Complete table for the current week. For the next week, copy the table to the top of the document and update.

Wilder Week at a Glance

One Team. One Vision.

Content: Math 8

Week of: April 26th - April 30th

Grade: 8th

Teacher: Mr. Lewis

I am learning:

8.12 The student will

a) **represent numerical data in boxplots;**
b) **make observations and inferences about data represented in boxplots; and**
c) **compare and analyze two data sets using boxplots.**

8.13 The student will

a) **represent data in scatterplots;**
b) **make observations about data represented in scatterplots; and**
c) **use a drawing to estimate the line of best fit for data represented in a scatterplot.**

I can:

- **Understand:** I can **collect** and **display** a data set using a boxplot.
- **Remember:** I can **identify** the lower extreme, upper extreme, median, upper quartile, lower quartile, range, and interquartile range from a set of data represented in a boxplot.
- **Apply:** I can **describe** the lower extreme, upper extreme, median, upper quartile, lower quartile, range, and interquartile range from a set of data represented in a boxplot.
- **Evaluate:** I can **make observations** and **inferences** about data represented in a boxplot.
- **Evaluate:** I can **compare** and **analyze** two data sets represented in boxplots.
- **Understand:** I can **collect, organize,** and **represent** a data set using scatterplots.
- **Apply:** I can **make observations** about a set of data points in a scatterplot as having a positive linear relationship, a negative linear relationship, or no relationship

Monday	Tuesday	Wednesday	Thursday	Friday
Attendance/warmup: Attendance/warmup: **Number sense routine warmup** Whole-group: **Boxplot flipchart** Small-group & independent practice: **Boxplot quizziz** Review/exit activity: **Schoology reflection**	Attendance/warmup: **Number sense routine warmup** Whole-group: **Boxplot entertainers** Small-group & independent practice: **Imagine math** Review/exit activity: **Schoology reflection**	ASYNCHRONOUS Attendance/warmup: **Number sense routine Warmup** Small-group & independent practice: **Students may work on imagine math** Review/exit activity: **Schoology reflection**	Attendance/warmup: **Number sense routine Warmup** Whole-group: **Desmos scatterplot** Small-group & independent practice: **Scatterplot sort** Review/exit activity: **Schoology reflection**	Attendance/warmup: **Number sense routine warmup** Whole-group: **Scatterplot capture** Small-group & independent practice: **Imagine math** Review/exit activity: **Schoology reflection**

Wilder Week at a Glance

One Team. One Vision.

Content: Math 8

Week of: April 12th - April 16th

Grade: 8th

Teacher: Mr. Lewis

I am learning:

8.6 The student will

a) **solve problems, including practical problems, involving volume and surface area of cones and square-based pyramids; and**

b) **describe how changing one measured attribute of a rectangular prism affects the volume and surface area.**

I can:

- **Understand**: I can **distinguish** between situations that are applications of surface area and volume.
- **Apply**: I can **use** concrete objects, nets, diagrams, and formulas to determine the surface area and volume of cones.
- **Apply**: I can **use** concrete objects, nets, diagrams, and formulas to determine the surface area and volume of pyramids.
- **Apply**: I can **solve** practical problems involving volume of cones and square-based pyramids.
- **Apply**: I can **solve** practical problems involving surface area of cones and square-based pyramids.
- **Analyze**: I can **describe** how the volume of a rectangular prism is affected when one measured attribute is multiplied by a factor.
- **Analyze**: I can **describe** how the surface area of a rectangular prism is affected when one

Monday	Tuesday	Wednesday	Thursday	Friday
Attendance/warmup: Attendance/warmup: **Number sense routine warmup** Whole-group: **Volume and surface area desmos**	Attendance/warmup: **Number sense routine warmup** Whole-group: **Desmos volume comparisons** Small-group &	ASYNCHRONOUS Attendance/warmup: **Number sense routine Warmup** Small-group & independent practice: **Students may work**	Attendance/warmup: **Number sense routine Warmup** Whole-group: **Calculating surface area** Small-group &	Attendance/warmup: **Number sense routine warmup** Whole-group: **Volume surface area mystery**

Small-group & independent practice: **Imagine Math/** Review/exit activity: **Schoology reflection**	independent practice: **Choice Board** Review/exit activity: **Schoology reflection**	**on imagine math** Review/exit activity: **Schoology reflection**	independent practice: **Google slide** Review/exit activity: **Schoology reflection**	Small-group & independent practice: **Choice Board** Review/exit activity: **Schoology reflection**

Wilder Week at a Glance

One Team. One Vision.

