Ohl - Period 2 Daily Planner

1. Today's lesson is always at the top.
2. If you're absent, follow each part of today's lesson in order. Each part is important.

CLICK HERE TO OPEN IN A NEW TAB

Maria the Math Tutor HERE GMM TOTALS Online Calculator LATE WORK FORM

A LUNCH	
7:15- 7:37am	Home Room in Pd 1
7:37 - 8:35am	PD 1
8:38- 9:33am	PD 2
9:36- 10:31am	PD 3
10:34- 11:04am	Lunch A
11:07- 12:02am	PD 4
12:05- 1:00pm	PD 5
1:03- 1:58pm	PD 6
2:01 - 2:32pm	ROAR

Date	Today we're going to…	Homework
Monday-Friday 11/24-12/5	**Mrs. Ohl is out due to a family medical issue. Please click on the link below to see what you will be doing each day Mrs. Ohl is out.** **PERIOD 1-5 Daily Lesson Plans**	Look at the document Linked
Friday 11/21	**CC.2.2.8.B.2** – Understand the connections between proportional relationships, lines, and linear equations. **8.EE.5** – Graph proportional relationships, interpret slope as unit rate, and compare two proportional relationships represented in different ways. I can use slopes and similar right triangles to find missing sides and missing coordinates. I can explain why triangles on the same line are similar and how slope stays constant. **Warm-up**: 1. Get Warm-Up paper off of the table and complete 2. GMM **Direct Instruction:** 1. GN's -G10-Similar Right Triangles a. Video of the lesson **Group Work/Individual Work:** 1. G10-HW and extra Practices	G10-HW and extra Practices

	Exit Ticket: 1. Get Exit Ticket Sheet from table and complete it. a. A large triangle on a line has rise 30 and run 10. A smaller similar triangle on the same line has run 4. **Find the missing rise. Explain how you know your triangles are similar.**	
Thursday 11/20	**CC.2.2.8.B.2** — Understand the connections between proportional relationships, lines, and linear equations. **8.EE.5** — Graph proportional relationships, interpreting the unit rate as the slope of the graph; compare two different proportional relationships represented in different ways. Students will be able to compare rates of change (slopes) of two functions represented in tables, graphs, and equations. I can determine which function changes faster by finding and comparing their slopes. **Warm-up**: 1. Get your homework out and check your answers 2. Work on your Warm-up Packet or completing problems in your Guided Notes **Direct Instruction:** 1. GN's - G9- Comparing Rates of Change a. Video of the lesson **Group Work/Individual Work:** 1. G9-Homework WS	G9-Homework WS
Wednesday 11/19	**CC.2.2.8.B.3** – Analyze and describe linear relationships using slope as rate of change and intercepts. **8.EE.5** – Interpret and compare linear relationships using graphs and equations.	Tables WS **G8-HW1-HOY/VUX**

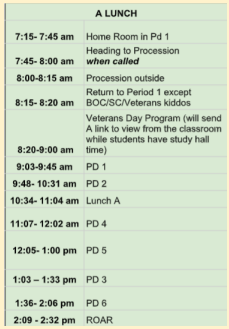
	Students will be able to identify, write, and graph vertical and horizontal lines. I can determine whether a graph or equation represents a vertical or horizontal line and write its equation correctly. **Warm-up**: 1. Get paper off the table to complete then do.. 2. GMM **Direct Instruction:** 1. GN's-G8-Horizontal and Vertical Lines a. Video of Lesson 2. Tables WS Complete the Finding Slope from a Table (turn this in) **Group Work:** 1. Finish GN's (check answers) **Individual Work:** 1. **G8-HW1-HOY/VUX** 2. G8-HW-Vertical/Horizontal Slope **Exit Ticket:** 1. Get a piece of graph paper and Graph these lines a. **x = 7** b. **y = 0** c. **3x + 4 = –8** d. **4y + 6x = 2(3x – 4)**	
Tuesday 11/18	**CC.2.2.8.B.3** Analyze and describe linear relationships using slope and intercepts. **8.EE.7** Solve linear equations in one variable and rearrange equations into forms that are more useful. Students will be able to convert equations from Standard Form (Ax + By = C) to Slope-Intercept Form (y = mx + b). I can identify the slope (m) and y-intercept (b) after rewriting an equation.	G7-D1-HW

	Students will graph the new equation using their rewritten form. **Warm-up**: 1. Get homework out and check your answers. 2. Get out the Warm-Up packet and complete the 1st page. 3. GMM **Direct Instruction:** 1. GN's G7-D1-Convert from Standard to SIF and Graph a. Video of Lesson **Group Work:** 1. Finish the problems in the GN's and check your answers. **Individual Work/Homework:** 1. G7-D1-HW	
Monday 11/17	**CC.2.2.8.B.3** — Analyze and describe linear relationships using slope-intercept form. **8.EE.5** — Use y = mx + b to model and graph proportional/non-proportional linear relationships. Students will be able to identify the slope and y-intercept from an equation written in slope-intercept form. Students will be able to graph linear equations using y = mx + b. I can explain how the slope and y-intercept appear in the equation and on the graph. **Warm-up**: 1. Get homework out G5-Slope Application HW and leave on desk 2. Get the Warm-Up WS off the table and complete 3. If done do GMM until we get started **Direct Instruction:** 1. GN's-G6-Graphing Using the Slope-Intercept Form a. Video of Lesson **Group Work:** 1. Finish Guided Notes	G6-HW-Graphing Slope-Intercept Form (On paper and/or in Pear Assessment)

	Individual Work/Homework: 1. G6-HW-Graphing Slope-Intercept Form (Pear Assessment)	
Friday 11/14	**CC.2.2.8.B.3** – Analyze and describe linear relationships using slope. **8.EE.5** – Use graphs, tables, and real-world contexts to interpret rate of change as slope. Students will be able to apply slope to real-world situations using tables, graphs, and word problems. I can find the rate of change in real-life scenarios and explain what the slope means in context. **Warm-Up:** 1. If you did not turn in your homework G4-D2-Worksheet 2. DO THIS PEAR ASSESSMENT (G4-D2 Pear Assessment) for your Warm-Up 3. GMM **Direct Instruction:** 1. GN's-G5-Slope Applications a. Video of the Lesson **Group Work:** 1. Finish problems in the GN's with a partner: Must also write what the slope means in the margin. Example sentence: *"Between June 6 and June 8, the temperature increased 4 degrees over 2 days, or 2°F per day."* **Individual Work/Homework:** 1. G5-Slope Application HW **GMM TOTALS** **Maria the Math Tutor HERE** (when you click on her, you will be invited to join our class, just type in your name and click enter, Maria will	G5-Slope Application HW (#'s 1-3, 10 only, 14, 16)

	then open up for you to ask questions) Online Calculator	
Thursday 11/13	**CC.2.2.8.B.3** — Analyze and describe linear relationships using slope. **8.EE.5** — Graph proportional relationships, interpreting unit rate as slope; compare different representations. Students will be able to find the slope between two points using the slope formula and interpret what the slope represents. I can use the slope formula to calculate slope and solve for missing values in ordered pairs. **Warm-up**: 1. Get homework out leave on desk G4-Day 1-WS 2. GMM **Direct Instruction:** 1. GN's-G4-Day 2-Finding missing slope between points a. Video of the lesson **Group Work** 1. Finish GN's with a partner-Identify type of slope and explain to partners *why* the slope is positive, negative, zero, or undefined for each problem. 2. Stations Practice **Individual Work/Homework:** 1. G4-D2-Worksheet (You have a worksheet to do your work on and then you can input the answers in Pear and check them to see if they are correct) **You must turn in your worksheet with the work **Exit Ticket:** 1. G4-D2 Pear Assessment **GMM TOTALS** **Maria the Math Tutor HERE** (when you click on her, you will be	G4-D2-Worksheet G4-D2 Pear Assessment

	invited to join our class, just type in your name and click enter, Maria will then open up for you to ask questions) Online Calculator	
Wednesday 11/12	8.EE.5. Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed. Students will be able to interpret the slope of a line using a graphed line and a table. **Warm-up**: 1. If you have a paper copy of G3-Day 2-A-Finding slope from a graph, get it out. If you completed it on Pear, you're fine. 2. GMM **Direct Instruction:** 1. GN's-G4-D1- Finding slope using Slope Formula a. Video of the lesson **Group Work/Individual Work:** 1. G4-Day 1-WS **Exit Ticket:** 1. Pear Assessment G4-Day 1	G4-Day 1-WS (1-8) Pear Assessment G4-Day1
Tuesday 11/11	**CC.2.2.8.B.3** – Analyze and describe linear relationships using slope. **8.EE.5** – Use graphs, tables, and real-world contexts to interpret rate of change as slope. ● I can find slope (rate of change) from a graph.	G3-Day 2-HW WS is on Pear Assessment **G3-**PEAR ASSESSMENT

	 **Warm-up**: 1. Get Homework out 2. DO THE PEAR ASSESSMENT (Plotting Points Review) 3. GMM **Direct Instruction:** 1. GN-G3-D1-Finding Slope from a Graph a. Video of Lesson **Group Work/Individual Work:** 1. G3-Day 2-HW WS is on Pear Assessment **Exit Ticket:** 1. **G3-**PEAR ASSESSMENT	
Monday 11/10	**CC.2.2.8B.2-**Understand the connections between proportional relationships, lines and linear equations. M08.B-E.3.1.4-Determine whether a given point is a solution to a linear equation in two variables. M08.B-E.3.1.5-Graph a linear equation in two variables, and interpret the graph. I can determine if an ordered pair is a solution to a linear equation. I can graph linear equations using x- and y-intercepts. **MRS. OHL is OUT TODAY. MRS. RILEY WILL BE TEACHING. YOU WILL FOLLOW THIS LESSON. GET STUFF DONE TODAY!!** **Warm-up**: 1. Get homework out and turn it in (if you did not finish it turn it in tomorrow)	G2-D2-Practice WS GMM Check your grades in Skyward-please turn in whatever is missing!!

