

Mrs. Cordaro
February 24th - February 28th

| Day | | 5 | 6 | 1 | 2 | 3 |
|----------------|--------------|--|--|---|--|--|
| | | Monday February 24th | Tuesday February 25th | Wednesday February 26th | Thursday February 27th | Friday February 28th |
| 8:00 - 8:05 | Home room | | | | | Musical Matinee |
| 8:10 - 9:10 | Math C | <p>Lesson 8.6 - Day 1</p> <p>O:TSWBAT draw polygons in the coordinate plane and find distances between points in the coordinate plane</p> <p>A:</p> <ul style="list-style-type: none"> • Example 1 • Try It • Example 2 • Try It & Self Assessment • Example 3 • Self Assessment • Enter Pages 381 - 382 (1-10, 13, 14, 18, 20, 22, 30, 35) • Differentiated: Pages 381 - 382 (1 - 10, 12, 15, 18, 19, 21, 28, 35) **Possible Reg. Ed. Pairing • Chromebooks <p>E: student responses</p> | <p>Lesson 8.6 - Day 2</p> <p>O:TSWBAT draw polygons in the coordinate plane and find distances between points in the coordinate plane</p> <p>A:</p> <ul style="list-style-type: none"> • Example 1 • Try It • Example 2 • Try It & Self Assessment • Example 3 • Self Assessment • Enter Pages 381 - 382 (1-10, 13, 14, 18, 20, 22, 30, 35) • Differentiated: Pages 381 - 382 (1 - 10, 12, 15, 18, 19, 21, 28, 35) **Possible Reg. Ed. Pairing • Chromebooks <p>E: student responses</p> | <p>Lesson 8.7 - Day 1</p> <p>O:TSWBAT write inequalities and represent solutions of inequalities on number lines</p> <p>A:</p> <ul style="list-style-type: none"> • Example 1 • Try It • Example 2 • Try It • Example 3 • Try It & Self Assessment • Example 4 • Self Assessment • Enter Pages 388 - 390 (1-11, 13, 18, 19, 22, 25, 28 - 31, 40, 41, 52) • Differentiated: Pages 388 - 390 (1 - 12, 17, 19, 23, 24, 28 - 31, 33, 35, 50) **Possible Reg. Ed. Pairing • Chromebooks <p>E: student responses</p> | <p>Lesson 8.7 - Day 1</p> <p>O:TSWBAT write inequalities and represent solutions of inequalities on number lines</p> <p>A:</p> <ul style="list-style-type: none"> • Example 1 • Try It • Example 2 • Try It • Example 3 • Try It & Self Assessment • Example 4 • Self Assessment • Enter Pages 388 - 390 (1-11, 13, 18, 19, 22, 25, 28 - 31, 40, 41, 52) • Differentiated: Pages 388 - 390 (1 - 12, 17, 19, 23, 24, 28 - 31, 33, 35, 50) **Possible Reg. Ed. Pairing • Chromebooks <p>E: student responses</p> | <p>Lesson 8.8 - Day 1</p> <p>O:TSWBAT write and solve inequalities</p> <p>A:</p> <ul style="list-style-type: none"> • Example 1 • Try It • Example 2 • Try It • Example 3 • Try It & Self Assessment • Example 4 • Self Assessment • Enter Pages 396 - 398 (1-11, 14, 16, 18, 22, 29, 30, 39, 44) • Differentiated: Pages 396 - 398 (1 - 11, 13, 17, 18, 20, 29, 30, 39, 45) **Possible Reg. Ed. Pairing • Chromebooks <p>E: student responses</p> |

