and review	Examples of ratios and equivalent ratios
<b>Daily Homework:</b>	Teacher assigned questions from "Practice Book, Lesson 5-18"	Teacher assigned questions from "Practice Book, Pages 161-162"	<i>Fundamentals of Algebra, Chapter Six, Page 149</i> - Complete "Try These #'s 4-6 & 8-10"; due tomorrow!	Teacher assigned questions from "Practice Book, Lesson 6-1"	Teacher created worksheet of ten problems comparing ratios of various items to another; include word problems; due tomorrow!
<b>Timeline:</b>	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-Seven", ratios, and proportions - 15 min

Week 28	<p><i>Fundamentals of Algebra, Chapter Six, Page 150</i> - Read aloud and review how unit cost and rates are similar to ratios and fractions; Teacher to provide examples of measuring unit rates that are relatable to students; review "Examples" and discuss how to compute - 15 min</p>	<p>Students to exchange work and peer-review content of homework; students to assist in review of content and assist in correcting each others errors - 10 min</p>	<p>Students in pairs, complete Teacher assigned problems in "Practice Book, Lesson 6-3"; Teacher to review homework while students complete this task and call students individually to the Teacher Desk to review content from the previous night - 15 min</p>	<p><i>Fundamentals of Algebra, Chapter Six, Pages 154-155</i> - Read aloud and discuss direct proportions; Teacher to create a table and graph of what a direct proportion would appear as; relate situations to sports or music (shots made in 1 min, 2 mins, etc. or passes caught in ten secs, 20 secs, 30 secs. etc); Use "Examples" as a model - 20 min</p>	<p>Students to individually complete problems in the "Practice Book, Lesson 6-4"; Teacher to circle the room to follow up and ensure that students are processing skills correctly; students to graph data of specific problems as requested by the Teacher in Google Sheets - 20 min</p>
	<p><i>Fundamentals of Algebra, Chapter Six, Page 151</i> - As a class, review the charts and discuss the two ways that rates can be written; reiterate for each that fractions can be written using "to" and ":" to express ratios; as a class, complete "Try These #'s 1-2 &amp; 7" and include different methods to express the same rate - 15 min</p>	<p>Students in pairs, complete Teacher assigned problems in "Practice Book, Lesson 6-2"; Teacher to randomly descend upon groups to review and discuss - 15 min</p>	<p>Students to use Google Docs to write two story problems based upon proportions; they may use the examples from the text as a guide to assist; submit to Teacher when complete, Teacher to review and select a few at random to solve together on the board - 25 min</p>	<p><i>Fundamentals of Algebra, Chapter Six, Page 155</i> - Students to use Google Sheets to complete #'s 1-2 as well as teacher-assigned problems in "Practice Book, Lesson 6-4"; students will enter the data into the cells from the questions and create a graph of that data; students must solve the question prior to creation of the graph &amp; table; Teacher to assist the class as a whole on the board - 25 min</p>	<p><i>Fundamentals of Algebra, Chapter Six, Pages 156-157</i> - Read aloud and discuss proportions by part; review the "Examples" provided and solve together; create and color pictures to illustrate examples - 15 min</p>
	<p><i>Fundamentals of Algebra, Chapter Six, Page 151</i> - Students in pairs, complete "Try These #'s 3-6 &amp; 8-10"; Teacher to circle the room to ensure content accuracy and validity of answers; what are bargains? What are "better buys"? - 15 min</p>	<p><i>Fundamentals of Algebra, Chapter Six, Pages 152-153</i> - Read along and discuss proportions; how are they similar to ratios? What are cross products (aka "cross multiplying")? How does simplifying ratios help display proportions? Teacher to review "Examples" as a class and create other that are similar; complete "Try These #'s 1, 4, &amp; 7" as a class - 20 min</p>			<p><i>Fundamentals of Algebra, Chapter Six, Page 157</i> - Students to draw a picture using "<a href="https://sketch.io/sketchpad/">https://sketch.io/sketchpad/</a>" on their Chromebooks of the route driven for "Try These #1"; solve individually, Teacher to circle the room to each child to check work - 10 min</p>
Bellwork Topic:	<p>Students to go to "Gizmos" in the Explore Learning website and work for ten minutes</p>	<p>Students to play "Prodigy" at "<a href="http://play.prodigygame.com/">play.prodigygame.com/</a>" for ten minutes</p>	<p>Students to play "Around the World" in reducing fractions to lowest terms (ex, <math>9/12 = 3/4</math>)</p>	<p>Students to go to "Gizmos" in the Explore Learning website and work for ten minutes</p>	<p>None</p>