	2. GMM **Direct Instruction:** 1. G2-(Day 2) GN Student-Graphing Using Intercepts a. Video of the Lesson **2.** Discuss and complete page two from the homework sheets. **Group Work/Individual Work**: 1. G2-D2-Practice WS (this is the homework for tonight-4 problems) 2. Friday's homework, finish this if you haven't already G2-Worksheets 3. GMM-work on the assignments there. **Exit Ticket:** 1. G2- X/Y Intercept Pear Assessment (some of you have completed this, if not, do it now!!)	
	M08.B-E.3.1.4-Determine whether a given point is a solution to a linear equation in two variables. M08.B-E.3.1.5-Graph a linear equation in two variables, and interpret the graph. I can determine if an ordered pair is a solution to a linear equation. I can graph linear equations using x- and y-intercepts. **Warm-up**: 1. G1-Warm-UP Click Here (per. 2) and complete this. 2. GMM **Direct Instruction:** 1. G2-(Day 2) GN Student-Graphing Using Intercepts a. Video of the Lesson **Group Work/Individual Work**: 1. G2-Worksheets (finish this worksheet)	

	Exit Ticket: 1. G2- X/Y Intercept Pear Assessment **Equation: y = −2x + 9** **Ordered pair: (−1, 11)** **Yes or No?** **Equation: y = 5 − x** **Ordered pair: (3, 1)** **Yes or No?** **Equation: y = 4x + 2** **Ordered pair: (2, 11)** **Yes or No?** **Equation: y = x/2 − 6** **Ordered pair: (10, −1)** **Yes or No?**	
Thursday 11/6/2025	M08.B-E.3.1.4-Determine whether a given point is a solution to a linear equation in two variables. M08.B-E.3.1.5-Graph a linear equation in two variables, and interpret the graph. I can determine if an ordered pair is a solution to a linear equation. I can graph linear equations using x- and y-intercepts. **Warm-up**: 1. Complete this G1-Digital Classwork Activity (In Schoology-in the green Unit 3 Folder) 2. GMM **Direct Instruction:** 1. G2-GN Student-Graphing Using Intercepts a. G2-Video of today's lesson **Group Work/Individual Work:** 1. G2-Worksheets **Exit Ticket:** ~~1. Pear Assessment-G2~~	G2-Worksheets (do ½ - 6 problems)

	Equation: y = 3x − 7 **Ordered pair: (4, 5)** **Yes or No?** **Equation: y = −2x + 9** **Ordered pair: (−1, 11)** **Yes or No?** **Equation: y = 5 − x** **Ordered pair: (3, 1)** **Yes or No?** **Equation: y = 4x + 2** **Ordered pair: (2, 11)** **Yes or No?** **Equation: y = x/2 − 6** **Ordered pair: (10, −1)** **Yes or No?**	
Wednesday 11/5/2025	**M08.B-E.3.1.4 –** Determine whether a given point is a solution to a linear equation in two variables. **M08.B-E.3.1.5 –** Graph a linear equation in two variables, and interpret the graph. I can determine if an ordered pair is a solution to a linear equation. I can plot points on the coordinate plane. I can graph linear equations and interpret the x- and y-intercepts. **Warm-Up**: 1. Get Unit 3 Packets off the table and Reference Paper 2. Get your calculator AND a RULER!! 3. Get Your Deconstructed Standard Sheet out from Friday (Period 1 pick it up off table) 4. GMM **Direct Instruction:** 1. G1-GN-Graphing with Tables a. Lesson Video **Group Work:**	G1-Exit TIcket G1-Graphing with Table Student (3 on the front and 3 on the back)

<table>
<tr>
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1. G1-Guided Notes w/Partner Check (finished #2 and #1 & 2 on next page)

Individual Work/Homework:
1. G1-Graphing with Table Student

Exit Ticket:
1. G1-Exit TIcket
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<td>Friday
10/31</td>
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½ Day-Halloween!!

<table>
<tr><td>7:15- 7:37am</td><td>Home Room</td></tr>
<tr><td>7:37-8:08am</td><td>PD 1</td></tr>
<tr><td>8:11-8:42am</td><td>PD 2</td></tr>
<tr><td>8:45- 9:16am</td><td>PD 3</td></tr>
<tr><td>9:19- 9:50am</td><td>PD 4</td></tr>
<tr><td>9:53- 10:24am</td><td>PD 5</td></tr>
<tr><td>10:27- 10:58am</td><td>PD 6</td></tr>
<tr><td>11:01- 11:30am</td><td>ROAR</td></tr>
</table>
Warm-Up:
1. TURN IN ANYTHING YOU HAVE (Incomplete or complete) for Unit 2!!!!!! Guided Notes, Worksheets
a. IF YOU COMPLETE ANY DIGITAL ASSIGNMENTS (GMM/PEAR) and it's not in Skyward—YOU MUST EMAIL ME OR COMPLETE THIS FORM LATE WORK FORM . I will NOT know you completed that work!
2. (Someone/s can hand out all the return papers)
3. GMM

Direct Instruction:
1. GMM stats
2. Go over Unit 2 Test
3. Deconstruct Standards for Unit 3

Group/Individual Work:
1. Review Game

Use one of these: Unit 2 Review- Check your answer here (key here)
1. Unit 2 Assessment Review - Check your answer here (key here)
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<td>Enjoy your Halloween</td>
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Thursday 10/30	**CC.2.2.8.B.1** Apply concepts of radicals and integer exponents to generate equivalent expressions. **CC.2.2.8.B.3** Analyze and solve linear equations and pairs of simultaneous linear equations. • I can write and simplify algebraic expressions using properties of real numbers. • I can write and solve equations using the properties of real numbers. • I can write and solve equations with variables on both sides and identify the number of solutions. • I can solve equations using the properties of proportions. • I can solve equations of the form $x^2=p$ and $x^3=p$. **Warm-up**: Do any of the following-Whatever you feel will be most helpful for your warm-up: 1. Ask Maria the Math Tutor to practice any type of problem you need to practice 2. **Review for the Unit 2 Test in Pear Assessment** but can use this Tues and Wed to study! 🙂 3. GIMKIT-UNIT 2 TEST REVIEW 4. **Unit 2 Review**- Check your answer here (key here) 5. **Unit 2 Assessment Review** - Check your answer here (key here) 6. Blooket! Practices: ○ Blooket-Consecutive Numbers ○ Blooket-Proportions ○ Blooket-Solutions ○ Blooket-Two-step Word Problems **Today you will:** 1. Take your Unit 2 Test **When you are done:** 1. Check Skyward and complete anything you need to complete and get it in.**IF YOU COMPLETE ANY DIGITAL ASSIGNMENTS (GMM/PEAR) and it's not in Skyward—YOU MUST EMAIL ME OR COMPLETE THIS FORM** LATE WORK FORM **. I will NOT know you completed that work!!** 2. GMM	ANYTHING YOU OWE ME FOR UNIT 2!! TOMORROW IS IT!!

Wednesday 10/29	**M08.B-E.3.1** Write, solve, graph, and interpret linear equations in one or two variables, using various methods **CC.2.2.8.B.1** Apply concepts of radicals and integer exponents to generate equivalent expressions. **CC.2.2.8.B.3** Analyze and solve linear equations and pairs of simultaneous linear equations. • I can represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. • Write and identify linear equations in one variable with one solution, infinitely many solutions, or no solutions. • I can solve linear equations with rational number coefficients. • I can apply linear equations. • I can identify and apply properties. **Warm-up:** 1. Get Homework out (EQ9-Solving Equations with Exponents HW) and EQ11-WS with integer problems and Word Problems worksheet check answers on the board and turn in. 2. Pear Assessment 3. GMM	STUDY FOR YOUR UNIT 2 TEST TOMORROW!!

Side Note: **IF YOU COMPLETE ANY DIGITAL ASSIGNMENTS (GMM/PEAR) and it's not in Skyward—YOU MUST EMAIL ME OR COMPLETE THIS FORM** LATE WORK FORM **. I will NOT know you completed that work!!**

Direct Instruction:

1. Answer any questions
2. Today we are working on Unit 2 Review and prepping for Unit 2 Test

Individual Work:

1. Go to Pear Assessment and Take Unit 2 Review Practice Test as if it is the test. Feel free to ask questions during this test if you aren't sure about something but make a note so you know this is something you could practice.

When Done here are your options:

1. Work on any assignments you owe for Unit 2 (end of the marking period is this week so this is the last chance to turn in any work!!)