Content: Math 8

Week of: April 12th - April 16th

Grade: 8th

Teacher: Mr. Lewis

I am learning:

8.6 The student will

c) solve problems, including practical problems, involving volume and surface area of cones and square-based pyramids; and

d) describe how changing one measured attribute of a rectangular prism affects the volume and surface area.

- **Understand**: I can **distinguish** between situations that are applications of surface area and volume.
- **Apply**: I can **use** concrete objects, nets, diagrams, and formulas to determine the surface area and volume of cones.
- **Apply**: I can **use** concrete objects, nets, diagrams, and formulas to determine the surface area and volume of pyramids.
- **Apply**: I can **solve** practical problems involving volume of cones and square-based pyramids.
- **Apply**: I can **solve** practical problems involving surface area of cones and square-based pyramids.
- **Analyze**: I can **describe** how the volume of a rectangular prism is affected when one measured attribute is multiplied by a factor.
- **Analyze**: I can **describe** how the surface area of a rectangular prism is affected when one

Monday	Tuesday	Wednesday	Thursday	Friday

Wilder Week at a Glance

One Team. One Vision.

Content: Math 8

Week of: March 22nd- March 26th

Grade: 8th

Teacher: Mr. Lewis

Monday	Tuesday	Wednesday	Thursday	Friday
Attendance/warmup: **Number sense routine warmup** Whole-group: Small-group & independent practice: **Imagine Math/** Review/exit activity: **Schoology reflection**	Attendance/warmup: **Number sense routine Warmup** Whole-group: **22.5 study guide review** Small-group & independent practice: **Desmos investigation** Review/exit activity: **Schoology reflection**	ASYNCHRONOUS Attendance/warmup: **Number sense routine Warmup** Small-group & independent practice: **Students may work on imagine math** Review/exit activity: **Schoology reflection**	Attendance/warmup: **Number sense routine Warmup** Whole-group: **28.5 assessment** Small-group & independent practice: **Pythagorean hidden picture** Review/exit activity: **Schoology reflection**	Attendance/warmup: **Number sense routine Warmup** Whole-group: **28.5 assessment continued** Small-group & independent practice: **Imagine Math/** Review/exit activity: **Schoology reflection**

Wilder Week at a Glance

One Team. One Vision.

Content: Math 8

Week of: March 29th- April 2nd

Grade: 8th

Teacher: Mr. Lewis

I am learning: **8.7 The student will** **a) given a polygon, apply transformations, to include translations, reflections, and dilations, in the coordinate plane; and** **b) identify practical applications of transformations.** **8.5 The student will use the relationships among pairs of angles that are vertical angles, adjacent angles, supplementary angles, and complementary angles to determine the measure of unknown angles.** **8.9 The student will** **a) verify the Pythagorean Theorem; and** **b) apply the Pythagorean Theorem.** **8.16 The student will** • **B) identify the slope and *y*-intercept of a linear function given a table of values, a graph, or an equation in *y = mx + b* form;** • **E) make connections between and among representations of a linear function using verbal descriptions, tables, equations, and graphs.**	• Many occupations use dilations in the creation of their products; such as using a blueprint in construction and enlarging or reducing the size of photographs. Rigid motions are present in everyday life; such as the reflection of an image in a mirror, and the translation of moving vehicles and airplanes through space. • Functions are all around us. For example, a functional relationship is at play when we are paying for gasoline by the gallon or fruit by the pound. We need functions for calculating such things as income and interest. Functions are important as well when looking at local and world demographics and population growth. Functions are even found in such settings as baseball statistics and measurement conversions. • The slope of a line represents a constant rate of change. Many practical situations including science, construction, and business all represent various situations in terms of rate of change. In addition, rate of change is the foundation of calculus where interpretation is also essential with correct units of measure. • Lines are all around us in everything we see every day. Buildings have lines; paintings and drawings have lines; just about anything you can think of has lines. A line can be represented by its graph or by an equation. Different forms of linear equations lend themselves to different situations. Practical applications using parallel and perpendicular lines include road construction (most American towns are laid out with parallel and perpendicular lines), architectural design, railroad tracks, building frameworks, window panes and blinds, power lines, and the goal posts on a football field. • Being able to use the Pythagorean theorem can be helpful in many ways in the real world. For example, television and computer screens are measured by their diagonal length. By using the

Monday	Tuesday	Wednesday	Thursday	Friday

Wilder Week at a Glance

One Team. One Vision.