Supplement Extra Time With:	Review of what makes a good purchase, deal, or bargain	Additional review of proportions and how to analyze them	Additional time spend reviewing proportions as story problems	Additional guided instruction on solving problems and creating graphs of them	Assistance on solving for proportions by part; provide extra examples
Daily Homework:	Teacher assigned questions from "Practice Book, Lesson 6-2"	<i>Fundamentals of Algebra, Chapter Six, Page 153</i> - Complete "Try These #'s 2, 3, 5, 6, & 8-10"; due tomorrow!	Teacher assigned questions from "Practice Book, Lesson 6-3"	Study for quiz tomorrow on "Terms to Know from Week Twenty-Seven", ratios, and proportions!	Teacher created worksheet of ten problems comparing direct proportions; include word problems; due tomorrow!
<b>Terms to Know:</b>	<b><i>Ratio, Proportion, Scale Model, Scale Factor, Scale, Scale Drawing, Similarity, Corresponding Angles, Corresponding Sides, Indirect Measurement, Indirect Proportions, Conversion Factors</i></b>				
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 29	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min
	Review homework; students to peer-edit work and discuss where concerns occurred; Teacher to review as a class difficult problems - 15 min	Students to share their poems, haikus, or raps about proportions - 10 min	Teacher to review scale by providing a map of the United States and a scale; students will select five cities to measure how far they are from New York City; discuss as a class - 15 min	<i>Fundamentals of Algebra, Chapter Six, Pages 160-161</i> - Read aloud and discuss similar angles, sides, and measurements in shapes; Teacher to provide VERY BASIC examples comparing similar shapes and solving for lengths - 15 min	Teacher to review homework as a class; create examples that are similar to those in the homework; students to come to the board to solve and work on as a class - 15 min
	Students in pairs, complete teacher-assigned problems in "Practice Book, Lesson 6-5" and review as a class; Teacher to circle to each group to verify content and accuracy - 20 min	<i>Fundamentals of Algebra, Chapter Six, Pages 158-159</i> - Read aloud and discuss scale; use a map of Ohio to review scales in terms of distance; calculate the distance from Cleveland to various points in Ohio using a scale on the provided map - 15 min	Watch "Grade 7 Math 8.1A, Dimensions, Area, and Scale Drawings (New version)" on YouTube (5:13 min) and discuss how each step was incorporated; Teacher to create another example to continue to review - 15 min	<i>Fundamentals of Algebra, Chapter Six, Page 161</i> - Teacher to discuss how to properly refer to lines and angles with symbols; refer to the "Example" and provide others - 10 min	Watch "Indirect Measurement" on YouTube (3:08 min) and create illustrations for examples related to those shown in the video; Teacher to relate examples to things that students are knowledgeable about such as basketball hoops - 10 min

	Students to write a poem, haiku, or rap about how to solve for proportions; content must be school appropriate, must be about how to solve for proportions and following the steps to do so correctly; whatever is not finished in class is to be completed for homework - 10 min	Students in pairs, complete teacher-assigned problems in "Practice Book, Lesson 6-6" and review as a class; Teacher to remain at the Teacher Desk, students to come to the Teacher for review of work after every three completed problems - 20 min	<i>Fundamentals of Algebra, Chapter Six, Page 159</i> - Teacher to lead review and discussion of scale, scale model, and scale factor; complete "Try These #'s 1-2" as a class and discuss each step in the process - 15 min	<i>Fundamentals of Algebra, Chapter Six, Page 161</i> - Teacher to model how to solve "Try These #'s 1-3", students to follow along and complete each step as the Teacher explains; students in groups of 3 or 4, complete teacher-assigned problems in "Practice Book, Lesson 6-7"; Teacher to visit each group for reinforcement as needed - 20 min	<i>Fundamentals of Algebra, Chapter Six, Pages 162-163</i> - Read aloud and review the Examples" provided; Teacher to ensure that students are using the proper terms for lines and angles when expressed; review that the "square" means 90' or right angle; as a class complete "Try These #1"; individually complete #'s 2-3; draw pictures for each to assist; Teacher to review work for accuracy - 20 min
Bellwork Topic:	Students to play "Prodigy" at "play.prodigygame.com/" for ten minutes	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Teacher to lead a game of "Around the World" solving for equivalent ratios	Students to play "Prodigy" at "play.prodigygame.com/" for ten minutes	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes
Suppliment Extra Time With:	Additional time to write or share your poem, haiku, or rap about proportions	Review of terms to know and how they relate to the content discussed	Additional cities to practice measuring distance to on a map of the USA	Teacher-created examples of comparing angles and sides with shapes	Teacher to create additional examples of indirect measurement and solving for them
Daily Homework:	Complete poem, haiku, or rap about solving for proportions; due tomorrow!	Teacher to provide a map of Ohio with a legend; students to calculate the distance to five cities on the map; due tomorrow!	Teacher to provide a map of the USA with a legend; students to calculate the distance to ten cities on the map; due tomorrow!	Teacher assigned questions from "Practice Book, Lesson 6-7"	Teacher assigned questions from "Practice Book, Lesson 6-7" and "Practice Book, Lesson 6-8"; 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-Nine", direct & indirect proportion, and direct & indirect measurement - 15 min
	Using computer paper, students to	Students to exchange homework and peer-edit each other's work to discuss concerns with specific problems; Teacher to circle to each pair to assist, complete specific examples as a class as needed - 15 min	Students in pairs, complete Teacher assigned problems in "Practice Book, Lesson 6-9"; Teacher to review homework while students complete this task and call students individually to the Teacher Desk to review content from the previous night - 15 min		