Unit 2 Test on Thursday-Ways to Practice/Study

- **Review for the Unit 2 Test in Pear Assessment** but can use this Tues and Wed to study! 🙂
- GIMKIT-UNIT 2 TEST REVIEW
- **Unit 2 Review**- Check your answer here (key here)
- **Unit 2 Assessment Review** - Check your answer here (key here)
- Blooket Practices:
  - Blooket-Consecutive Numbers
  - Blooket-Proportions
  - Blooket-Solutions
  - Blooket-Two-step Word Problems

GMM TOTALS

Maria the Math Tutor HERE (when you click on her, you will be invited to join our class, just type in your name and click enter, Maria will then open up for you to ask questions)

	Online Calculator	
Tuesday 10/28	M08.B-E.1.1.2 Use square root and cube root symbols to represent solutions to equations of the form x2 = p and x3 = p, where p is a positive rational number. Evaluate square roots of perfect squares (up to and including 122) and cube roots of perfect cubes (up to and including 53) without a calculator. I can solve equations in the form of $x^2 = p$ *and* $x^3 = p$. **Warm-up**: 1. Get EQ11-WS with integer problems and Word Problems worksheet and EQ7-Consecutive Numbers WS check your answer and turn in. 2. Finish Pear Assessments 3. Work on GMM Assignments/Spiral Review **Direct Instruction:** 1. GN-EQ 9-Solving Equations with Exponents a. Video of lesson **Group Work/Individual Work/Homework:** 1. EQ9-Solving Equations with Exponents HW 2. Finish any Pear Assessments 3. Work on your GMM Assignments ***Unit 2 Test on Thursday-Ways to Practice/Study*** ● **Review for the Unit 2 Test in Pear Assessment** but can use this Tues and Wed to study! 🙂 ● GIMKIT-UNIT 2 TEST REVIEW ● **Unit 2 Review**- Check your answer here (key here) ● **Unit 2 Assessment Review** - Check your answer here (key here) ● Blooket Practices: ○ Blooket-Consecutive Numbers ○ Blooket-Proportions ○ Blooket-Solutions ○ Blooket-Two-step Word Problems	EQ9-Solving Equations with Exponents HW (1, 2, 8, 9, 5, 6, 12, 13)

	Exit Ticket: 1. Pear Assessment	
Monday 10/27	M08.B-F.1.1.1 – Demonstrate understanding of proportional relationships between quantities. I can recognize proportional relationships in tables, graphs, equations, and word problems. I can use ratios and unit rates to solve real-world problems. I can explain what the constant of proportionality means in a situation. **Warm-up**: 1. Get EQ7-Consecutive Numbers WS worksheet 2. Do this activity until we get started: (ask questions if you are struggling/use your notes!!) a. Do this Blooket Consecutive # Review until class starts **Direct Instruction:** 1. GN-EQ 8-Proportional Relationships a. Video of lesson **Group Work/Individual Work/Homework:** 1. EQ11-WS with integer problems and Word Problems 2. Pear Assessment ***Unit 2 Test on Thursday-Ways to Practice/Study*** ● You can start the **Review for the Unit 2 Test in Pear Assessment** only after you have finished all your other work!! 🙂 ● GIMKIT-UNIT 2 TEST REVIEW ● Blooket! Practices: ○ Blooket-Consecutive Numbers ○ Blooket-Proportions ○ Blooket-Solutions ○ Blooket-Two-step Word Problems **GMM TOTALS**	EQ7-Consecutive Numbers WS (#'s 2, 6, 10, 15) EQ11-WS with integer problems and Word Problems Do: (#'s 1, 9, 11 (1, 2, 3, 8) and flashback 1-5)

	Maria the Math Tutor HERE (when you click on her, you will be invited to join our class, just type in your name and click enter, Maria will then open up for you to ask questions) Online Calculator	
Friday 10/24	CC.2.2.8.B.1 – Analyze and solve linear equations and pairs of simultaneous linear equations. I can learn how to write and solve equations for problems involving consecutive integers, consecutive even integers, and consecutive odd integers. **Warm-up**: 1. Get out your Guided Notes from yesterday and work on the word problems, get help as needed!! **Direct Instruction:** 1. GN-EQ7 Day 2-Consective Numbers a. Video of the lesson **Group Work/Individual Work:** 1. EQ7- WS 2. Pear Assessment 3. GMM **GMM TOTALS** **Maria the Math Tutor HERE** (when you click on her, you will be invited to join our class, just type in your name and click enter, Maria will then open up for you to ask questions)	EQ7- WS

Thursday 10/23	M08.B-E.3.1 – Analyze and solve linear equations and pairs of simultaneous linear equations. • M08.B-E.3.1.2 – Write and solve linear equations in one variable using word problems. I can translate real-world situations into equations. I can solve multi-step equations to find unknown values. I can explain what my solution means in the context of the problem. **Warm-up**: 1. Get a Warm-Up Ticket: Identify the solution (one, no, Infinite) and solve for x if it has one solution. a. $3(4 - \frac{1}{3}x) = -2x - 10 + x$ b. $4(x + 5) + 4 = \frac{1}{2}(8x + 48)$ c. $5(x - 2) - x = 5x + 2$ d. $2(4 - x) = -2(1 + x) - 2$ What strategy can you use to quickly identify if an equation has one solution, no solution, or infinite solutions 2. Pear Assessment 3. GMM **Direct Instruction:** 1. Review Warm 2. GN-EQ 7 Lesson a. Video of the lesson **Group Work/Individual Work/Homework:** 1. Finish assigned GN's problems 2. Pear Assessment 3. GMM	Finish assigned GN's problems Pear Assessment GMM

	GMM TOTALS **Maria the Math Tutor HERE** (when you click on her, you will be invited to join our class, just type in your name and click enter, Maria will then open up for you to ask questions) Online Calculator	
Wednesday 10/22	**Standard:** M08.B-E.3.1.2 - Determine the number of solutions to a linear equation and interpret solutions in context. **Student-Friendly Standard:** I can figure out whether an equation has one solution, no solution, or infinite solutions by solving it and seeing what happens when the variable terms cancel out. Students will identify and justify whether a given linear equation has one solution, no solution, or infinitely many solutions by solving and interpreting the results. **Warm-up**: 1. Get your homework and check it and turn it in EQ4- WS (Front Only) 2. GMM **Direct Instruction:** 1. GN - EQ8-No Solutions, Infinite Solutions, One solution a. Video of Lesson **Group Work:** 1. **EQ7-Solutions WS** **Individual Work:** 1. Finished GN's 2. EQ7-Worksheet 3. Pear Assessment-Solutions 4. Here are some Pop quiz review options: a. Complete Review for quiz b. This Review WS	**EQ7-Solutions WS**

	c. This Blooket! **GMM TOTALS** **Maria the Math Tutor HERE** (when you click on her, you will be invited to join our class, just type in your name and click enter, Maria will then open up for you to ask questions) Online Calculator	
Tuesday 10/21	**M08.B-E.3.1.2-***Solve linear equations in one variable, including equations with rational coefficients and variables on both sides.* Student Friendly: "I can solve multi-step equations that include fractions, decimals, or variables on both sides by using inverse operations and multiplying by the reciprocal." I can do the following: Identify and apply the distributive property, Combine like terms, Use inverse operations to isolate variables, Multiply by the reciprocal to solve equations involving fractions, Solve real-world problems using multi-step equations **Warm-up**: 1. Get your homework and check it and turn it in EQ4- WS (Front Only) 2. GMM **Direct Instruction:** 1. GN -EQ5-Multi-Step Variable on both sides of the Equation a. Video of the lesson Group/Independent/Homework: 1. Finish GN's problems 2. Do 4 problems of your choice on EQ5-HW 3. Pear Assessment 4. GMM	Do 4 problems of your choice on EQ5-HW

Monday 10/20	**M08.B-E.3.1.2-***Solve linear equations in one variable, including equations with rational coefficients and variables on both sides.* Student Friendly: "I can solve multi-step equations that include fractions, decimals, or variables on both sides by using inverse operations and multiplying by the reciprocal." I can do the following: Identify and apply the distributive property, Combine like terms, Use inverse operations to isolate variables, Multiply by the reciprocal to solve equations involving fractions, Solve real-world problems using multi-step equations **Warm-up**: 1. Finish Problems in GN's (Word Problems) 2. Pear Assessment 3. GMM **Direct Instruction:** 1. Go over warm-up 2. GN-Guided Notes -EQ5-GN a. Video of the lesson **Group Work:**. 1. Get a piece of paper and complete either the a,c, e OR b, d, f with a partner. Each does a problem and then checks your answers with each other. a. $\frac{1}{4}(d-16)=1$ b. $\frac{3}{5}(2x-4)=18$ c. $4=\frac{2}{9}(4y-2)$ d. $-14=\frac{2}{5}(9-2b)$ e. $\frac{5x-8}{3}=9$ f. $\frac{18-34a}{5}=-10$	Practice WS (Problems 9 and 10 Plus 2 more of your choice)

	Individual Work: 1. Practice WS (Problems 9 and 10 Plus 2 more of your choice) a. **Any more you do is **EXTRA CREDIT** 2. Pear Assessment EQ6-Lesson Review **GMM TOTALS** **Maria the Math Tutor HERE** (when you click on her, you will be invited to join our class, just type in your name and click enter, Maria will then open up for you to ask questions) Online Calculator	
Friday 10/17	M08.B-E.3.1.3 Solve real-world and mathematical problems leading to one-variable linear equations. I can read word problems, define variables, translate words into equations, solve the equations, and interpret the solutions. **Warm-up**: 1. Check your homework Two-Step Equation Maze on the board and Turn it in Homework 2. Complete Pear Assessment if not done 3. GMM **Direct Instruction:** 1. Think-Pair-Share Word Problems 2. EQ-4- Guided Notes a. Video of Lesson **Group Work:** 1. Work with a partner to complete GN's and **Individual Work/Homework:** 1. Continue working on Problems in GN's (in class only) 2. EQ3-Day 1 Practice (only the problems assigned) 3. GMM	EQ3-Day 1 Practice (only the problems assigned) GMM

	GMM TOTALS **Maria the Math Tutor HERE** (when you click on her, you will be invited to join our class, just type in your name and click enter, Maria will then open up for you to ask questions) Online Calculator	
Thursday 10/16	**M08.B-E.3.1.1** – Solve one-variable equations and inequalities, including equations with rational coefficients. Student Friendly: "I can solve two-step equations by using opposite operations to get the variable by itself." I can solve two-step equations using inverse operations. I can identify and undo both the constant and the coefficient in an equation. **Warm-up**: 1. Get an warm-up/exit ticket and complete these problems a. $5x = -25$ b. $x + 24 = 68$ c. $4x = -8$ d. $\frac{x}{4} = 2$ e. $\frac{1}{2}x = 3$ 2. GMM!! **Direct Instruction:** 1. Go over Warm-Up 2. Restorative Circle 3. Review the Steps for solving Equations (pink reference paper) **Group Work/Individual Work/Homework:** You will work through this list for today completing anything you haven't finished. 1. One-Step Maze WS 2. Two-Step Equation Maze 3. GN's 4. Pear Assessments	Anything not completed in class One-Step Maze WS Two-Step Equation Maze GN's Pear Assessments GMM