Content: Math 8

Week of: March 22nd- March 26th

Grade: 8th

Teacher: Mr. Lewis

I am learning: **8.7 The student will** **a) given a polygon, apply transformations, to include translations, reflections, and dilations, in the coordinate plane; and** **b) identify practical applications of transformations.**	**Understand:** I can identify the type of transformation in a given example. **Understand:** I can identify practical applications of transformations. **Understand:** Given a preimage I can identify the coordinates of the image of a polygon that has been translated. **Understand:** Given a preimage, I can identify the coordinates of the image of a polygon that has been reflected over the x- or y-axis. **Understand:** Given a preimage, I can identify the coordinates of the image of a right triangle or a rectangle that has been dilated. **Apply:** I can sketch the image of a polygon that has been translated vertically, horizontally, or a combination of both. **Apply:** I can sketch the image of a polygon that has been reflected over the x- or y-axis. **Apply:** I can sketch the image of a dilation of a right triangle or a rectangle.

Monday	Tuesday	Wednesday	Thursday	Friday
Attendance/warmup: **Number sense routine warmup** Whole-group: **22.5 study guide review** Small-group & independent practice: **Imagine Math/** Review/exit activity: **Schoology reflection**	Attendance/warmup: **Number sense routine Warmup** Whole-group: **22.5 study guide review** Small-group & independent practice: **Desmos investigation** Review/exit activity: **Schoology reflection**	ASYNCHRONOUS Attendance/warmup: **Number sense routine Warmup** Small-group & independent practice: **Students may work on imagine math** Review/exit activity: **Schoology reflection**	Attendance/warmup: **Number sense routine Warmup** Whole-group: **28.5 assessment** Small-group & independent practice: **Pythagorean hidden picture** Review/exit activity: **Schoology reflection**	Attendance/warmup: **Number sense routine Warmup** Whole-group: **28.5 assessment continued** Small-group & independent practice: **Imagine Math/** Review/exit activity: **Schoology reflection**

Wilder Week at a Glance

One Team. One Vision.

Content: Math 8 **Week of:** March 15th- March 19th	**Grade:** 8th **Teacher:** Mr. Lewis

I am learning: **8.9 The student will** **a) verify the Pythagorean Theorem; and** **b) apply the Pythagorean Theorem.**	**Evaluate:** I can **verify** the Pythagorean Theorem using diagrams, concrete materials, and measurements. **Apply:** I can **solve** practical problems involving right triangles by using the Pythagorean Theorem. **Apply:** I can **determine** the measure of a side of a right triangle when given the measures of the other two sides. **Apply:** I can **determine** whether a triangle is or is not a right triangle when given the measures of its three sides.

Monday	Tuesday	Wednesday	Thursday	Friday

Attendance/warmup: **Number sense routine warmup** Whole-group: **Pythagorean theorem Nearpod** Small-group & independent practice: **Imagine Math/** Review/exit activity: **Schoology reflection**	Attendance/warmup: **Number sense routine Warmup** Whole-group: **Pythagorean Nearpod continued** Small-group & independent practice: **Desmos investigation** Review/exit activity: **Schoology reflection**	ASYNCHRONOUS Attendance/warmup: **Number sense routine Warmup** Small-group & independent practice: **Students may work on imagine math** Review/exit activity: **Schoology reflection**	Attendance/warmup: **Number sense routine Warmup** Whole-group: **Desmos Solving Right triangles** Small-group & independent practice: **Pythagorean hidden picture** Review/exit activity: **Schoology reflection**	Attendance/warmup: **Number sense routine Warmup** Whole-group: **Angles remediation quizziz** Small-group & independent practice: **Imagine Math/** Review/exit activity: **Schoology reflection**

Wilder Week at a Glance

One Team. One Vision.