Week 30	<p>illustrate, color, and create a story problem for two scenarios (one using direct measurement &amp; one using indirect measurement); students may refer to the textbook for assistance; drawings and coloring should be their best effort to complete - 25 min</p>	<p><i>Fundamentals of Algebra, Chapter Six, Page 164</i> - Read aloud and discuss inverse proportions; review "Examples" and the stories behind them; Teacher to model how to complete the math for them - 10 min</p>	<p><i>Fundamentals of Algebra, Chapter Six, Page 166</i> - Read aloud about dimensional analysis and conversion factors; Teacher to refer to the chart and provide examples of conversion; students to convert their weight in pounds to ounces; students to use Google Maps to find out how far in miles the school is from their home address; convert that number to yards, then feet - 20 min</p>	<p><i>Fundamentals of Algebra, Chapter Six, Page 167</i> - Teacher to review material from the previous lesson; model how to complete "Try These #'s 5-6"; students in pairs, complete #'s 7-9 together and discuss - 20 min</p>	<p>Students to use graph paper, the website "www.puzzle-maker.com/CW", or another similar medium to create crossworld puzzles using their "Terms to Know" from Weeks 29 and 27; students to create definitions for each term to be used as the questions and the solutions in the puzzle will be the actual terms; if terms duplicate in the "Terms to Know", do not complete those problems &amp; solutions twice; provide puzzles to Teacher when complete; Teacher to copy puzzles and provide to other students at random to solve - 40 min</p>
	<p>Students to exchange their story problems with other students; students will solve the problems on a SEPARATE SHEET OF PAPER so that they are not writing on the illustrations; Teacher to use some student problems as examples for the class to solve together - 20 min</p>	<p>Teacher to relate inverse proportions to supplies for pirates on a deserted island; create two charts in Google Sheets of make-believe data (food found on island, firewood found on island) for those pirates verses their supplies; each day the pirates use 1/4 of their total food and use 1/3 of their firewood; how much of the original amount will remain after five days? - 20 min</p>	<p><i>Fundamentals of Algebra, Chapter Six, Pages 166-167</i> - As a class, complete "Try These #'s 1-4" and discuss how to complete each conversion; refer to the chart on page 166 to assist; Teacher to display cross-multiplying to assist in the process - 10 min</p>	<p>Divide the class into three groups, one to work individually, one to work in pairs, and one to work with the Teacher directly; complete teacher-assigned problems in "Practice Book, Lesson 6-10"; review as a class as needed - 25 min</p>	
Bellwork Topic:	<p><i>Fundamentals of Algebra, Chapter Six, Page 163</i> - Complete "Try These #'s 4-5" and review as a class</p>	<p>Students to play "Prodigy" at "play.prodigygame.com/" for ten minutes</p>	<p>Teacher to lead a game of "Around the World" solving for similarity, direct proportion, and indirect proportion</p>	<p>Students to go to "Gizmos" in the Explore Learning website and work for ten minutes</p>	None
Suppliment Extra Time With:	<p>Teacher-created examples of indirect measurement</p>	<p>Begin homework and solving the problems together; create a table to assist</p>	<p>Additional examples of converting units to other factors</p>	<p>Review of material for the quiz tomorrow</p>	<p>Review of each of the "Terms to Know" for both weeks</p>
Daily Homework:	<p>Teacher assigned questions from "Practice Book, Lesson 6-8"</p>	<p><i>Fundamentals of Algebra, Chapter Six, Page 165</i> - Complete "Try These #'s 1-2"; due tomorrow!</p>	<p>Teacher assigned questions from "Practice Book, Lesson 6-9"</p>	<p>Study for quiz tomorrow on "Terms to Know from Week Twenty-Nine", direct &amp; indirect proportion, and direct &amp; indirect measurement!</p>	<p>Teacher created worksheet of ten problems converting customary units to other factors; include word problems; due tomorrow!</p>
<b>Terms to Know:</b>	<b>Percent, Percentage, Base, Percent Proportion, Rate,</b>				
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 31	Teacher to review examples of direct & indirect proportion; review examples of similarity in terms of shapes regarding their side and angles; students to come to the board to solve examples - 20 min	<i>Fundamentals of Algebra, Chapter Seven, Pages 174-175</i> - Read aloud and discuss percentages and how they resemble ratios; Teacher to explain that ratios are percents based upon a certain amount of something divided by the total amount; review the "Examples" and discuss - 15 min	<i>Fundamentals of Algebra, Chapter Seven, Page 175</i> - As a class, complete together "Try These #'s 1-5" and review; discuss how to convert fractions to different values by finding the LCD or multiplying it to equal 100 and evaluate - 15 min	Teacher to review homework and how to convert fractions to percents; review percents of equal values and how to calculate for them - 15 min	Teacher to review homework and discuss difficult problems; students to form pairs, peer-edit each others work and discuss problems - 15 min
	<i>Fundamentals of Algebra, Chapter Six, Pages 171-172</i> - Read aloud regarding test prep and analyzing similar shapes with lengths; use cross-multiplying to solve for missing variables; Teacher to lead instruction, create illustrations from story problems to assist in properly solving for "Try These #'s 1-2"; review as a class and correct as needed - 25 min	Watch "Math Antics - Finding A Percent Of A Number" on YouTube (7:32 min) and discuss how to solve for percents; Teacher to provide examples of BASIC numbers for students to convert to percents; use cross multiplying to convert them to see what they equal divided by 100 (ex. $1/2 = 50/100$ , $1/4 = 25/100$ , or $1/5 = 20/100$ ); discuss and review - 15 min	Teacher to provide students with examples of five fractions or ratios to convert to percentages; students to complete the conversion, then form pairs to conduct student peer-editing of work to see where concerns and confusion may exist; Teacher to review problems together as a class - 20 min	<i>Fundamentals of Algebra, Chapter Seven, Pages 176-177</i> - Read aloud discuss how fractions and percents can be shown as equal values; include how decimals can be expressed similarly; Teacher to create examples that are BASIC for ease of understanding - 15 min	<i>Fundamentals of Algebra, Chapter Seven, Pages 178-179</i> - Read aloud and discuss equivalent decimals to fractions and percents; Teacher to provide examples of fractions converted to decimals then percents; select VERY BASIC examples at first; relate to those examples in the text - 20 min
		Discussion: Teacher to lead a discussion of how to convert fractions to decimals; review how to convert VERY BASIC examples to decimals, then write that decimal "over 100", indicate that to be a percent (ex. $1/2 = .5 = .50 = 50/100 = 50%$ ); Teacher-guided practice with examples for students to solve individually - 15 min	<i>Fundamentals of Algebra, Chapter Seven, Page 175</i> - Students in pairs, complete "Try These #'s 6-14" together and discuss each problem; Teacher to select a student-teacher to operate as a helper to assist in speaking with other students to provide guidance to each pair - 10 min	<i>Fundamentals of Algebra, Chapter Seven, Page 177</i> - Students in pairs with Teacher leading a classwide lesson, work as a class to solve "Try These #'s 1-2 & 5-6"; student pairs to complete "Try These #'s 3-4 & 7-8"; evaluate responses and discuss OTHER equal values to the responses (ex. $1/2 = 2/4$ and $3/6$ ) - 15 min	<i>Fundamentals of Algebra, Chapter Seven, Page 179</i> - As a class, work together to solve "Try These #'s 1-4" and discuss each response; convert to a percent and either a fraction or decimal so that all three examples are expressed for each number - 10 min
Bellwork Topic:	Students to play "Prodigy" at "play.prodigygame.com/" for ten minutes	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Teacher to lead a game of "Around the World" solving for converting fractions to decimals	Students to play "Prodigy" at "play.prodigygame.com/" for ten minutes	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes

Supplement Extra Time With:	Create additional story problems similar to those in the text to illustrate & review	Additional examples of problems to solve and discuss as a class	Additional examples of problems to solve and discuss as a class	Additional time discussing equal values to specific percents, fractions, and decimals	Teacher guided review of converting fractions to decimals and percents
Daily Homework:	Teacher assigned questions from "Practice Book, Pages 191-192"; due tomorrow!	Teacher-created worksheet (ten problems) of fractions to convert to decimals, then to percents	Teacher assigned questions from "Practice Book, Lesson 7-1"	Complete teacher-assigned problems in "Practice Book, Lesson 7-1" and "Practice Book, Lesson 7-2"; due tomorrow!	Complete teacher-assigned problems in "Practice Book, Lesson 7-2" and "Practice Book, Lesson 7-3"; due tomorrow!
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	Bi-weekly Quiz on "Terms to Know from Week Thirty-One" and converting decimals to fractions & percents - 15 min
	Teacher to review homework and discuss questions; Teacher to create examples of converting fractions to decimals and percents to review with students - 15 min	Teacher to review homework; review converting percents to decimals; how can this be converted easily into fractions? - 15 min	Watch "How to Find the Percent of a Number" on YouTube (8:36 min) and discuss the examples provided; Teacher to provide additional examples - 15 min	<i>Fundamentals of Algebra, Chapter Seven, Pages 182-183</i> - Read aloud and compare finding a percent overall to finding the percent of a number; how are they similar yet different? Teacher to provide examples relative to sports, likes on Facebook, or video game scores - 15 min	Teacher to review how to find a percent of a number as well as finding percentages; use sports (batting average, shooting percentage, or scoring average) or downloads or likes of a song on YouTube verses views as examples - 15 min
	<i>Fundamentals of Algebra, Chapter Seven, Page 179</i> - Divide the class into three groups, one group to work individually, one to work in pairs, and one to work directly with the Teacher; complete "Try These #'s 5-11" as assigned; review as a class together when complete to address questions - 20 min	<i>Fundamentals of Algebra, Chapter Seven, Pages 180-181</i> - Read aloud and discuss how to find the percent of a number; Teacher to model converting percents to a decimal, then multiplying that decimal by the whole number; created VERY BASIC examples to generate understanding - 15 min	Students in pairs, complete teacher-assigned problems in "Practice Book, Lesson 7-4" and discuss as a class to review content knowledge - 20 min	<i>Fundamentals of Algebra, Chapter Seven, Page 183</i> - Teacher to model how to complete "Try These #'s 1-2"; as a class solve together "Try These #'s 3-4" and discuss; students to individually complete "Try These #'s 5-6"; Teacher to circle the room to visit each child to review understanding and practicum - 15 min	<i>Fundamentals of Algebra, Chapter Seven, Pages 184-185</i> - Read aloud and discuss how to solve for the base of a number; Teacher to use prior examples to incorporate into this new facet of learning; review "Examples #'s 1-2" to further understanding - 20 min

	Teacher to create a table on the board outlining similarities and comparisons in fractions when converted to decimals and percents; students to assist in completion of the table by answering questions; what patterns or similarities are noticed? - 10 min	<i>Fundamentals of Algebra, Chapter Seven, Page 181</i> - Teacher to model how to convert "Try These #'s 1-2 & 6-7" with the class; students to individually solve "Try These #'s 3-4 & 8-9"; discuss responses as a class to ensure content understanding - 15 min	Students to form four teams; Teacher to create examples of solving for the percent of a number; students to solve examples in groups; the first group to solve them correctly earns points; highest point total wins extra credit on the upcoming quiz - 10 min	Students in pairs, complete teacher-assigned problems in "Practice Book, Lesson 7-5" and discuss specific examples as a class; review difficult problems per student request - 15 min	<i>Fundamentals of Algebra, Chapter Seven, Page 185</i> - Teacher to model how to solve "Try These #'s 1 & 4"; students in pairs, solve together "Try These #'s 2-3"; discuss responses together, Teacher to circle to each pair to assist as needed - 10 min
Bellwork Topic:	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Students to play "Prodigy" at "play.prodigygame.com/" for ten minutes	Teacher to lead a game of "Around the World" solving for percent to decimal and fraction conversions	Students to play "Prodigy" at "play.prodigygame.com/" for ten minutes	None
Suppliment Extra Time With:	Additional time completing examples of converting fractions to decimals and percents	Teacher guided examples of solving for the percent of a number	Additional time on the review game	Review for quiz tomorrow	Teacher guided examples of solving for the percent of an original number
Daily Homework:	Teacher assigned questions from "Practice Book, Lesson 7-3"	Teacher assigned questions from "Practice Book, Lesson 7-4"	Teacher-created worksheet of problems (ten) solving for percent of a number; due tomorrow!	Study for quiz tomorrow on "Terms to Know from Week Thirty-One" and converting decimals to fractions & percents!	<i>Fundamentals of Algebra, Chapter Seven, Page 185</i> - Complete "Try These #'s 5-8"; due tomorrow!
<b>Terms to Know:</b>	<b><i>Base Number, Estimate, Percent Increase, Cost, Profit, Sales Tax, Total Cost, Wholesale Price, Markup, Sale Price</i></b>				
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 as a class; discuss how to solve each problem and ask students to provide content-area understanding for each - 15 min	<i>Fundamentals of Algebra, Chapter Seven, Pages 186-187</i> - Read aloud and discuss estimating percents based upon prior knowledge and data; Teacher to provide examples of how to estimate based upon the numbers above and below a proposed solution; review "Examples #'s 1-2" and accompanying table - 20 min	Teacher to review estimating percents based upon prior knowledge; how can this same principle apply to other areas of math? - 10 min	Watch "Percents of Increase and Decrease" on YouTube (12:49 min) and discuss how to calculate the increase and decrease of percents based upon examples; Teacher to provide additional examples for review - 20 min	<i>Fundamentals of Algebra, Chapter Seven, Pages 190-191</i> - Review percent decrease; Teacher to create examples based upon those in the text; students to come to the board to solve the examples and discuss each - 15 min