	5. GMM 6. Your homework is anything you haven't completed in class. **GMM TOTALS** **Maria the Math Tutor HERE** (when you click on her, you will be invited to join our class, just type in your name and click enter, Maria will then open up for you to ask questions) Online Calculator	
Wednesday 10/15	**M08.B-E.3.1.1** – Solve one-variable equations and inequalities, including equations with rational coefficients. Student Friendly: "I can solve two-step equations by using opposite operations to get the variable by itself." I can solve two-step equations using inverse operations. I can identify and undo both the constant and the coefficient in an equation. **Warm-up**: 1. Get your Homework out EQ4-Day 1 Halloween Maze 2. Get an warm-up/exit ticket and complete these problems a. $-4x = 16$ b. $x - 73 = 144$ c. $3x = -9$ d. $\frac{x}{5} = 3$ e. $\frac{2}{5}x = 8$ 2. Pear Assessments 3. GMM!! **Direct Instruction:** 1. Go over Warm-Up 2. GN-EQ5 Day a. Video of the lesson	Two-Step Equation Maze Pear Assessment GMM

	Group Work: 1. Finish GN's problems **Individual Work/Homework:** 1. Two-Step Equation Maze 2. Pear Assessment 3. GMM **GMM TOTALS** **Maria the Math Tutor HERE** (when you click on her, you will be invited to join our class, just type in your name and click enter, Maria will then open up for you to ask questions) Online Calculator	
Tuesday 10/14	**PA Standard M08.B-E.3.1.1** – Solve one-variable equations and inequalities, including equations with rational coefficients. Student Friendly: "I can solve equations by using opposite operations to get the variable by itself." I can solve one-step equations using inverse operations. I can explain how addition, subtraction, multiplication, and division undo each other. **Warm-up**: 1. Check Skyward-what do you have missing. TURN IN YOUR QUIZ Review if you haven't already. 2. Work on GMM!!! You need to spend at least 10 mins on spiral review (which means you are done with all your assignments!!) **Direct Instruction:** 1. GN-EQ 4-Lesson a. Video of Lesson **Group Work:** **Individual Work/Homework:**	Pear Halloween Maze

	1. Do the NEW PEAR ASSESSMENT-One Step Equations 2. Halloween Maze	
Thursday 10/9	**PA Standard M08.B-E.3.1.1** – Solve one-variable equations and inequalities, including equations with rational coefficients. Student Friendly: "I can solve equations by using opposite operations to get the variable by itself." I can solve one-step equations using inverse operations. I can explain how addition, subtraction, multiplication, and division undo each other. **Warm-up**: 1. Practice for Quiz using THIS GIMKIT **What we are doing today:** 1. Look over Review, any questions? Turn it in. 2. **Quiz** 3. When you are done: a. Pear Assessments b. GMM **GMM TOTALS** **Maria the Math Tutor HERE** (when you click on her, you will be invited to join our class, just type in your name and click enter, Maria will then open up for you to ask questions) Online Calculator	GMM

Wednesday 10/8	**(Vo-Tech Assembly)** **Adjusted Grade 8 Schedule for October 8, 2025 York Tech Assembly** **7:15-7:37 homeroom** **7:37 - 8:16 Period 1 (39 minutes)** **8:19 – 8:54 am PD 2 (38 minutes)** **8:57- Arrive at PD 3 to drop off all possessions and head to assembly** **9:00-10:00 TECH PRESENTATION ASSEMBLY (60 minutes)** **10:00-10:31 Period 3 (31 minutes)** **Follow NORMAL SCHEDULE AFTER PERIOD 3** **PA Standard M08.B-E.3.1.1** – Solve one-variable equations and inequalities, including equations with rational coefficients. Student Friendly: "I can solve equations by using opposite operations to get the variable by itself." I can solve one-step equations using inverse operations. I can explain how addition, subtraction, multiplication, and division undo each other. **Warm-Up:** 1. Do this Kahoot First 2. Get on any of these and study for your quiz: a. Use your EQ1-4-REVIEW for Quiz and ask Maria the Math Tutor to give you more practice with anything you struggled with. b. Go to Formative (there is a practice Quiz there you can take) c. Go to Pear Assessment-there is a practice quiz there you can take d. Go to this GimKit and practice. **Direct Instruction:** 1. Review WS (Combining Like Terms/Order of Operations) 1. GN-EQ 4-Lesson a. Video of Lesson **Group Work:**	Resources to Study for Quiz: Use your EQ1-4-REVIEW for Quiz and ask Maria the Math Tutor to give you more practice with anything you struggled with. Go to Formative (there is a practice Quiz there you can take) Go to Pear Assessment-there is a practice quiz there you can take Go to this GimKit and practice.

	1. EQ4-Day 1 One-Step Halloween Maze **Individual Work/Homework:** 1. Do the NEW PEAR ASSESSMENT-One Step Equations **GMM TOTALS** **Maria the Math Tutor HERE** (when you click on her, you will be invited to join our class, just type in your name and click enter, Maria will then open up for you to ask questions) Online Calculator	
Tuesday 10/7	**M08.B-E.1.1.1** – Apply properties of operations to generate equivalent expressions. I can apply the distributive property to remove parentheses in an expression. I can combine like terms to simplify expressions. I can recognize when to distribute first and then combine terms. I can translate algebraic expressions. **Warm-up**: 1. Work on Quiz Review if this is not done!! 2. Get on Pear Assessment and do any Pear Assessment you haven't completed yet. 3. GMM **Direct Instruction:** 1. Go over EQ1-4-REVIEW for Quiz **Group Work:** 1. Quiz Review Game: spin the wheel **Individual Work/Homework:** 1. Finish any Pear Assessments!! 2. GMM	Resources to Study for Quiz: Use your EQ1-4-REVIEW for Quiz and ask Maria the Math Tutor to give you more practice with anything you struggled with. Go to Formative (there is a practice Quiz there you can take) Go to Pear Assessment-there is a practice quiz there you can take Go to this GimKit and practice.

	3. Study for Quiz TOMORROW!! Resources to Study for Quiz: 1. Use your EQ1-4-REVIEW for Quiz and ask Maria the Math Tutor to give you more practice with anything you struggled with. 2. Go to Formative (there is a practice Quiz there you can take) 3. Go to Pear Assessment-there is a practice quiz there you can take 4. Go to this GimKit and practice.	
Monday 10/6	**M08.B-E.1.1.1** – Apply properties of operations to generate equivalent expressions. Student Friendly: "I can use the distributive property to remove parentheses and combine like terms to make expressions simpler and easier to solve." I can apply the distributive property to remove parentheses in an expression. I can combine like terms to simplify expressions. I can recognize when to distribute first and then combine terms. **Warm-up**: 1. Finish any Pear Assessments 2. Work on GN Problems you still need to complete **Direct Instruction:** 1. Answer any questions from GN's problems 2. Talk about Quiz **Group Work:** 1. Finish any problems from GN's 2. Get the EQ1-4-REVIEW for Quiz and complete this as if it's the quiz (if you finish this, Mrs. Riley or I will check your answers) **Individual Work/Homework:** 1. Complete the EQ1-4-REVIEW for Quiz 2. GMM	Resources to Study for Quiz on Wednesday: Use your EQ1-4-REVIEW for Quiz and ask Maria the Math Tutor to give you more practice with anything you struggled with. Go to Formative (there is a practice Quiz there you can take) Go to Pear Assessment-there is a practice quiz there you can take Go to this GimKit and practice.

	Resources to Study for Quiz: 1. Use your EQ1-4-REVIEW for Quiz and ask Maria the Math Tutor to give you more practice with anything you struggled with. 2. Go to Formative (there is a practice Quiz there you can take) 3. Go to Pear Assessment-there is a practice quiz there you can take 4. Go to this GimKit and practice. **GMM TOTALS** **Maria the Math Tutor HERE** (when you click on her, you will be invited to join our class, just type in your name and click enter, Maria will then open up for you to ask questions) Online Calculator	
Friday 10/3	I can solve one-step equations using inverse operations. I can explain how addition, subtraction, multiplication, and division undo each other. **Warm-up**: 1. Get White board/dry erase marker 2. Get an Exit Ticket and Solve these 4 problems. $\frac{3}{8}+\frac{1}{4}$, $\frac{7}{10}-\frac{2}{5}$, $\frac{2}{3}\times\frac{4}{5}$, $\frac{5}{6}\div\frac{2}{3}$ **3.** Make sure these 2 are complete HOMEWORK FROM LAST NIGHT: **a.** Pear Assessment 1-EQ2-Day 1-Identifying parts of an expression (2 questions) **b.** **EQ2-Day 1- Lesson Review on Pear Assessment** 4. GMM **Direct Instruction: (Using White boards)** 1. Go over Warm-Up (white board problems) 2. EQ2-Day 2- GN's a. Video of lesson 3. Use Reference Sheet for Integer Rules if anyone needs it.	Guided Notes not completed in class Pear Assessments GMM