Content: Math 8 **Week of:** March 8th- March 12th	**Grade:** 8th **Teacher:** Mr. Lewis

I am learning:

8.5 The student will use the relationships among pairs of angles that are vertical angles, adjacent angles, supplementary angles, and complementary angles to determine the measure of unknown angles.

Remember: I can **identify** the relationship between pairs of angles (vertical, adjacent, supplementary, and complementary)
Remember: I can **describe** the relationship between pairs of angles (vertical, adjacent, supplementary, and complementary)
Apply: I can use the angle relationships to solve practical problems and find the measure of unknown angles.
Remember: I can **describe** all of the relationships between two given angles.

Monday	Tuesday	Wednesday	Thursday	Friday
Attendance/warmup:	Attendance/warmup:	ASYNCHRONOUS		Attendance/warmup:

Number sense routine warmup Whole-group: **Angles vocabulary review/ investigating angle relationships** Small-group & independent practice: **Imagine Math/** Review/exit activity: **Schoology reflection**	**Number sense routine Warmup** Whole-group: **Angles vocabulary review/ investigating angle relationships** Small-group & independent practice: **Inequalities part 2** Review/exit activity: **Schoology reflection**	Attendance/warmup: **Number sense routine Warmup** Small-group & independent practice: **Students may work on imagine math** Review/exit activity: **Schoology reflection**	Attendance/warmup: **Number sense routine Warmup** Small-group & independent practice: **Choose board angles assignments** Review/exit activity: **Schoology reflection**	**Number sense routine Warmup** Whole-group: **Angles Nearpod** Small-group & independent practice: **Imagine Math/** Review/exit activity: **Schoology reflection**

Wilder Week at a Glance

One Team. One Vision.

Content: Math 8

Week of: March 1st- March 5th

Grade: 8th

Teacher: Mr. Lewis

I am learning:

determine whether a given relation is a function; and

a) **determine the domain and range of a function.**
b) **recognize and describe the graph of a linear function with a slope that is positive, negative, or zero;**
c) **identify the slope and *y*-intercept of a linear function given a table of values, a graph, or an equation in *y* = *mx* + *b* form;**

Understand: I can **determine** whether a relation, represented by a set of ordered pairs, a table, or a graph is a function.
Remember: I can **Identify** the domain and range of a function represented as a set of ordered pairs, a table, or a graph.
Apply: I can **represent** a practical situation using a table, graph, and equation.
Evaluate: I can **make connections** between and among representations of a linear function using verbal descriptions, tables, equations, and graphs.
Understand: I can **identify** the dependent and independent variable, given a practical situation modeled by a linear function.
Apply: I can **identify** the slope (m) and the y-intercept (b) when given the graph of a linear function.
Understand: I can **recognize** and **describe** a line with a slope that is positive, negative, or zero.
Remember: I can **identify** the slope and y-intercept when given a linear function in the form y = mx + b.
Apply: I can **graph** the function when given the equation of a linear function in the form y = mx + b.
Apply: I can **write** the equation of a linear function in the form y = mx + b when given a practical situation in which the

Monday	Tuesday	Wednesday	Thursday	Friday

Attendance/warmup: **Number sense routine warmup** Whole-group: **Graphing lines from equation google slide** Small-group & independent practice: **Imagine Math/** Review/exit activity: **Schoology reflection**	Attendance/warmup: **Number sense routine Warmup** Whole-group: **Desmos tables slopes and y-intercepts** Small-group & independent practice: **Inequalities part 2** Review/exit activity: **Schoology reflection**	ASYNCHRONOUS Attendance/warmup: **Number sense routine Warmup** Small-group & independent practice: **Slope and y intercept from multiple representations** Review/exit activity: **Schoology reflection**	Attendance/warmup: **Number sense routine Warmup** Small-group & independent practice: **Slope and y intercept from multiple representations Cont...** Review/exit activity: **Schoology reflection**	Attendance/warmup: **Number sense routine Warmup** Whole-group: **22.5 week assessment** Small-group & independent practice: **Imagine Math/** Review/exit activity: **Schoology reflection**

Wilder Week at a Glance

One Team. One Vision.

