



Monday 10/23/2023	Tuesday 10/24/2023	Wednesday 10/25/2023	Thursday 10/26/2023	Friday 10/27/2023
SD:34, Black Day	SD:35, Gold Day	SD:36, Black Day	SD:37, Gold Day	SD:38, Black Day
6th Science 9:33am - 10:25am	6th Science 9:33am - 10:25am	6th Science 9:33am - 10:25am	6th Science 9:33am - 10:25am	6th Science 9:33am - 10:25am
Levitating Forces	Levitating Forces	Lesson / Instruction	Lesson / Instruction	Lesson / Instruction
I can design an experiment to observe gravity and identify patterns in data to construct explanations of the effect of gravity on different objects.	I can design an experiment to observe gravity and identify patterns in data to construct explanations of the effect of gravity on different objects.	Start October Sky Video to spark interest in the Science Fair	cont October Sky Video	Science Fair Intro and Project Brainstorm
Lesson / Instruction	Lesson / Instruction			
Hands-On Investigation Do Dropped Objects Always Fall?	Hands-On Investigation Do Dropped Objects Always Fall?			
Levitating Forces Activity #4 (Day 1)	Levitating Forces Activity #4 (Day 2)			



7th Grade Math 10:28am - 11:20am	7th Grade Math 10:28am - 11:20am	7th Grade Math 10:28am - 11:20am	7th Grade Math 10:28am - 11:20am	7th Grade Math 10:28am - 11:20am
<p>Lesson / Instruction October Star Math Test</p>	<p>Module 2(Topic A Lesson 1)</p> <p>Standards 7.NS.A.1a Describe situations in which opposite quantities combine to make 0. For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged. 7.NS.A.1b Understand $p + q$ as the number located a distance q from p, in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts.</p>	<p>Module 2(Topic A Lesson 2)</p> <p>Standards 7.NS.A.1b Understand $p + q$ as the number located a distance q from p, in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts.</p>	<p>Module 2(Topic A Lesson 3)</p> <p>Describe a number and its opposite as additive inverses because they sum to zero.</p> <p>Evaluate addition expressions with two or more addends.</p>	<p>Module 2(Topic A Lesson 4)</p> <p>Standards 7.NS.A.1d Apply properties of operations as strategies to add and subtract rational numbers.</p> <p>Add integers to solve and create puzzles.</p>
	<p>Represent positive and negative numbers on a number line.</p> <p>Recognize that opposite integers sum to zero.</p>	<p>Write addition expressions involving integers.</p> <p>Add integers by using a model.</p>	<p>Lesson / Instruction Module 2(Topic A Lesson 3) Adding Integers Efficiently</p>	<p>Lesson / Instruction Module 2(Topic A Lesson 4) Kakooma</p> <p>Fluency Launch 10 min Learn 25 min</p> <ul style="list-style-type: none"> Creating a KAKOOMA[®] Puzzle Swap More KAKOOMA[®] (Optional)
	<p>Lesson / Instruction Module 2(Topic A Lesson 1) Combining Opposites</p> <p>Fluency Launch 10 min Learn 25 min</p> <ul style="list-style-type: none"> Understanding Opposite Actions Absolute Values and Opposites 	<p>Lesson / Instruction Module 2(Topic A Lesson 2) Adding Integers</p> <p>Fluency Launch 5 min Learn 30 min</p> <ul style="list-style-type: none"> Modeling Addition of Positive Numbers Modeling Integer Addition <p>Land 10 min</p> <ul style="list-style-type: none"> Exit Ticket pg. 25 	<p>Fluency Launch 5 min Learn 30 min</p> <ul style="list-style-type: none"> Making a Purchase Looking for Patterns Adding More than Two Integers Revisiting Average Temperature <p>Land 10 min</p> <ul style="list-style-type: none"> Exit Ticket pg. 39 	<p>Land 10 min</p> <ul style="list-style-type: none"> Exit Ticket pg. 59