Week 33	Students to imagine the Cleveland Indians baseball team and their successes for their starting lineup in terms of hitting the ball to get on base verses causing an "out"; Students to imagine a number of at-bats less than 100 that each player in the starting lineup has had so far this season verses the total number of hits they have; remember that this is make-believe! Students to plot their data into Google Sheets to compare at-bats verses hits; students will then use pencil & paper to calculate their batting average (percent of a base) and graph their data; Teacher to provide the names of the starting lineup to students - 35 min	<i>Fundamentals of Algebra, Chapter Seven, Page 187</i> - Students to solve individually "Try These #'s 4-6"; Teacher to circle to each student to discuss results privately and assist further for each child as needed - 15 min	<i>Fundamentals of Algebra, Chapter Seven, Pages 188-189</i> - Read aloud about increasing percents and how to solve for them; how are they similar to cross-multiplying? What is percent change? Teacher to review both methods for solving provided in the text - 15 min	<i>Fundamentals of Algebra, Chapter Seven, Pages 188-189</i> - Review percent increase; Teacher to create examples based upon those in the text; students to come to the board to solve the examples and discuss each - 10 min	<i>Fundamentals of Algebra, Chapter Seven, Pages 190-191</i> - Teacher to use examples of percent decrease and how it is calculated; review inverse operations; Students to complete "Try These #'s 3-6"; as a class, review and discuss each problem - 15 min
		Students in pairs, complete teacher-assigned problems in "Practice Book, Lesson 7-7"; Teacher to circle to each pair to redirect as needed and assist with proper estimation tactics - 10 min	<i>Fundamentals of Algebra, Chapter Seven, Page 189</i> - Teacher to create examples similar to those in the text; Review percent increase; Teacher to model how to complete "Try These #'s 1 & 4" and discuss how to complete each; students to individually complete "Try These #'s 2-3 & 5-6" as Teacher circles the room to assist and correct as needed - 20 min	<i>Fundamentals of Algebra, Chapter Seven, Pages 190-191</i> - Teacher to relate back to percent increase and how it is calculated; review inverse operations; Students to predict how percent decrease occurs; Read aloud and discuss percent decrease, reviewing predictions for accuracy; Teacher to model how to complete "Try These #'s 1-2" and review -15 min	Students in pairs, complete teacher-assigned problems in "Practice Book, Lesson 7-9"; Teacher to circle to each pair to redirect as needed and assist with proper estimation tactics - 15 min
Bellwork Topic:	Students to play "Prodigy" at "play.prodigygame.com/" for ten minutes	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Teacher to lead a game of "Around the World" solving for percents of a base with VERY BASIC numbers	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Students to play "Prodigy" at "play.prodigygame.com/" for ten minutes
Suppliment Extra Time With:	Review of finding percent of a base number	Additional examples of estimating properly when prior knowledge is used	Reinforce and provide more examples of profit, cost, and percent increase	Review of percent increase as it transfers into percent decrease	Additional practice for sales tax and percent increase/decrease
Daily Homework:	Teacher assigned questions from "Practice Book, Lesson 7-6"	Teacher assigned questions from "Practice Book, Lesson 7-7"	Teacher-created worksheet of problems (six) solving for percent increase; due tomorrow!	Teacher assigned questions from "Practice Book, Lesson 7-8"	Complete teacher-assigned problems in "Practice Book, Lesson 7-8" and "Practice Book, Lesson 7-9"; 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 Thirty-Three" and percent increase & percent decrease - 20 min