Content: Math 8 **Week of:** February 22nd- February 26th	**Grade:** 8th **Teacher:** Mr. Lewis

I am learning:

determine whether a given relation is a function; and

- **d) determine the domain and range of a function.**
- **e) recognize and describe the graph of a linear function with a slope that is positive, negative, or zero;**
- **f) identify the slope and *y*-intercept of a linear function given a table of values, a graph, or an equation in *y* = *mx* + *b* form;**

Understand: I can **determine** whether a relation, represented by a set of ordered pairs, a table, or a graph is a function.
Remember: I can **Identify** the domain and range of a function represented as a set of ordered pairs, a table, or a graph.
Apply: I can **represent** a practical situation using a table, graph, and equation.
Evaluate: I can **make connections** between and among representations of a linear function using verbal descriptions, tables, equations, and graphs.
Understand: I can **identify** the dependent and independent variable, given a practical situation modeled by a linear function.
Apply: I can **identify** the slope (m) and the y-intercept (b) when given the graph of a linear function.
Understand: I can **recognize** and **describe** a line with a slope that is positive, negative, or zero.
Remember: I can **identify** the slope and y-intercept when given a linear function in the form y = mx + b.
Apply: I can **graph** the function when given the equation of a linear function in the form y = mx + b.
Apply: I can **write** the equation of a linear function in the form y = mx + b when given a practical situation in which the

Monday	Tuesday	Wednesday	Thursday	Friday

Attendance/warmup: **Number sense routine warmup** Whole-group: **Desmos identifying slope from a graph snowman activity** Small-group & independent practice: **Imagine Math/** Review/exit activity: **Schoology reflection**	Attendance/warmup: **Number sense routine Warmup** Whole-group: **How identify slope and y-intercept from an equation** Small-group & independent practice: **Inequalities part 2** Review/exit activity: **Schoology reflection**	ASYNCHRONOUS Attendance/warmup: **Number sense routine Warmup** Small-group & independent practice: **slope** Review/exit activity: **Schoology reflection**	Attendance/warmup: **Number sense routine Warmup** Small-group & independent practice: **How identify slope and y-intercept from an equation** Review/exit activity: **Schoology reflection**	Attendance/warmup: **Number sense routine Warmup** Whole-group: **Desmose graphing linear equations** Small-group & independent practice: **Imagine Math/** Review/exit activity: **Schoology reflection**

Wilder Week at a Glance

One Team. One Vision.

Content: Math 8

Week of: February 15th- February 19th

Grade: 8th

Teacher: Mr. Lewis

I am learning:

determine whether a given relation is a function; and

- **g) determine the domain and range of a function.**
- **h) recognize and describe the graph of a linear function with a slope that is positive, negative, or zero;**
- **i) identify the slope and *y*-intercept of a linear function given a table of values, a graph, or an equation in *y* = *mx* + *b* form;**

Understand: I can **determine** whether a relation, represented by a set of ordered pairs, a table, or a graph is a function.
Remember: I can **Identify** the domain and range of a function represented as a set of ordered pairs, a table, or a graph.
Apply: I can **represent** a practical situation using a table, graph, and equation.
Evaluate: I can **make connections** between and among representations of a linear function using verbal descriptions, tables, equations, and graphs.
Understand: I can **identify** the dependent and independent variable, given a practical situation modeled by a linear function.
Apply: I can **identify** the slope (m) and the y-intercept (b) when given the graph of a linear function.
Understand: I can **recognize** and **describe** a line with a slope that is positive, negative, or zero.
Remember: I can **identify** the slope and y-intercept when given a linear function in the form y = mx + b.
Apply: I can **graph** the function when given the equation of a linear function in the form y = mx + b.
Apply: I can **write** the equation of a linear function in the form y = mx + b when given a practical situation in which the

Monday	Tuesday	Wednesday	Thursday	Friday

Attendance/warmup: **Number sense routine warmup** Whole-group: **Desmos identifying slope from a graph** Small-group & independent practice: **Imagine Math/** Review/exit activity: **Schoology reflection**	Attendance/warmup: **Number sense routine Warmup** Whole-group: **How identify slope and y-intercept from an equation** Small-group & independent practice: **Imagine Math** Review/exit activity: **Schoology reflection**	**TEACHER ABSENCE** Attendance/warmup: **Number sense routine Warmup** Small-group & independent practice: **Imagine Math/functions quizziz** Review/exit activity: **Schoology reflection**	**TEACHER ABSENCE** Attendance/warmup: **Number sense routine Warmup** Small-group & independent practice: **Imagine MAth/ Domain and Range quizziz/ slope choose your adventure** Review/exit activity: **Schoology reflection**	Attendance/warmup: **Number sense routine Warmup** Whole-group: **Review slope** Small-group & independent practice: **Imagine Math/slope choose your adventure** Review/exit activity: **Schoology reflection**

Wilder Week at a Glance

One Team. One Vision.