	Group Work: 1. Work on Guided NotesDo Page 2 in GN's Practice Problems here **Individual Work/Homework:** 1. Complete problems in GN 2. Pear Assessment (5 of problems) 3. GMM-10 mins. **GMM TOTALS** **Maria the Math Tutor HERE** (when you click on her, you will be invited to join our class, just type in your name and click enter, Maria will then open up for you to ask questions) Online Calculator	
Thursday 10/1	**M08.B-E.1.1.1** – Apply properties of operations to generate equivalent expressions. I can identify and combine like terms in algebraic expressions. I can simplify expressions using variables, constants, and exponents. I can use real-world situations to create and model expressions **Warm-up**: 1. Get an Exit Ticket and do these problems: a. The product of a number and seven b. Twice the sum of a number and four c. The difference of three and a number d. $Evaluate\ 5x + 2\ \ if\ x = 2$ e. $Evaluate\ x + 8\ if\ x =- 2$ f. $Evaluate\ 3x - 4y\ \ if\ x = 1\ and\ y = 2$ 2. Do any Pear Assessments you owe still 3. GMM **Direct Instruction:** 1. EQ2-Day 1-GN's -Finish Guided Notes a. Video of Lesson	Guided Notes not completed in class Pear Assessments GMM

	Group Work: 1. Work on Problems in GN's (ODDS ONLY) **Individual Work/Homework:** **1. Finish GN's** **2.** Pear Assessment 1-EQ2-Day 1-Identifying parts of an expression (2 questions) **3. EQ2-Day 1- Lesson Review on Pear Assessment (5 questions)** **4. GMM** GMM TOTALS **Maria the Math Tutor HERE** (when you click on her, you will be invited to join our class, just type in your name and click enter, Maria will then open up for you to ask questions) Online Calculator	
Wednesday 10/1	**M08.B-E.1.1.1** – Apply properties of operations to generate equivalent expressions. I can identify and combine like terms in algebraic expressions. I can simplify expressions using variables, constants, and exponents. I can use real-world situations to create and model expressions **Warm-up**: 1. Get an Exit Ticket and do these problems: a. The difference of a number and seven b. Four times the sum of a number and three c. $Evaluate\ 3x + 5\ \ if\ x = 2$ d. $Evaluate\ -6x + 10\ if\ x = -2$ e. $Evaluate\ 5x - 2y\ \ if\ x = -1\ and\ y = 3$ 2. Do the Pear Assessment EQ1-Day2 (6 problems) if you haven't done this yet! 3. GMM	**Finish GN's** **Pear Assessment** **GMM**

	Direct Instruction: 1. EQ2-Day 1-GN's a. Video of Lesson **Group Work:** 1. Work on Problems in) **Individual Work/Homework:** **1. Finish GN's** **2.** Pear Assessment 1-EQ2-Day 1-Identifying parts of an expression (2 questions) **3. EQ2-Day 1- Lesson Review on Pear Assessment (5 questions)** **4. GMM** **GMM TOTALS** **Maria the Math Tutor HERE** (when you click on her, you will be invited to join our class, just type in your name and click enter, Maria will then open up for you to ask questions) Online Calculator	

Tuesday 9/30	JA YES DAY  7:15- 7:37am Home Room in Pd 1 7:37 - 8:10am PD 1 8:10- 8:15am Transition to ROAR 8:15- 8:20am Video in ROAR 8:20-10:40am JA ROTATIONS 10:44- 11:14am Lunch A 11:17- 11:47am PD 4 11:50-12:20pm PD 5 12:23-12:53pm PD 2 12:56-1:26 pm PD 3 1:29- 1:59pm PD 6 2:02 - 2:32pm ROAR M08.B-E.3.1 Write, solve, graph, and interpret linear equations in one or two variables, using various methods. (These lessons are needed as a prerequisite to this standard) I can write and simplify algebraic expressions using properties of real numbers. **Warm-up**: 1. Get a Warm-Up paper and write the algebraic expression from these verbal phrases: a. The sum of 26 and a number. b. Six less than a number c. The quotient of a number and 84 d. The product of a number and eighty-four e. $Evaluate\ for\ x = 4$ i. $2x + 7$ ii. x^2 iii. $3x^2$ 2. If you did not do your PEAR ASSESSMENTS- DO IT NOW! 3. GMM **Direct Instruction:** 1. **Go Over Warm-Up**	Get this worksheet Practice EQ1-Day 2 Pear Assessment EQ1-Day2 (6 problems)

	2. EQ1-Day2-GN GO over a few more problems a. Video of lesson **Group Work:** 1. Finish assigned problems in GN with a partner and check answers with a peer first and then on the board. **Individual Work/Homework:** 1. Get this worksheet Practice EQ1-Day 2 2. Pear Assessment EQ1-Day2 (6 problems) **GMM TOTALS** **Maria the Math Tutor HERE** (when you click on her, you will be invited to join our class, just type in your name and click enter, Maria will then open up for you to ask questions) Online Calculator	
Monday 9/29	I can write and simplify algebraic expressions using properties of real numbers. **Warm-up**: 1. Get your homework out and check your answers a. EQ1-Day 1-Practice WS b. Get Warm-Up Activity (check your answers) 2. Get a Warm-Up paper and write the algebraic expression from these verbal phrases: a. Four times the difference of a number and 7. b. 9 times the sum of a number and 4 c. Six less than the quotient of 2 and x. 3. If you did not do the Pear Assessment EQ1-Lesson Review (3 Questions) DO IT NOW! 4. GMM **Direct Instruction:** 1. EQ1-Day2-GN	Complete Pear Assessments Assigned.

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a. Video of lesson

Group Work:
1. Finish assigned problems in GN with a partner and check answers with a peer first and then on the board.

Individual Work/Homework:
1. Complete assigned problems in GN's (check your answers) **Do not distribute if there is not a variable.
2. Pear Assessment EQ1-Day2 (6 problems)

GMM TOTALS
Maria the Math Tutor HERE (when you click on her, you will be invited to join our class, just type in your name and click enter, Maria will then open up for you to ask questions)

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<td>Friday
9/26</td>
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Pride Assembly Schedule
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<tr><th colspan="2">A LUNCH</th><th colspan="2">B LUNCH</th><th colspan="2">C LUNCH</th></tr>
<tr><td>7:15-7:50</td><td>PD 1</td><td>7:15-7:50</td><td>PD 1</td><td>7:15-7:50</td><td>PD 1</td></tr>
<tr><td>7:50-8:35</td><td>8th-grade PRIDE Assembly</td><td>7:50-8:35</td><td>8th-grade PRIDE Assembly</td><td>7:50-8:35</td><td>8th-grade PRIDE Assembly</td></tr>
<tr><td>8:45 - 9:30</td><td>7th-grade PRIDE Assembly</td><td>8:45 - 9:30</td><td>7th-grade PRIDE Assembly</td><td>8:45 - 9:30</td><td>7th-grade PRIDE Assembly</td></tr>
<tr><td>9:37- 10:13</td><td>PD 1</td><td>9:37- 10:13</td><td>PD 1</td><td>9:37- 10:13</td><td>PD 1</td></tr>
<tr><td>10:16- 10:51</td><td>PD 2</td><td>10:16- 10:51</td><td>PD 2</td><td>10:16- 10:51</td><td>PD 2</td></tr>
<tr><td>10:54- 11:24</td><td>A Lunch</td><td>10:54- 11:30</td><td>PD 4</td><td>10:54- 11:30</td><td>PD 4</td></tr>
<tr><td>11:27- 12:03</td><td>PD 4</td><td>11:33- 12:03</td><td>B Lunch</td><td>11:33- 12:09</td><td>PD 5</td></tr>
<tr><td>12:06- 12:42</td><td>PD 5</td><td>12:06- 12:42</td><td>PD 5</td><td>12:12-12:42</td><td>C Lunch</td></tr>
<tr><td>12:45- 1:21</td><td>PD 3</td><td>12:45- 1:21</td><td>PD 3</td><td>12:45- 1:21</td><td>PD 3</td></tr>
<tr><td>1:24- 2:00</td><td>PD 6</td><td>1:24- 2:00</td><td>PD 6</td><td>1:24- 2:00</td><td>PD 6</td></tr>
<tr><td>2:03 - 2:32</td><td>ROAR</td><td>2:03 - 2:32</td><td>ROAR</td><td>2:03 - 2:32</td><td>ROAR</td></tr>
</table>
PRIDE SLIDES
Warm-Up:
1. Get the Deconstruction WS off the table.
2. You can work on either of these
a. EQ1-Day 1-Practice WS (rest of the WS)
b. Pear Assessment EQ1-Lesson Review (3 Questions)
3. If done: GMM!!

