

S. P. ARNETT MIDDLE SCHOOL  
COMMON CORE ALIGNED LESSON PLAN TEMPLATE

TEACHER: Ashleigh Richardson

SUBJECT: Mathematics

DATE: August 14-18, 2023

GRADE: 8<sup>th</sup>

CCSS: Common Core Learning Standard(s) Addressed:

**MATH**

8.EE.A.3 – Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. For example, estimate the population of the United States as  $3 \times 10^8$  and the population of the world as  $7 \times 10^9$ , and determine that the world population is more than 20 times larger.

8.EE.A.4 - Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology.

**ALGEBRA 1**

HSA-SSE.A.2 – Use the structure of an expression to identify ways to rewrite it. For example, see  $x^4 - y^4$  as  $(x^2)^2 - (y^2)^2$ , thus recognizing it as a difference of squares that can be factored as  $(x^2 - y^2)(x^2 + y^2)$ .

HSA-APR.A.1 – Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.

*Danielson, 1c*

**Monday 8/14/23**

Algebra I

- Cont. Rules & Procedures, Math About Me Activity

Regular Math

- Cont. Rules & Procedures, Math About Me Activity

**Tuesday 8/15/23**

Algebra I

- See what you know “quiz”, Review “quiz” as a class.

Regular Math

- See what you know “quiz”, Review “quiz” as a class.

**Wednesday 8/16/23**

Algebra I

- Bellringer: Area of a rectangle
- We Will: Create and compare representations of a pattern.
- Eureka Math<sup>2</sup> Module 1: Lesson 1: The Growing Pattern of Ducks
- I Will: Explain why there can be different expressions that represent the same value.

Regular Math

- Bellringer: Write numbers by using powers of 10
- We Will: Learn to represent both very large and very small positive numbers in a concise and efficient way.
- Eureka Math<sup>2</sup> Module 1: Lesson 1: Large and Small Positive Numbers
- I Will: Explain why we write some very large numbers as a single digit times a power of 10.

**Thursday 8/17/23**

Algebra I

- Bellringer: Write equivalent expressions
- We Will: Use properties to rewrite one expression to match another expression.
- Eureka Math<sup>2</sup> Module 1: Lesson 2: The Commutative, Associative, and Distributive Properties
- I Will: Show the equivalency of two algebraic expressions by using properties and operations.

### Regular Math

- Bellringer: write numbers in standard form
- We Will: Answer problems that ask “how many times as much as” to compare very large numbers.
- Eureka Math<sup>2</sup> Module 1: Lesson 2: Comparing Large Numbers
- I Will: Compare large and small positive numbers by using “times as much as” language.

### Friday 8/18/23

#### Algebra I

- Bellringer: Write numbers in expanded form
- We Will: Compare numbers in base 10 to numbers in base  $x$ .
- Eureka Math<sup>2</sup> Module 1: Lesson 3: Polynomial Expressions
- I Will: Explain the similarities and differences in polynomial expressions and algebraic expressions.

#### Regular Math

- Bellringer: expand powers of 10
- We Will: Learn how to write numbers in scientific notation.
- Eureka Math<sup>2</sup> Module 1: Lesson 3: Time to Be More Precise --- Scientific Notation
- I Will: Discuss why it is useful to write a number in scientific notation.

*Danielson, 2c, 3b, 3c,*

Resources/Materials: (What texts, digital resources, & materials will be used for this lesson?)

1. Bellringer Flipchart
2. Other materials embedded in daily lesson/activity plan

*Danielson, 2c, 3c*