Week 34	<p>Teacher to review percent increase and decrease by providing examples to discuss - 10 min</p>	<p>Students in pairs, complete teacher-assigned problems in "Practice Book, Lesson 7-9"; Teacher to circle around to each pair to review progress but to also check homework for questions and accuracy - 20 min</p>	<p><i>Fundamentals of Algebra, Chapter Seven, Pages 194-195</i> - Read aloud about discount and markup; is a discount a tax reduction or a tax increase? Follow the formula provided against wholesale price and discuss; follow the examples in the text - 15 min</p>	<p>Students in pairs, complete teacher-assigned problems in "Practice Book, Lesson 7-11"; Teacher to circle around to each pair to review progress but to also check homework for questions and accuracy - 20 min</p>	<p><i>Fundamentals of Algebra, Chapter Seven, Pages 198-199</i> - Read aloud and review the formula needed to solve these (<math>I=prt</math>); Teacher to provide examples of simple interest to create examples for students; solve as a class while Teacher models how to complete examples - 20 min</p>
	<p><i>Fundamentals of Algebra, Chapter Seven, Pages 192-193</i> - Review what are some times that you would see sales tax or tipping? What jobs are there that use sales tax or tips? How may a waitress or car salesman earn their living with these means? Read about total cost to understand how tax and tips work - 10 min</p>	<p>Teacher to review sales tax and tips by creating examples on the board; students to solve together via review, students to come to the board to solve examples together; students in pairs, complete Teacher-assigned problems in "Practice Book, lesson 7-10" together; Teacher to circle to each group to assist and present them on the board as needed - 25 min</p>	<p><i>Fundamentals of Algebra, Chapter Seven, Page 195</i> - Teacher to model how to complete "Try These #'s 1 &amp; 5"; students to discuss how each was completed and answer share thoughts; students in pairs, complete "Try These #'s 2 &amp; 6"; Teacher to circle the room to assist; Students to individually complete "Try These #'s 3-4, &amp; 7-8" then approach the board to display how to solve them- 25 min</p>	<p><i>Fundamentals of Algebra, Chapter Seven, Pages 196-197</i> - Read aloud and discuss commission; how are commissions similar to tips? Notice that there are formulas for solving for these, Teacher to create sample problems for each of these and discuss; students to come to the board to solve together; Students to work in groups of 3 or 4, solve "Try These #'s 1-4" and discuss results with the class - 25 min</p>	<p><i>Fundamentals of Algebra, Chapter Seven, Page 199</i> - Students to work individually, complete "Try These #'s 1-3" together; Teacher to travel to each child to discuss how to solve; students that feel confident of their work to come to the board to share; review each problem and discuss as a class when complete to ensure accuracy; Teacher to create additional "<math>I=prt</math>" problems if needed for additional assistance - 15 min</p>
	<p><i>Fundamentals of Algebra, Chapter Seven, Page 193</i> - As a class, Teacher to lead discussion of how to analyze sales tax; Complete "Try These #'s 1-4" together; convert the taxes to decimals to make the cross multiplying easier; students to solve along with the Teacher and inquire as needed - 20 min</p>				
Bellwork Topic:	<p>Students to go to "Gizmos" in the Explore Learning website and work for ten minutes</p>	<p>Students to play "Prodigy" at "play.prodigygame.com/" for ten minutes</p>	<p>Watch "Math Lessons : How to Calculate Markup Percentages" on YouTube (1:34 min) and discuss the example provide; Teacher to provide several additional examples that are similar</p>	<p>Students to play "Prodigy" at "play.prodigygame.com/" for ten minutes</p>	<p>None</p>

Suppliment Extra Time With:	Introduction to working in "Practice Book, Lesson 7-10"	Teacher to create additional examples of sales tax that students relate to	Teacher created examples of solving for markup that students relate to	Additional examples about commission and solving for it	Introduction to working in "Practice Book, Lesson 7-12"
Daily Homework:	Complete teacher-assigned problems in "Practice Book, Lesson 7-9" and "Practice Book, Lesson 7-10"; due tomorrow!	<i>Fundamentals of Algebra, Chapter Seven, Page 193</i> - Complete "Try These #'s 5-7"; due tomorrow!	Complete teacher-assigned problems in "Practice Book, Lesson 7- 10" and "Practice Book, Lesson 7- 11"; due tomorrow!	Study for quiz tomorrow on "Terms to Know from Week Thirty- Three" and percent increase & percent decrease!	<i>Fundamentals of Algebra, Chapter Seven, Page 199</i> - Complete "Try These #'s 4-6"; due tomorrow!
<b>Terms to Know:</b>	<b><i>Simple Interest, Compound Interest, Survey, Population, Sample, Representative Sample, Frequency, Cumulative Frequency, Measures of Central Tendency, Mean, Median, Mode, Range, Line Plot, Data, Outliers, Spreadsheet,</i></b>				
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 35	Bellwork - 10 min	Bellwork - 0 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min
	Teacher to review homework individually by meeting with pairs of students; until they are called, students will work in pairs completing teacher-assigned problems in "Practice Book, Lesson 7-13"; Teacher to correct work as necessary - 15 min	Teacher to review homework as a class; students to write down one question about commission, compound interest, and simple interest on a half sheet of paper that they need help with; Teacher to review papers at random to assist specific needs as time permits- 15 min	<i>Fundamentals of Algebra, Chapter Seven, Page 204</i> - Teacher to model how to complete additional price discounts and increases; provide examples (ex. 25% off an already reduced price) and solve them - 15 min	Teacher to review homework as a class and discuss each area as needed; begin introduction to surveys and sample sizes; Teacher to ask students about surveys and how to plot data correctly; Teacher to use Google Images to display bar graphs, line graphs, and other charts as a review of data and samples - 15 min	Teacher to review homework and discuss responses as a class on the board; students to ask questions as needed as teacher reviews questions of difficulty - 10 min
	<i>Fundamentals of Algebra, Chapter Seven, Pages 200-201</i> - Students to privately read and formulate a plan for how to solve compound interest; gather into groups of 3 or 4 and discuss that plan for five minutes; reconvene as a class; discuss thoughts and predictions of how to do it; Teacher to review ideas and provide examples of how to solve; use the "Examples #'s 1-2" and table in the book - 20 min	<i>Fundamentals of Algebra, Chapter Seven, Page 202</i> - As a class, read aloud and analyze reasoning to solve problems; discuss the different strategies listed and utilize reasoning as the process for completing the problem about the checkerboard; Teacher to diagram how to complete this problems as well as some trial-and-error scenarios; students to follow along and ask questions as necessary - 15 min	<i>Fundamentals of Algebra, Chapter Seven, Page 204</i> - Teacher to create a list of how to break down and solve the examples provided in the book; students to discuss what is needed to succeed in completing this work; As a class, complete "Try These #'s 1 & 4" together and discuss - 20 min	<i>Fundamentals of Algebra, Chapter Eight, Pages 208-209</i> - Using the content and understanding from the text and surveys, read through the samples provided and discuss what bias is; how can bias mislead your survey? Discuss frequency and cumulative frequency; relate the reading in the text to the graphs and charts shown as examples; Teacher to create examples that relate to the school and place them as proportions to solve - 15 min	<i>Fundamentals of Algebra, Chapter Eight, Pages 210-211</i> - Read aloud and discuss the Measures of Central Tendency; Teacher to create examples of sample data that students will relate to (sports, music, celebrities, etc) and graph that data; find the mean, mode, median, and range of that data; discuss what makes each section specific - 15 min