	<ul style="list-style-type: none">• Math Past: The Number Line <p>Land 10 min</p> <ul style="list-style-type: none">• Exit Ticket pg. 16			
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6th Grade Math 11:23am - 12:12pm	6th Grade Math 11:23am - 12:12pm	6th Grade Math 11:23am - 12:12pm	6th Grade Math 11:23am - 12:12pm	6th Grade Math 11:23am - 12:12pm
Lesson / Instruction October STAR Math Test	Module 1 Topic C/D Quiz Lesson / Instruction Module 1 Topic C/D Quiz	Module 1(Topic E Lesson 22) Standards 6.RP.A.3c Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.	Module 1(Topic E Lesson 23) Standards 6.RP.A.3c Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.	Module 1(Topic E Lesson 24) Standards 6.RP.A.3c Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.
		<p>Relate percents to a part-to-whole relationship where the whole is 100.</p> <p>Model percents and write percents in fraction and decimal forms.</p>	<p>Calculate a percent when given a part and the whole.</p> <p>Discover that if multiple parts make a whole, then the percents representing the parts should total 100%.</p>	<p>Calculate a part when given the whole and a percent.</p>
		<p>Lesson / Instruction Module 1(Topic E Lesson 22) Introduction to Percents</p> <p>Fluency Launch 5 min Learn 30 min</p> <ul style="list-style-type: none"> Charging Batteries What Is the Charge? Greater Than 100% <p>Land 10 min</p> <ul style="list-style-type: none"> Exit Ticket pg. 309 	<p>Lesson / Instruction Module 1(Topic E Lesson 23) Finding the Percent</p> <p>Fluency Launch 10 min Learn 25 min</p> <ul style="list-style-type: none"> Using Tape Diagrams to Model Percents Using Double Number Lines to Model Percents <p>Land 10 min</p> <ul style="list-style-type: none"> Exit Ticket pg. 327 	<p>Lesson / Instruction Module 1(Topic E Lesson 24) Finding a Part</p> <p>Fluency Launch 5 min Learn 30 min</p> <ul style="list-style-type: none"> Use Mental Math to Find Percents More Than One Way Would You Rather? <p>Land 10 min</p> <ul style="list-style-type: none"> Exit Ticket pg. 345



8th Grade Math 1:48pm - 2:39pm	8th Grade Math 1:48pm - 2:39pm	8th Grade Math 1:48pm - 2:39pm	8th Grade Math 1:48pm - 2:39pm	8th Grade Math 1:48pm - 2:39pm
<p>Lesson / Instruction October STAR Math Test</p>	<p>Module 1(Topic E Lesson 21)</p> <p>Standards 8.NS.A.2 Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., π^2). For example, by truncating the decimal expansion of $\sqrt{2}$, show that $\sqrt{2}$ is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations.</p> <p>Approximate values of square roots, cube roots, and π.</p> <p>Lesson / Instruction Module 1(Topic E Lesson 21) Approx. Values of Roots and Pi</p> <p>Fluency Launch 5 min Learn 30 min</p> <ul style="list-style-type: none"> Approximating Square Roots Approximating Cube Roots Approximating π <p>Land 10 min</p> <ul style="list-style-type: none"> Exit Ticket pg. 283 	<p>Module 1(Topic E Lesson 22)</p> <p>Standards 8.EE.A.2 Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that $\sqrt{2}$ is irrational. 8.NS.A.1 Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number.</p> <p>Identify numbers as rational, irrational, and real by their decimal form. Compare the characteristics of rational and irrational numbers.</p> <p>Lesson / Instruction Module 1(Topic E Lesson 22) Familiar and Not So Familiar Numbers</p>	<p>Module 1(Topic E Lesson 23)</p> <p>Standards 8.NS.A.2 Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., π^2). For example, by truncating the decimal expansion of $\sqrt{2}$, show that $\sqrt{2}$ is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations.</p> <p>Order irrational numbers.</p> <p>Approximate the value of expressions with irrational numbers.</p> <p>Lesson / Instruction Module 1(Topic E Lesson 23) Order Irrational Numbers</p> <p>Fluency Launch 10 min Learn 25 min</p> <ul style="list-style-type: none"> Ordering Numbers Ordering Expressions <p>Land 10 min</p> <ul style="list-style-type: none"> Exit Ticket pg. 305 	



		Fluency Launch 5 min Learn 30 min <ul style="list-style-type: none"> Terminating and Repeating Is It Rational? Land 10 min <ul style="list-style-type: none"> Exit Ticket pg. 295 		
7th/8th Grade Science 2:45pm - 3:30pm	7th/8th Grade Science 2:45pm - 3:30pm	7th/8th Grade Science 2:45pm - 3:30pm	7th/8th Grade Science 2:45pm - 3:30pm	7th/8th Grade Science 2:45pm - 3:30pm
Lesson / Instruction cont October Sky Video and Discussion Questions	Lesson / Instruction Science Fair Intro and Project Brainstorm	Lesson / Instruction Newton's Laws Brochures	Lesson / Instruction cont Newton Law Brochures	Lesson / Instruction Have the students read Chapter 2 Lesson 3 Newton's 2nd Law together in groups pg. 62-66