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|--------------|-------------|---|---|---|---|---|
| 9:10 - 9:40 | Core Math C | <p>O: TSWBAT practice core math foundations. These include math facts, fact fluency, number sense, and remediation with emerging learners</p> <p>A: Spiral Review & MobyMax</p> <p>E: Spiral Review Check MobyMax Check</p> | <p>O: TSWBAT practice core math foundations. These include math facts, fact fluency, number sense, and remediation with emerging learners</p> <p>A: Spiral Review & Humble Math 0 - 10 addition</p> <p>E: Spiral Review Check Humble Math Check</p> | <p>O: TSWBAT practice core math foundations. These include math facts, fact fluency, number sense, and remediation with emerging learners</p> <p>A: Spiral Review & MobyMax</p> <p>E: Spiral Review Check MobyMax Check</p> | <p>O: TSWBAT practice core math foundations. These include math facts, fact fluency, number sense, and remediation with emerging learners</p> <p>A: Spiral Review & Humble Math 0 -10 addition</p> <p>E: Spiral Review Check Humble Math Check</p> | <p>O: TSWBAT practice core math foundations. These include math facts, fact fluency, number sense, and remediation with emerging learners</p> <p>A: Spiral Review & Humble Math Test addition</p> <p>E: Spiral Review Check Graded Humble Math</p> |
| 9:40 – 10:40 | Math M | <p>Lesson 8.6 - Day 1</p> <p>O:TSWBAT draw polygons in the coordinate plane and find distances between points in the coordinate plane</p> <p>A:</p> <ul style="list-style-type: none"> ● Example 1 ● Try It ● Example 2 ● Try It & Self Assessment ● Example 3 ● Self Assessment ● Enter Pages 381 - 382 (1-10, 13, 14, 18, 20, 22, 30, 35) ● Differentiated: Pages 381 - 382 (1 - 10, 12, 15, 18, 19, 21, 28, 35) **Possible Reg. Ed. Pairing ● Chromebooks <p>E: student responses</p> | <p>Lesson 8.6 - Day 2</p> <p>O:TSWBAT draw polygons in the coordinate plane and find distances between points in the coordinate plane</p> <p>A:</p> <ul style="list-style-type: none"> ● Example 1 ● Try It ● Example 2 ● Try It & Self Assessment ● Example 3 ● Self Assessment ● Enter Pages 381 - 382 (1-10, 13, 14, 18, 20, 22, 30, 35) ● Differentiated: Pages 381 - 382 (1 - 10, 12, 15, 18, 19, 21, 28, 35) **Possible Reg. Ed. Pairing ● Chromebooks <p>E: student responses</p> | <p>Lesson 8.7 - Day 1</p> <p>O:TSWBAT write inequalities and represent solutions of inequalities on number lines</p> <p>A:</p> <ul style="list-style-type: none"> ● Example 1 ● Try It ● Example 2 ● Try It ● Example 3 ● Try It & Self Assessment ● Example 4 ● Self Assessment ● Enter Pages 388 - 390 (1-11, 13, 18, 19, 22, 25, 28 - 31, 40, 41, 52) ● Differentiated: Pages 388 - 390 (1 - 12, 17, 19, 23, 24, 28 - 31, 33, 35, 50) **Possible Reg. Ed. Pairing ● Chromebooks <p>E: student responses</p> | <p>Lesson 8.7 - Day 1</p> <p>O:TSWBAT write inequalities and represent solutions of inequalities on number lines</p> <p>A:</p> <ul style="list-style-type: none"> ● Example 1 ● Try It ● Example 2 ● Try It ● Example 3 ● Try It & Self Assessment ● Example 4 ● Self Assessment ● Enter Pages 388 - 390 (1-11, 13, 18, 19, 22, 25, 28 - 31, 40, 41, 52) ● Differentiated: Pages 388 - 390 (1 - 12, 17, 19, 23, 24, 28 - 31, 33, 35, 50) **Possible Reg. Ed. Pairing ● Chromebooks <p>E: student responses</p> | <p>Lesson 8.8 - Day 1</p> <p>O:TSWBAT write and solve inequalities</p> <p>A:</p> <ul style="list-style-type: none"> ● Example 1 ● Try It ● Example 2 ● Try It ● Example 3 ● Try It & Self Assessment ● Example 4 ● Self Assessment ● Enter Pages 396 - 398 (1-11, 14, 16, 18, 22, 29, 30, 39, 44) ● Differentiated: Pages 396 - 398 (1 - 11, 13, 17, 18, 20, 29, 30, 39, 45) **Possible Reg. Ed. Pairing ● Chromebooks <p>E: student responses</p> |