Content: Math 8

Week of: February 8th- February 12th

Grade: 8th

Teacher: Mr. Lewis

I am learning:

determine whether a given relation is a function; and

- **j) determine the domain and range of a function.**
- **k) recognize and describe the graph of a linear function with a slope that is positive, negative, or zero;**
- **l) identify the slope and *y*-intercept of a linear function given a table of values, a graph, or an equation in *y* = *mx* + *b* form;**

Understand: I can **determine** whether a relation, represented by a set of ordered pairs, a table, or a graph is a function.
Remember: I can **Identify** the domain and range of a function represented as a set of ordered pairs, a table, or a graph.
Apply: I can **represent** a practical situation using a table, graph, and equation.
Evaluate: I can **make connections** between and among representations of a linear function using verbal descriptions, tables, equations, and graphs.
Understand: I can **identify** the dependent and independent variable, given a practical situation modeled by a linear function.
Apply: I can **identify** the slope (m) and the y-intercept (b) when given the graph of a linear function.
Understand: I can **recognize** and **describe** a line with a slope that is positive, negative, or zero.
Remember: I can **identify** the slope and y-intercept when given a linear function in the form y = mx + b.
Apply: I can **graph** the function when given the equation of a linear function in the form y = mx + b.
Apply: I can **write** the equation of a linear function in the form y = mx + b when given a practical situation in which the

Monday	Tuesday	Wednesday	Thursday	Friday

Attendance/warmup: **Number sense routine warmup** Whole-group: **Desmos Match** Small-group & independent practice: **Imagine Math/** Review/exit activity: **Schoology reflection**	Attendance/warmup: **Number sense routine Warmup** Whole-group: **Desmos Turtle Crossing** Small-group & independent practice: **Imagine Math** Review/exit activity: **Schoology reflection**	Attendance/warmup: **Number sense routine Warmup** Whole-group: **Desmos Turtle Crossing continued** Small-group & independent practice: **Imagine Math/Functions guided practice** Review/exit activity: **Schoology reflection**	Attendance/warmup: **Number sense routine Warmup** Whole-group: **Desmos Slope** Small-group & independent practice: **Imagine MAth** Review/exit activity: **Schoology reflection**	Attendance/warmup: **Number sense routine Warmup** Whole-group: **Desmos slope continued** Small-group & independent practice: **Imagine Math** Review/exit activity: **Schoology reflection**

Wilder Week at a Glance

One Team. One Vision.

Content: Math 8

Week of: February 1st- February 5th

Grade: 8th

Teacher: Mr. Lewis

I am learning:

determine whether a given relation is a function; and

- **m) determine the domain and range of a function.**
- **n) recognize and describe the graph of a linear function with a slope that is positive, negative, or zero;**
- **o) identify the slope and *y*-intercept of a linear function given a table of values, a graph, or an equation in *y* = *mx* + *b* form;**

Understand: I can **determine** whether a relation, represented by a set of ordered pairs, a table, or a graph is a function.
Remember: I can **Identify** the domain and range of a function represented as a set of ordered pairs, a table, or a graph.
Apply: I can **represent** a practical situation using a table, graph, and equation.
Evaluate: I can **make connections** between and among representations of a linear function using verbal descriptions, tables, equations, and graphs.
Understand: I can **identify** the dependent and independent variable, given a practical situation modeled by a linear function.
Apply: I can **identify** the slope (m) and the y-intercept (b) when given the graph of a linear function.
Understand: I can **recognize** and **describe** a line with a slope that is positive, negative, or zero.
Remember: I can **identify** the slope and y-intercept when given a linear function in the form y = mx + b.
Apply: I can **graph** the function when given the equation of a linear function in the form y = mx + b.
Apply: I can **write** the equation of a linear function in the form y = mx + b when given a practical situation in which the