Direct Instruction:
1. Look at our questions from Unit 1 Deconstructed Standard.
2. Deconstruct the Unit 2 Overall Standard
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Whatever you did not get done in class

EQ1-Day 1-Practice WS (rest of the WS)

Pear Assessment EQ1-Lesson Review (3 Questions)

GMM-10 mins.
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	3. Go over some problems from the EQ1-Day 1-Practice WS (rest of the WS) **Individual Work/Homework:** 1. Finish the EQ1-Day 1-Practice WS from yesterday and today 2. Pear Assessment EQ1-Lesson Review (3 Questions) **Maria the Math Tutor HERE** (when you click on her, you will be invited to join our class, just type in your name and click enter, Maria will then open up for you to ask questions) Online Calculator	
Thursday 9/25	½ DAY DUE TO FUNERAL TRAFFIC 7:15- 7:37am Home Room 7:37-8:08am PD 1 8:11-8:42am PD 2 8:45- 9:16am PD 3 9:19- 9:50am PD 4 9:53- 10:24am PD 5 10:27- 10:58am PD 6 11:01- 11:30am ROAR M08.B-E.1.1.1 Apply one or more properties of integer exponents to generate equivalent numerical expressions (with final answers expressed in exponential form with positive exponents) Student Friendly: "I can read a math phrase and write it as an expression or equation using numbers, variables, and operations like add, subtract, multiply, or divide." **Warm-up**: 1. Get a White board and dry erase marker 2. Collect Unit 2 Guided Notes off the table. 3. Turn in your Unit 1 Packets and anything you owe from Unit 1 4. GMM side note: b^2 = 49 means the answer is 7 or -7 sqrt of 49 is 7 by definition. **Direct Instruction:** 1. Notice and Wonder Discussion	Whatever you did not get done in class: EQ1-Day 1-Practice WS Pear Assessment EQ1-Lesson Review (3 Questions) REMEMBER **Due Friday:** Unit 1 Packets All Pear Assessments for Unit 1 All GMM assignments for Unit 1 All Unit 1

	2. Hand out Reference Sheet 3. GN-Unit 2-Lesson 1-EQ1 pages 1 and 2 a. Video of the lesson. **Group Work:** 1. Class **Practice Activities Here** **Individual Work/Homework:** 1. EQ1-Day 1-Practice WS 2. Pear Assessment EQ1-Lesson Review (3 Questions) **Maria the Math Tutor HERE** (when you click on her, you will be invited to join our class, just type in your name and click enter, Maria will then open up for you to ask questions) Online Calculator	Homework 10 minutes of GMM-Spiral Review
Wednesday 9/24	I can demonstrate their understanding of real numbers, including classifying, comparing, estimating square and cube roots, and locating numbers on a number line, by completing a Unit 1 assessment. **Warm-up**: 1. Review to prep for the Unit 1 Test (Formative, GimKit, GMM, Look over your Unit 1 Review and ask Maria the Math Tutor for more practice on anything you missed when taking the Unit 1 Review) **Direct Instruction:** 1. Answer any questions **TODAY WE WILL** **Individual Work:** 1. Finish taking the 2nd half of the Unit 1 Test **2. If you get done finish:** **a.** Due Tomorrow: **i.** GMM assignments **ii.** Any work for Unit 1 **iii.** Your completed Unit 1 Guided Notes iv. All your Pear Assessments for Unit 1 are due tomorrow v. 10 minutes of GMM-Spiral Review	**Due Friday:** Unit 1 Packets All Pear Assessments for Unit 1 All GMM assignments for Unit 1 All Unit 1 Homework 10 minutes of GMM-Spiral Review

	Maria the Math Tutor HERE (when you click on her, you will be invited to join our class, just type in your name and click enter, Maria will then open up for you to ask questions) Online Calculator	
Tuesday 9/23	I can demonstrate their understanding of real numbers, including classifying, comparing, estimating square and cube roots, and locating numbers on a number line, by completing a Unit 1 assessment. **Warm-up**: 2. Review to prep for the Unit 1 Test (Formative, GimKit, GMM, Look over your Unit 1 Review and ask Maria the Math Tutor for more practice on anything you missed when taking the Unit 1 Review) **Direct Instruction:** 2. Answer any questions **TODAY WE WILL** **Individual Work:** 3. Take the Unit 1 Test **4. If you get done finish:** **a.** Due Tomorrow: **i.** GMM assignments **ii.** Any work for Unit 1 **iii.** Your completed Unit 1 Guided Notes iv. All your Pear Assessments for Unit 1 are due tomorrow v. 10 minutes of GMM-Spiral Review **Maria the Math Tutor HERE** (when you click on her, you will be invited to join our class, just type in your name and click enter, Maria will then open up for you to ask questions) Online Calculator	**Due Friday:** Unit 1 Packets All Pear Assessments for Unit 1 All GMM assignments for Unit 1 All Unit 1 Homework 10 minutes of GMM-Spiral Review

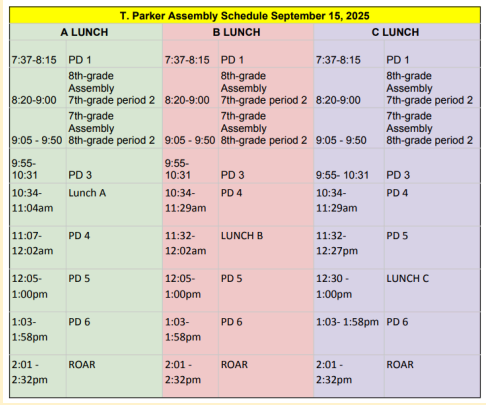
Monday 9/22	I can demonstrate their understanding of real numbers, including classifying, comparing, estimating square and cube roots, and locating numbers on a number line, by completing a Unit 1 assessment. **Warm-up**: 1. Get out your Unit 1 Review 2. Turn in any homework you have completed 3. Join Formative Here a. Period 2 Join code if needed 2583ZR 4. GMM **Direct Instruction:** 1. Go over Unit 1 Review **Group Work:** 1. Play a Unit 1 Review Game **Individual Work/Homework:** 1. Study for Unit 1 Test by: a. Asking Maria the Math Tutor to give you some more practice problems b. GMM-Spiral Review Questions c. Formative Unit 1 Review d. Unit 1 Review on GimKit **Maria the Math Tutor HERE** (when you click on her, you will be invited to join our class, just type in your name and click enter, Maria will then open up for you to ask questions) Online Calculator	Study for Unit 1 Test by: Asking Maria the Math Tutor to give you some more practice problems from problems you missed on the Review GMM-Spiral Review Questions Formative Unit 1 Review Unit 1 Review on GimKit

Friday 9/19	HALF DAY!! A-N.1.1.4-Use rational approximations of irrational numbers to compare and order irrational numbers. "I can use decimal estimates to compare and put irrational numbers in order from least to greatest or greatest to least." **Warm-Up:** 1. Make sure your Unit 1 Packet is complete. 2. Turn in R7/8&9 WS (if you didn't do yesterday) 3. Turn in R9 WS (if you didn't do yesterday) 4. GMM **OR** work on your UNIT 1 Review **Direct Instruction:** 1. Review of a few things (Note for me: 200%) **Group Work:** 1. Unit 1 Review Game **Individual Work:** 1. Unit 1 Test Review - Do this on your own. That way if you have any questions you can ask while at school. 2. Study for Unit 1 Test by: a. Asking Maria the Math Tutor to give you some more practice problems b. GMM-Spiral Review Questions c. Unit 1 Review on GimKit **Maria the Math Tutor HERE** (when you click on her, you will be invited to join our class, just type in your name and click enter, Maria will then open up for you to ask questions) Online Calculator	Finish your UNIT 1 Review Study for Unit 1 Test by: Asking Maria the Math Tutor to give you some more practice problems GMM-Spiral Review Questions Unit 1 Review on GimKit

Thursday 9/18	A-N.1.1.4-Use rational approximations of irrational numbers to compare and order irrational numbers. "I can use decimal estimates to compare and put irrational numbers in order from least to greatest or greatest to least." **Warm-Up:** 1. Make sure your Unit 1 Packet is complete. 2. Turn in R7/8&9 WS (if you didn't do yesterday) 3. Turn in R9 WS (if you didn't do yesterday) 4. GMM **Direct Instruction:** 1. Review of a few things (Note for me: Rep. Dec & 200%) 2. Talk about Review Packet **Individual Work:** 1. Unit 1 Test Review - Do this on your own. That way if you have any questions you can ask while at school. 2. Study for Unit 1 Test by: a. Asking Maria the Math Tutor to give you some more practice problems b. GMM-Spiral Review Questions c. Unit 1 Review on GimKit **Maria the Math Tutor HERE** (when you click on her, you will be invited to join our class, just type in your name and click enter, Maria will then open up for you to ask questions) Online Calculator	Unit 1 Test Review Study for Unit 1 Test by: * Use your Unit 1 Test Review *Asking Maria the Math Tutor to give you some more practice problems *GMM-Spiral Review Questions *Unit 1 Review on GimKit

Wednesday 9/17	A-N.1.1.4-Use rational approximations of irrational numbers to compare and order irrational numbers. "I can use decimal estimates to compare and put irrational numbers in order from least to greatest or greatest to least." **Warm-Up:** 1. Pick up Warm-Up from table 2. Pear Assessment R7 Lesson Review (3 ?'s) 3. Get R9 WS if you do not have it already 4. GMM **Direct Instruction:** 1. Unit 1-Lesson 9- Guided Notes pg 18-19 **Individual Work/Homework:** 1. Complete R9 WS 2. GMM (new assignment) **Exit Ticket:** Get a number line paper off the table and complete this problem **Example 3:** From the list of numbers given, graph only the **irrational numbers**. Label each point with the correct letter to represent the point. • Point A: $\sqrt{32}$ • Point B: 4.25 • Point C: $\frac{19}{5}$ • Point D: π • Point E: $\sqrt{200}$ • Point F: $0.\overline{37}$ **Maria the Math Tutor HERE** (when you click on her, you will be invited to join our class, just type in your name and click enter, Maria will then open up for you to ask questions) Online Calculator	Complete R9 WS GMM (new assignment)

Tuesday 9/16	A-N.1.1.4-Use rational approximations of irrational numbers to compare and order irrational numbers. "I can use decimal estimates to compare and put irrational numbers in order from least to greatest or greatest to least." **Warm-Up:** 1. R7-Practice WS (#1.do 6 problems #2. DO d, e,f, g) 2. Pear Assessment R7 Lesson Review (3 ?'s) 3. GMM (if done with assignments-YOU ARE DOING SPIRAL REVIEW) **Direct Instruction:** 1. Unit 1-Lesson 8- Guided Notes pg 16-17 a. Video of lesson R8 & R9 (watch just R8-if absent) 2. Practice problems and Discussion questions **Group Work:**. 1. R7-Fron R8/9 on back WS With a partner complete odd problems (check your answers) **Individual Work/Homework:** 1. R7-Front R8/9 on back Complete problems 2. R9 WS (depending on time) **Exit Ticket:** 1. Pick up from table	R7-Front R8/9 on back R9 WS (depending on time)