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|---------------|-------------|--|---|--|--|--|
| 10:40 - 11:10 | Core Math M | <p>O: TSWBAT practice core math foundations. These include math facts, fact fluency, number sense, and remediation with emerging learners</p> <p>A: Spiral Review & MobyMax</p> <p>E: Spiral Review Check MobyMax Check</p> | <p>O: TSWBAT practice core math foundations. These include math facts, fact fluency, number sense, and remediation with emerging learners</p> <p>A: Spiral Review & Humble Math 0 - 10 addition</p> <p>E: Spiral Review Check Humble Math Check</p> | <p>O: TSWBAT practice core math foundations. These include math facts, fact fluency, number sense, and remediation with emerging learners</p> <p>A: Spiral Review & MobyMax</p> <p>E: Spiral Review Check MobyMax Check</p> | <p>O: TSWBAT practice core math foundations. These include math facts, fact fluency, number sense, and remediation with emerging learners</p> <p>A: Spiral Review & Humble Math 0 - 10 addition</p> <p>E: Spiral Review Check Humble Math Check</p> | <p>O: TSWBAT practice core math foundations. These include math facts, fact fluency, number sense, and remediation with emerging learners</p> <p>A: Spiral Review & Humble Math Test 0 - 10 addition</p> <p>E: Spiral Review Check Graded Humble Math</p> |
| 11:10 - 11:35 | Science M | <p>Chapter 10 Review</p> <p>O: TSWBAT list three advantages of being multicellular, describe the four levels of organization in living things, and explain the relationship between the structure and function of a part of an organism</p> <p>A:</p> <ul style="list-style-type: none"> • Lesson 10.3 Quiz today • Continue Chapter 10 Review <p>E: Graded Quiz Student Responses</p> | <p>Chapter 10 Review</p> <p>O: TSWBAT list three advantages of being multicellular, describe the four levels of organization in living things, and explain the relationship between the structure and function of a part of an organism</p> <p>A:</p> <ul style="list-style-type: none"> • Continue Chapter 10 Review <p>E: Student Responses</p> | <p>Chapter 10 Review</p> <p>O: TSWBAT list three advantages of being multicellular, describe the four levels of organization in living things, and explain the relationship between the structure and function of a part of an organism</p> <p>A:</p> <ul style="list-style-type: none"> • Continue Chapter 10 Review • 10.2 Worksheet Review <p>E: Student Responses</p> | <p>Chapter 10 Test</p> <p>O: TSWBAT show mastery level understanding on Cells! The Basic Units of All Living Things!</p> <p>A:</p> <ul style="list-style-type: none"> • Chapter 10 Test <p>E: Graded Test; Student Responses</p> | <p>Chapter 10 Test Review</p> <p>O: TSWBAT show mastery level understanding on Cells! The Basic Units of All Living Things!</p> <p>A:</p> <ul style="list-style-type: none"> • Chapter 10 Test Review <p>E: Student Responses</p> |
| 11:45 - 12:15 | Spec. | Library | Phys. Ed. | STEM | LOT | Music |
| | | Day 1: STEM Day 4: Art | | Day 2: LOT Day 5: Library | | Day 3: Music Day 6: Phys. Ed. |
| 12:15 - 12:45 | | Lunch | | | | |
| 12:45 - 1:15 | | Recess | | | | |

| | | | | | | |
|-------------|-----------|--|---|--|---|---|
| 1:15 - 1:50 | Sci. C | <p>Chapter 10 Review</p> <p>O: TSWBAT list three advantages of being multicellular, describe the four levels of organization in living things, and explain the relationship between the structure and function of a part of an organism</p> <p>A:</p> <ul style="list-style-type: none"> • Lesson 10.3 Quiz today • Continue Chapter 10 Review <p>E: Graded Quiz Student Responses</p> | <p>Chapter 10 Review</p> <p>O: TSWBAT list three advantages of being multicellular, describe the four levels of organization in living things, and explain the relationship between the structure and function of a part of an organism</p> <p>A:</p> <ul style="list-style-type: none"> • Continue Chapter 10 Review <p>E: Student Responses</p> | <p>Chapter 10 Review</p> <p>O: TSWBAT list three advantages of being multicellular, describe the four levels of organization in living things, and explain the relationship between the structure and function of a part of an organism</p> <p>A:</p> <ul style="list-style-type: none"> • Continue Chapter 10 Review • 10.2 Worksheet Review <p>E: Student Responses</p> | <p>Chapter 10 Test</p> <p>O: TSWBAT show mastery level understanding on Cells! The Basic Units of All Living Things!</p> <p>A:</p> <ul style="list-style-type: none"> • Chapter 10 Test <p>E: Graded Test; Student Responses</p> | <p>Chapter 10 Test Review</p> <p>O: TSWBAT show mastery level understanding on Cells! The Basic Units of All Living Things!</p> <p>A:</p> <ul style="list-style-type: none"> • Chapter 10 Test Review <p>E: Student Responses</p> |
| 1:50 - 2:20 | Accel | Math Week | Math Week | Math Week | Math Week | Math Week |
| 2:20 - 2:40 | Career Ed | Everfi | Everfi | Everfi | Chorus** | Everfi |

Lesson Plans are Subject to Change

*Learning Support accommodations include guided outlines, one-to-one instruction, and small group work.

*Enrichment Accommodations include challenge activities at teacher's discretion.