Monday	Tuesday	Wednesday	Thursday	Friday
Attendance/warmup:	Attendance/warmup:	Attendance/warmup:	Attendance/warmup:	Attendance/warmup:

Number sense routine warmup Whole-group: **Finish 18 week assessment** Small-group & independent practice: **Imagine Math/** Review/exit activity: **Schoology reflection**	**Number sense routine Warmup** Whole-group: **Investigating Functions/ google draw** Small-group & independent practice: **Imagine Math** Review/exit activity: **Schoology reflection**	**Number sense routine Warmup** Whole-group: **Investigating Functions/ google draw** Small-group & independent practice: **Imagine Math/Functions guided practice** Review/exit activity: **Schoology reflection**	**Number sense routine Warmup** Whole-group: **Desmos Function or Not** Small-group & independent practice: **Imagine MAth** Review/exit activity: **Schoology reflection**	**Number sense routine Warmup** Whole-group: **Desmos Function or Not** Small-group & independent practice: **Imagine Math** Review/exit activity: **Schoology reflection**

Wilder Week at a Glance

One Team. One Vision.

Content: Math 8 **Week of:** January 11th- December 15th	**Grade:** 8th **Teacher:** Mr. Lewis

I am learning: **To solve multistep linear equations in one variable with the variable on one or both sides of the equation, including practical problems that require the solution of a multistep linear equation in one variable.**	**I can:** **Understand:** I can **represent** multi-step linear equations in one variable with the variable on one or both sides of the equation. **Apply:** I can **solve** multi-step linear equations in one variable with the variable on one or both sides of the equation.

Monday	Tuesday	Wednesday	Thursday	Friday
Attendance/warmup: **Number sense routine warmup** Whole-group:	Attendance/warmup: **Number sense routine Warmup** Whole-group:	Attendance/warmup: **Number sense routine Warmup** Whole-group:	Attendance/warmup: **Number sense routine Warmup** Whole-group:	Attendance/warmup: **Number sense routine Warmup** Whole-group:

Watch video on multistep equations Small-group & independent practice: **Imagine Math/ check for understanding multi step equations** Review/exit activity: **Schoology reflection**	**Review Multi step equations through video and Modeling** Small-group & independent practice: **Imagine Math/translating matching/8.2 remediation** Review/exit activity: **Schoology reflection**	**Review Multi step equations through video and Modeling** Small-group & independent practice: **Imagine Math/multi step quizziz** Review/exit activity: **Schoology reflection**	**Watch video on inequalities** Small-group & independent practice: **Imagine MAth/inequalities check for understanding** Review/exit activity: **Schoology reflection**	**Watch video on multi step inequalities** Small-group & independent practice: **Imagine Math/ check for understanding.** Review/exit activity: **Schoology reflection**

Wilder Week at a Glance

One Team. One Vision.

Content: Math 8 **Week of:** January 4th- December 8th	**Grade:** 8th **Teacher:** Mr. Lewis

I am learning: **To solve multistep linear equations in one variable with the variable on one or both sides of the equation, including practical problems that require the solution of a multistep linear equation in one variable.**	**I can:** **Understand:** I can **represent** multi-step linear equations in one variable with the variable on one or both sides of the equation. **Apply:** I can **solve** multi-step linear equations in one variable with the variable on one or both sides of the equation.

Monday	Tuesday	Wednesday	Thursday	Friday
Attendance/warmup: **Number sense routine Warmup** Whole-group: **Review Multi step**	Attendance/warmup: **Number sense routine Warmup** Whole-group: **Review Multi step**	Attendance/warmup: **Number sense routine Warmup** Whole-group: **Review Multi step**	Attendance/warmup: **Number sense routine Warmup** Whole-group: **Review Questions from**	Attendance/warmup: **Number sense routine Warmup** Whole-group: **Review Questions from**

equations through video and Modeling Small-group & independent practice: **Imagine Math/ finish 13.5 week assessment** Review/exit activity: **Schoology reflection**	**equations through video and Modeling** Small-group & independent practice: **Imagine Math** Review/exit activity: **Schoology reflection**	**equations through video and Modeling** Small-group & independent practice: **Imagine Math** Review/exit activity: **Schoology reflection**	**13.5 week assessment** Small-group & independent practice: **Imagine MAth** Review/exit activity: **Schoology reflection**	**13.5 week assessment** Small-group & independent practice: **Imagine Math** Review/exit activity: **Schoology reflection**

Wilder Week at a Glance

One Team. One Vision.