Monday 9/15	 A-N.1.1.3-Estimate the value of irrational numbers without a calculator (limit whole number radicand to less than 144) **I can** review and ask questions before I take the quiz. **I can** estimate square and cube roots by identifying the perfect roots they fall between. **Warm-up**: 1. Do this to Pear Assessment Unit 1 R1-R5 Pop quiz Review to prepare for your pop quiz. 2. GMM **Direct Instruction:** 1. Answer any questions from Warm-up 2. Pop Quiz on Pear Assessment 3. **Quick Review:** a. **Perfect squares/cubes** = whole number roots b. **Irrational roots** = decimals that go on forever, can't be written as fractions 4. Unit 1-Lesson 7- Guided Notes a. Video of the lesson **Group Work:** 1. R7-Practice WS((#1.do 6 problems #2. DO d, e,f, g) **Individual Work/Homework:** 1. Pear Assessment R7 Lesson Review (3 questions) **Flash Cards-**Pull sticks	NOT HOMEWORK DUE TO ASSEMBLY!! We will work on these starting as warm-up tomorrow. R7-Practice WS (#1.do 6 problems #2. DO d, e,f, g) Pear Assessment R7 Lesson Review (3 ?'s)

	Maria the Math Tutor HERE (when you click on her, you will be invited to join our class, just type in your name and click enter, Maria will then open up for you to ask questions) Online Calculator	
Friday 9/12	**CDT TESTING** **I 'can':** I can do my best on the CDT's. **Warm-up:** 1. Turn in any homework you have completed. 2. You may work on any of the following a. Worksheet homework that you need to finish b. Pear Assessments you owe c. GMM-finish any assignments added **TODAY** 1. CDT Testing 2. When done you may work on any of the following: (YOU MUST BE WORKING ON MATH ASSIGNMENTS DURING MATH CLASS) a. Worksheet homework that you need to finish b. Pear Assessments you owe c. GMM-finish any assignments added **Maria the Math Tutor HERE** (when you click on her, you will be invited to join our class, just type in your name and click enter, Maria will then open up for you to ask questions) Online Calculator	Check SKYWARD & Daily Planner for the week and check all homework is complete. Log into Pear Assessment and complete any assignments you haven't completed Log into GMM and complete any assignments you have not completed. Quiz Practice here. (click the REVIEW button to see what you got wrong!)

Thursday 9/11	**CDT TESTING** **I 'can':** I can do my best on the CDT's. **Warm-up:** 3. Turn in any homework you have completed. 4. You may work on any of the following a. Worksheet homework that you need to finish b. Pear Assessments you owe c. GMM-finish any assignments added **TODAY** 3. CDT Testing 4. When done you may work on any of the following: (YOU MUST BE WORKING ON MATH ASSIGNMENTS DURING MATH CLASS) a. Worksheet homework that you need to finish b. Pear Assessments you owe c. GMM-finish any assignments added **Maria the Math Tutor HERE** (when you click on her, you will be invited to join our class, just type in your name and click enter, Maria will then open up for you to ask questions) Online Calculator	Check Daily Planner for the week and check all homework is complete. Log into Pear Assessment and complete any assignments you haven't completed Log into GMM and complete any assignments you have not completed. Quiz Practice here.

Wednesday 9/10	**M08.B-E.1.1.2** – Evaluate square roots and cube roots of perfect squares and perfect cubes without a calculator, and apply the order of operations to simplify expressions. Student Friendly: "I can find the square root or cube root of perfect numbers without using a calculator. I can also follow the correct order of operations to simplify math problems with roots, exponents, and other operations." **Warm-Up:** 1. Get an exit ticket and answer these problems: a. What's the difference between a square root and a cube root? b. $\sqrt{81}$ = c. $\sqrt[3]{27}$= d. $\sqrt[3]{-125}$ e. What # has a square root of 10? f. What # has a cubed root of 6? g. Convert 0.25 into a fraction h. Convert $0.\overline{4}$ into a fraction i. Convert $0.\overline{18}$ into a fraction 2. GMM **Direct Instruction:** 1. Go over Warm-Up 2. Unit 1-Lesson 6- Guided Notes a. Video of the lesson 3. Complete: 1-6 in Guided Notes (EVENS ONLY) **Group Work:**. 1. W~~ith a partner complete this~~ ~~Row Game WS~~ **Individual/Homework Work:** 1. Work individually problems 7-15 in Guided Notes 2. R6-Practice WS (EVENS ONLY) **3.** Pear Assessment Lesson R5 Review 4. Practice for Pop Quiz tomorrow. You can practice this up to 10	R6-Practice WS (evens due on Friday) Pear Assessment Lesson R5 Review Practice for Pop Quiz coming soon. You can practice this up to 10 times.

	times.	
Tuesday 9/9	**B-E.1.1.2-** Evaluate square roots or perfect squares (up to and including 12) and cube roots of perfect cubes (up to and including 5) without a calculator. Student Friendly, I Can: "I can find the square root of perfect squares up to 12^2 (like $\sqrt{25}$ *or* $\sqrt{144}$) without using a calculator." **Warm-Up:** 1. Do these problems on an exit ticket a. Convert 0.36 into a fraction b. Convert 0.25 into a fraction c. Convert $0.\overline{4}$ into a fraction d. Convert $0.\overline{18}$ into a fraction 2. Get your homework out and check your answers with the key on the board. 3. Collect the square and cubed root paper on the table, we will be working on this today. 4. GMM **Direct Instruction:** 1. Unit 1-Lesson 5- Guided Notes a. Video of the lesson **Partner Work:**. 1. R5 Riddle Worksheet **Individual Work/Homework:** **1.** R5 Riddle Worksheet 2. Practice for Pop Quiz coming up.You can practice this up to 10 times. 3. GMM (you should have 3 assignments R1&2, R3, R4 completed, R5 will be added tonight due by Friday)	R5 Riddle Worksheet Practice for Pop Quiz coming up.You can practice this up to 10 times. GMM (you should have 3 assignments R1&2, R3, R4 completed, R5 will be added tonight due by Friday)

Monday 9/8	M08.A-N.1.1.2 - Convert a terminating or repeating decimal to a rational number (limit repeating decimals to thousandths). Student Friendly: "I can change a decimal that ends or repeats into a fraction (a rational number), even if the repeating part only goes to the thousandths place." I can convert a repeating decimal into a fraction. Students will learn the algebraic process to convert repeating decimals to fractions. **Warm-up**: 1. GET ON SKYWARD AND CHECK YOUR GRADES!! What do you need to complete or turn in? 2. GMM **Direct Instruction:** 1. Unit 1-Lesson 4- (R4) Guided Notes Video of the lesson **Group Work:** 1. Do a few together on the white boards 2. Complete all problems in GN together and check. 3. Discuss Discussion Questions. **Individual Work/Homework:** 1. R4-Practice worksheet (evens only) 2. GMM (R1&2 due last week, R3 due tomorrow, R4 being assigned tonight due Friday) OR any work you need to catch up on. **Exit Ticket:** ~~1. Convert 0.36 into a fraction~~ ~~2. Convert 0.25 into a fraction~~ ~~3. Convert~~ $0.\overline{4}$ ~~into a fraction~~ ~~4. Convert~~ $0.\overline{18}$ ~~into a fraction~~	R4-Practice worksheet (evens only) GMM (R1&2 due last week, R3 due tomorrow, R4 being assigned tonight due Friday) OR any work you need to catch up on.

	~~5. Convert~~ $1.\overline{345}$ ~~into a fraction~~	
Friday 9/5	M08.A-N.1.1.1-Determine whether a number is rational or irrational. For rational numbers, show that the decimal expansion terminates or repeats (limit repeating decimals to thousandths). Student Friendly: I can show that its decimal either **stops (terminates)** or **follows a pattern (repeats)** — up to the **thousandths place**.**I can tell whether a number is rational or irrational.** **Today's I can statement:** I can determine whether a number is rational or irrational. I can explain if a decimal terminates or repeats to show it is rational. **Warm-Up:** 1. Anything you haven't done (being graded and added this weekend (Stations activity, Pear Assessment Homeworks, Blooket, GMM R1&R2 17 point assignment and exit ticket) If you have not completed or turned in any of those items, do those now!! You can look back through your Daily Planner to click on any links of things you missed. 2. Get More Math **Direct Instruction:** 1. Unit 1-Lesson 3-Guided Notes pg. 5-6 a. Lesson Video here b. Note for me: be sure to define terminating (ends after a certain number of digits. Practice with 0.2, 0.75, 0.125 and be sure to simplify) Can do more guided practice with white boards (0.3, 0.4, 0.6, 0.90, 0.375) Also, remind them how to convert on the calculator using F to D button **Group Work:** 1. Complete page 6 in the Guided Notes Period 2&4 (Do Evens) and all Discussion Questions 2. Go over Discussion Questions 3. If time Blooket Classifying Numbers Review	Anything you haven't completed!! Being added to the gradebook this weekend: ☐ Stations activity ☐ Pear Assessment Homeworks ☐ Blooket ☐ GMM R1&R2 17 point assignment If you have not completed or turned in any of those items, do those now!!

Individual Work/Homework:

1. Pear Assessment R3-Lesson Review
2. GMM

Exit Ticket:

1. Convert 0.9 to a fraction.

2. Convert 0.125 to a fraction and simplify.

3. Convert 1.5 to a fraction.

Homework:

1. Anything you haven't done (being graded and added this weekend (Stations activity, Pear Assessment Homeworks, Blooket, GMM R1&R2 17 point assignment and exit ticket) If you have not completed or turned in any of those items, do those now!! You can look back through your Daily Planner to click on any links of things you missed.