	<p><i>Fundamentals of Algebra, Chapter Seven, Page 201</i> - Students individually to complete "Try These #'s 1-2" while Teacher floats to each child to follow up; after each problem, Teacher will review how to complete on the board; student-teacher to assist as available - 10 min</p>	<p><i>Fundamentals of Algebra, Chapter Seven, Page 203</i> - Watch "Math Lessons : What Is Logical Problem Solving?" on YouTube (2:36 min) and discuss how to apply reasoning to a math problem; discuss the tips provided and how to break down the terminology; students in pairs, attempt #2 and discuss together; create an illustration and deduce important facts from the sentences; Teacher to review answers as a class and discuss together - 25 min</p>	<p><i>Fundamentals of Algebra, Chapter Seven, Page 204</i> - Individually students will complete "Try These #'s 2 &amp; 5" and discuss as a class; Teacher to explain how to complete each and explain how each answer is arrived upon - 10 min</p>	<p><i>Fundamentals of Algebra, Chapter Eight, Page 209</i> - Teacher to model how to solve "Try These #'s 1-2" and discuss; students to discuss aloud and as a class the reasoning and responses to "Try These #'s 3-4" together; Teacher to lead discussion and provide examples and rationale for correct responses - 15 min</p>	<p><i>Fundamentals of Algebra, Chapter Eight, Page 211</i> - As a class with Teacher modeling how to solve, complete "Try These #'s 1 &amp; 4" together; discuss how each answer was arrived upon and draw illustrations as needed to assist; students in pairs, complete "Try These #'s 2-3 &amp; 5-7" together; Teacher to review as a class - 15 min</p>
Bellwork Topic:	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	None	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Students to play "Prodigy" at "play.prodigygame.com/" for ten minutes	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes
Suppliment Extra Time With:	Individual review of specific problems in "Practice Book, Lesson 7-14"	Students to play "Prodigy" at "play.prodigygame.com/" as ten permits	Teacher-assigned problems in "Practice Book, Page 227"	Complete teacher-assigned problems in "Practice Book, Lesson 8-1" as time permits	Teacher to provide examples of mean, mode, median, and range
Daily Homework:	Complete teacher-assigned problems in "Practice Book, Lesson 7-13" and "Practice Book, Lesson 7-14"; due tomorrow!	Complete teacher-assigned problems in "Practice Book, Lesson 7-14" and "Practice Book, Lesson 7-15"; due tomorrow!	<i>Fundamentals of Algebra, Chapter Seven, Page 204</i> - Complete "Try These #'s 3 & 6"; due tomorrow!	Complete teacher-assigned problems in "Practice Book, Lesson 8-1"; due tomorrow!	Complete teacher-assigned problems in "Practice Book, Lesson 8-1" and "Practice Book, Lesson 8-2"; due tomorrow!
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 Thirty-Five", Measures of Central Tendency, and interpreting data - 20 min

Week 36	<p>Watch "Math Antics - Mean, Median and Mode" on YouTube (11:04 min) and discuss each term and how it applies; relate to previous examples - 15 min</p>	<p><i>Fundamentals of Algebra, Chapter Eight, Pages 212-213</i> - Read aloud and discuss the different ways that range, median, and other terms apply; what is an outlier? Discuss variation and dispersion; how do you decide what outliers are for data sets? As a class, solve "Try These #1" and discuss; students to individually complete "Try These #'s 2-4"; Teacher to review by going to students individually - 20 min</p>	<p>Teacher to review homework with the class; provide additional examples to students to solve through and understand before proceeding with new content - 15 min</p>	<p>Watch "Reading Graphs (Simplifying Math)" on YouTube (7:25 min) and discuss the purpose of each graph and how it benefits those that need to express the data; review the types of graphs not commonly seen - 10 min</p>	<p><i>Fundamentals of Algebra, Chapter Eight, Page 217</i> - Review bar graphs and how to interpret data from them; complete as a class "Try These #'s 1-2"; students to complete individually "Try These #'s 3-5", Teacher to circle to each group to verify accuracy - 15 min</p>
	<p>Teacher to create various sample sets and activities of data to review; create sample sets of data based upon items familiar to students such as music, television, sports, etc. Graph that data and discuss the terms as they apply to each - 15 min</p>	<p>Watch "Interpreting Data" on YouTube (5:18 min) and discuss how to gather information based upon the strategies provided; what is the difference between qualitative data and quantitative data? How does this information assist in interpreting data overall? - 10 min</p>	<p><i>Fundamentals of Algebra, Chapter Eight, Pages 214-215</i> - Read aloud and discuss which graph is most appropriate for selected situations; review the title, x-axis, y-axis, and values of data; what are the differences between each graph? - 15 min</p>	<p><i>Fundamentals of Algebra, Chapter Eight, Pages 216-217</i> - Read over the different bar graphs and discuss the titles for the x-axis and y-axis; what is the title of the graph? Teacher to create sample problems from each graph to review - 15 min</p>	<p><i>Fundamentals of Algebra, Chapter Eight, Pages 218-219</i> - Read aloud and discuss how to interpret histograms, how are they different than bar graphs? Teacher to create a histogram of sample data that changes (ex. People at a fastfood restaurant) and display; students to practice making their own personal histograms of similar data - 20 min</p>
	<p>Students in pairs, work together to complete teacher-assinged problems in "Practice Book, Lesson 8-2"; after every three problems, students will indicate to Teacher that they are ready for reviewe - 15 min</p>	<p>Students in pairs, work together to complete teacher-assinged problems in "Practice Book, Lesson 8-3"; after every three problems, students will indicate to Teacher that they are ready for reviewe - 15 min</p>	<p><i>Fundamentals of Algebra, Chapter Eight, Page 215</i> - Teacher to discuss "Try These #'s 1-4" before students work to solve them; students will discuss the reasonings for the answers Socratically before choosing the answer - 15 min</p>	<p>Students to work in groups of 3 or 4 to solve Teacher-assinged problems in "Practice Book, Lesson 8-5"; after every three completed problems, Teacher to come to each group to assist in their work and verify accuracy - 20 min</p>	
Bellwork Topic:	<p>Students to go to "Gizmos" in the Explore Learning website and work for ten minutes</p>	<p>Students to play "Prodigy" at "play.prodigygame.com/" for ten minutes</p>	<p>Students to go to "Gizmos" in the Explore Learning website and work for ten minutes</p>	<p>Students to play "Prodigy" at "play.prodigygame.com/" for ten minutes</p>	None
Suppliment Extra Time With:	<p>Additional practice for Measures for Central Tendency</p>	<p>Additional examples of solving for interpreting data</p>	<p>Teacher to review additional examples of graphs and why each is appropriate</p>	<p>Teacher-created examples of interpreting data with bar graphs</p>	<p>Additional time illustrating and interpreting histograms</p>