Maria the Math Tutor HERE (when you click on her, you will be invited to join our class, just type in your name and click enter, Maria will then open up for you to ask questions)

Online Calculator

Thursday 9/4	M08.A-N.1.1.2 - Convert a terminating or repeating decimal to a rational number (limit repeating decimals to thousandths). Student Friendly: "I can change a decimal that ends or repeats into a fraction (a rational number), even if the repeating part only goes to the thousandths place." **I can** convert a **terminating decimal** into a fraction. **Students will** use place value to write terminating decimals as fractions and simplify them. **Warm-up**: 1. Get a calculator and pencil out so you are ready for class to start 2. Get out your Station Activity and complete it AND TURN IT IN!! 3. Complete page 4 in your Unit 1 Packet 4. Work on GMM (Get More Math) Ended up having a lock down drill for 35 mins. Of class. ~~**Direct Instruction:**~~ ~~1. Go over Page 4 in Unit Packet~~ ~~2. Unit 1-Lesson 3-Guided Notes pg. 5-6~~ ~~a. Lesson Video here~~ ~~**Group Work:**~~ ~~1. Complete page 6 in the Guided Notes~~ ~~a. (Do Evens) and all Discussion Questions~~ ~~**Individual Work/Homework:**~~ ~~1. Pear Assessment R3-Lesson~~ Review ~~2. GMM~~ ~~**Exit Ticket:**~~ ~~1. Convert 0.9 to a fraction.~~	Pear Assessment R3-Lesson Review Blooket Homework (need to get an 80%)-if not done GMM-Unit Long (new assignment you must get 17 points to complete it)

	~~2. Convert 0.125 to a fraction and simplify.~~ ~~3. Convert 1.5~~ **Maria the Math Tutor HERE** (when you click on her, you will be invited to join our class, just type in your name and click enter, Maria will then open up for you to ask questions) Online Calculator	
Wednesday 9/3/2025	M08.A-N.1.1.1-Determine whether a number is rational or irrational. For rational numbers, show that the decimal expansion terminates or repeats (limit repeating decimals to thousandths). Student Friendly: I can show that its decimal either **stops (terminates)** or **follows a pattern (repeats)** — up to the **thousandths place**.**I can tell whether a number is rational or irrational.** **Today's I can statement:** I can determine whether a number is rational or irrational. I can explain if a decimal terminates or repeats to show it is rational. **Warm-up**: 1. Get a calculator and pencil and Unit 1 Packet out so you are ready for class to start 2. Work on pages 2 and start pg. 3 in the GN's packet 3. If you finish, work on Get More Math (GMM) there is a new assignment there for you to begin!! (you need to get 17 points to be done with it!) 🙂 **Direct Instruction:** 1. Go over or work on the warm up together. **Group Work:** (30 mins) 1. Number Sort!! Check answers, then move to Math Stations.	Complete the R1-Lesson Review 3 Questions Blooket Homework (need to get an 80%) GMM (work for all of the Unit) new assignment you need 17 points to be done with it.

	2. Math Stations Activity **Individual Work/Homework:** 1. Complete the R1-Lesson Review 3 Questions (if not done last night) 2. Blooket Homework (need to get an 80%) 3. GMM (work for all of the Unit) **Exit Ticket:** 1. Which is irrational: 2. $\sqrt{25}$ *or* $\sqrt{5}$? Explain. 3. Write a rational number with a repeating decimal. **Maria the Math Tutor HERE** (when you click on her, you will be invited to join our class, just type in your name and click enter, Maria will then open up for you to ask questions) Online Calculator	
Tuesday 9/2	**Standard: M08.A-N.1.1.1**-Determine whether a number is rational or irrational. For rational numbers, show that the decimal expansion terminates or repeats (limit repeating decimals to thousandths). Student Friendly: I can show that its decimal either **stops (terminates)** or **follows a pattern (repeats)** — up to the **thousandths place.I can tell whether a number is rational or irrational.** **I can statement:** I can determine whether a number is rational or irrational. I can explain if a decimal terminates or repeats to show it is rational. **Warm-up**: 1. Pick up your Unit 1 Packet from the table **PUT YOUR NAME ON YOUR PACKET!! 2. Grab the Reference Chart (Square and Cube Roots) printed on colored paper (page 12 in GN) 3. Get a calculator and pencil out so you are ready for class to start 4. Sign the Class Codes for your class	None for tomorrow ~~Pear Assessment~~ ~~Complete R1-Lesson Review~~ Unit Long Assignment-GMM (new material added)

5. Watch this video: Tips and Tricks about square roots/exponents on the calculator Online Calculator
6. Answer these warm questions on an Exit Ticket or grab a piece of paper:
    a. 48^2
    b. 6^3
    c. $(-3)^2$
    d. -3^2
    e. $\sqrt{361}$
    f. $\sqrt[3]{1728}$
    g. Convert to a fraction 0.4
    h. Convert to a decimal $\frac{1}{3}$

Direct Instruction:

1. Unit 1-Lesson 1-(R1) Real Numbers-Guided Notes page 1
    a. Video of the lesson today.

Group Work:.

1. Work with a partner Page 2 in the Guided Notes
2. Work in pairs and complete the Real Number Sort
3. Talk about the Discussion Questions

Individual Work/Homework:

1. ~~Go to Pear Assessment (if you haven't joined our class go back to Thursday's Daily Planner and join our class) and Complete the R1 Lesson Review 3 Questions~~
2. ~~GMM (new assignment added)~~

Exit Ticket: (will do this tomorrow)
Tell whether each number is rational or irrational. Use an exit ticket paper.

1. $\sqrt{5}$
2. $\frac{3}{\pi}$
3. $\frac{1}{2}$
4. 213

	5. $\sqrt{9}$ **Maria the Math Tutor** **HERE** (when you click on her, you will be invited to join our class, just type in your name and click enter, Maria will then open up for you to ask questions)	
Thursday 8/28	**"I can" statement:** I can participate and create a class code and deconstruct standards. **Warm-Up** 1. Join Pear Assessment a. Period 2-**V2E9EF7G** 2. Join Get More Math-and start the spiral review a. Period 2 **Direct Instruction:** 1. Restorative Circle 2. Deconstruct Standard a. **M08.A-N.1** Demonstrate an understanding of rational and irrational numbers. 3. Discuss Class Code **Group Work**: Create Class Codes ~~**Individual Work:** Did NOT get to, will do this when we get back!!~~ 🙂 ~~1. Get calculator (check your calculator's condition)~~ ~~2. Go over square roots and Exponents on your calculator~~ ~~a. Video of square roots/exponents on the calculator.~~ ~~**Exit Ticket:** Get an exit ticket paper. Use your calculator to find these square and cube roots. Write your name and answer to the problems on your exit ticket.~~ ~~**1.** $\sqrt{25}$~~ ~~**2.** $\sqrt{4}$~~ ~~**3.** $\sqrt[3]{125}$~~ ~~**4.** $\sqrt[3]{27}$~~	

Wednesday 8/27

8/27/25 SCHEDULE - 8th Grade Assembly	
HOMEROOM	7:15 - 7:37
PERIOD 1	7:37 - 8:20
8th Grade Assembly	8:25 - 9:00
PERIOD 2	9:08 - 9:48
PERIOD 3	9:51 - 10:31
A-LUNCH	10:34 - 11:04
PERIOD 4	11:07 - 12:02
PERIOD 5	12:05 - 1:00
PERIOD 6	1:03 - 1:58
ROAR	2:01 - 2:32

I "can": I will be familiar with the classroom materials, SOP and expectations in order to have a successful year in Math Class.

Warm-up:

1. Find Your Seat
2. Join Schoology
    a. Period 2 Access Code: 3MK3-BNQ8-DM8B5
3. Make your Name Sign for your desk

Direct Instruction:

1. First of the Year Slides
2. Clear your Cache
3. GPAC Slides
4. Review SOP B & E Expectations and Classroom Set Up
5. Tour of the Classroom/Show the SOP's Signs.

Group Activity:

1. Would you rather Game

Exit Activity:

1. PULL Sticks

Tuesday 8/26	**Learning Objective:** How can you prepare for a successful year in Math class? **Today's Activities:** 1. **Individual Jobs:** a. **Monday 8/25 Assignments:** If you haven't completed Day 1's assignments, do them first!! i. **Warm up:** 1. Check your email and read this letter from Mrs. Ohl! ii. **Individual Jobs:** 1. Complete the **All About Me - MONDAY Google Form**. 2. Join our Amplify Class a. Period 2 (Code GWTC24) 3. Play the assigned activity/game on Amplify- "floats and anchors". iii. . **b. Tuesday 8/26** 1. Read Mrs. Ohl's Syllabus from HERE or HERE and complete the wayground Activity about Mrs. Ohl's Syllabus. 2. Go to Amplify and complete the "integer puzzles" activity assigned for Tuesday.	Complete Wayground Activity Amplify's "integer puzzles"

Monday 8/25/2025	**Learning Objective:** I will learn to be successful in Math Class by opening my email, completing and submitting google forms, and completing the online assignment. **Today's Activities:** 1. **Warm up:** a. Check your email and read this letter from Mrs. Ohl! 2. **Individual Jobs:** a. Complete the **All About Me - MONDAY Google Form**. b. Join our Amplify Class i. Period 2 (Code GWTC24) c. Play the assigned activity/game on Amplify- "floats and anchors". **IF YOU ARE IN MY FIRST PERIOD CLASS**: Report to our live Google Meet class using the link below at 1pm**.** If you have issues joining our Meet, please contact me! **Period 1 link - 1:00 - 1:20**	Complete the **All About Me - MONDAY Google Form.** Join our Amplify Class Period 2 (Code GWTC24) and Play assigned activity-"Floats and Anchors"