Daily Homework:	Students to play "Prodigy" at "play.prodigygame.com/" for twenty minutes	Complete teacher-assigned problems in "Practice Book, Lesson 8-3"; due tomorrow!	Complete teacher-assigned problems in "Practice Book, Lesson 8-4"; due tomorrow!	Study for quiz tomorrow on "Terms to Know from Week Thirty-Five", Measures of Central Tendency, and interpreting data!	Complete teacher-assigned problems in "Practice Book, Lesson 8-5" and "Practice Book, Lesson 8-6"; due tomorrow!	
Terms to Know:	<b>Histograms, Stem-and-Leaf Plots, Box-and-Whisker Plots, Quartiles, Outliers, Clustered, Venn Diagram, Scatterplots</b>					
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"	
Week 37	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	
	Students in pairs, complete teacher-assigned problems in "Practice Book, Lesson 8-5" and "Practice Book, Lesson 8-6"; Teacher to circle around to each pair to review progress but to also check homework for questions and accuracy with each student - 20 min	Watch "Statistics - How to make a stem and leaf plot" on YouTube (3:15 min) and discuss how to create one; Teacher to create sample data and students to practice creating a chart for a stem-and-leaf plot from that data; use colored pencils to keep the stem organized in relation to the leaf to assist students in seeing correlations - 15 min	Teacher to Google Image bar graphs, histograms, and stem-and-leaf plots; review these images to discuss the x-axis, y-axis, and titles of the graphs; review the mean, mode, median, and range as they apply - 15 min			
	<i>Fundamentals of Algebra, Chapter Eight, Page 219</i> - Teacher to review how to interpret a histogram; Teacher to model completing "Try These # 1"; as a class, solve together "Try These # 2" then students in pairs to solve "Try These #'s 3-4" and discuss - 15 min	<i>Fundamentals of Algebra, Chapter Eight, Pages 220-221</i> - Read and review the data provided and practice complete "Try These #'s 1-4" together as a class; Teacher to review the terms median, mode, range, mean, and how they apply - 15 min	<i>Fundamentals of Algebra, Chapter Eight, Pages 222-223</i> -			
	<i>Fundamentals of Algebra, Chapter Eight, Pages 220-221</i> - Read aloud and discuss Stem-and-Leaf Plots; Teacher to explain how to sort them out and interpret them; Teacher to review "Examples # 1" and discuss - 10 min	Students to individually complete teacher-assigned problems in "Practice Book, Lesson 8-7"; Teacher to review progress and how to solve for each area - 10 min				

Bellwork Topic:	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Students to play "Prodigy" at "play.prodigygame.com/" for ten minutes	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Students to play "Prodigy" at "play.prodigygame.com/" for ten minutes	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes
Suppliment Extra Time With:	Examples of stem-and-leaf plots	Teacher to create additional examples of stem-and-leaf plots			
Daily Homework:	Students to play "Prodigy" at "play.prodigygame.com/" for twenty minutes	Complete teacher-assigned problems in "Practice Book, Lesson 8-7"; due tomorrow!			
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 38	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bi-weekly Quiz on "Terms to Know from Week Thirty-Seven" and... - 20 min

Bellwork Topic:	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Students to play "Prodigy" at "play.prodigygame.com/" for ten minutes	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Students to play "Prodigy" at "play.prodigygame.com/" for ten minutes	None
Suppliment Extra Time With:					
Daily Homework:				Study for quiz tomorrow on "Terms to Know from Week Thirty-Seven" and...!	

**Terms to Know:**

Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 39	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min

Bellwork Topic:	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Students to play "Prodigy" at "play.prodigygame.com/" for ten minutes	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Students to play "Prodigy" at "play.prodigygame.com/" for ten minutes	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes
Suppliment Extra Time With:					
Daily Homework:					
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 40	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bellwork - 10 min	Bi-weekly Quiz on "Terms to Know from Week Forty" and... - 20 min

Bellwork Topic:	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Students to play "Prodigy" at "play.prodigygame.com/" for ten minutes	Students to go to "Gizmos" in the Explore Learning website and work for ten minutes	Students to play "Prodigy" at "play.prodigygame.com/" for ten minutes	None
Suppliment Extra Time With:					
Daily Homework:				Study for quiz tomorrow on "Terms to Know from Week Forty" and...!	