Content: Math 8 **Week of:** December 7th- December 11th	**Grade:** 8th **Teacher:** Mr. Lewis

I am learning: **To solve multistep linear equations in one variable with the variable on one or both sides of the equation, including practical problems that require the solution of a multistep linear equation in one variable.**	**I can:** **Understand:** I can **represent** multi-step linear equations in one variable with the variable on one or both sides of the equation. **Apply:** I can **solve** multi-step linear equations in one variable with the variable on one or both sides of the equation.

Monday	Tuesday	Wednesday	Thursday	Friday
Attendance/warmup: **Number sense routine Warmup** Whole-group: **Review like**	Attendance/warmup: **Number sense routine Warmup** Whole-group: **One step equation**	Attendance/warmup: **Number sense routine Warmup** Whole-group: **Multi Step**	Attendance/warmup: **Number sense routine Warmup** Whole-group: **Multi step**	Attendance/warmup: **Number sense routine Warmup** Whole-group: **Multi step**

terms/distribution Small-group & independent practice: **Combining like terms** **Distribution quizziz** Review/exit activity: **Schoology reflection**	**nearpod** Small-group & independent practice: **Choice board** Review/exit activity: **Schoology reflection**	**equation/drag and drop** Small-group & independent practice: **Choice board** Review/exit activity: **Schoology reflection**	**whiteboard activity** Small-group & independent practice: **Choice board** Review/exit activity: **Schoology reflection**	**whiteboard activity** Small-group & independent practice: **CER Choice board** **May do activities.** Review/exit activity: **Schoology reflection**

Wilder Week at a Glance

One Team. One Vision.

Content: Math 8

Week of: November 30th- December 4th

Grade: 8th

Teacher: Mr. Lewis

I am learning:

To solve multistep linear equations in one variable with the variable on one or both sides of the equation, including practical problems that require the solution of a multistep linear equation in one variable.

I can:

Understand: I can **represent** multi-step linear equations in one variable with the variable on one or both sides of the equation.

Apply: I can **solve** multi-step linear equations in one variable with the variable on one or both sides of the equation.

Monday	Tuesday	Wednesday	Thursday	Friday
Attendance/warmup: **Number sense routine Warmup** Whole-group: **Combining like terms/notes** Small-group &	Attendance/warmup: **Number sense routine Warmup** Whole-group: **Combining like terms google slidest** Small-group &	Attendance/warmup: **Number sense routine Warmup** Whole-group: **Notes distributive property** Small-group &	Attendance/warmup: **Number sense routine Warmup** Whole-group: **Review Algebra Tiles** Small-group & independent practice:	Attendance/warmup: **Number sense routine Warmup** Whole-group: **Review** Small-group & independent practice:

independent practice: **Combining like terms google slides** Review/exit activity: **Schoology reflection**	independent practice: **Combining like terms quizziz** Review/exit activity: **Schoology reflection**	independent practice: **Expressions algebra tiles** Review/exit activity: **Schoology reflection**	**Distributive property quizziz** Review/exit activity: **Schoology reflection**	**CER Choice board May do activities.** Review/exit activity: **Schoology reflection**

Wilder Week at a Glance

One Team. One Vision.

Content: Math 8 **Week of:** November 23th- November 24th			**Grade:** 8th **Teacher:** Mr. Lewis	
I am learning: **To solve practical problems involving consumer applications.**	**I can:** **Apply:** I can **compute** percent increase and decrease. **Apply:** I can **compute** simple interest and the new balance amount. **Apply:** I can **compute** the new balance earned in an investment or on a loan.			
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Attendance/warmup: **Number sense routine Warmup** Whole-group: **Quiz Review** Small-group & independent practice: **Simple interest quizziz/ percent**	Attendance/warmup: **Number sense routine Warmup** Whole-group: **8.4 Quiz** Small-group & independent practice: **Simple interest quizziz/ percent**	**THANKSGIVING BREAK!!**	**THANKSGIVING!!!**	**BLACK FRIDAY!!**

change drag drop/ SI flippity Review/exit activity: **Schoology reflection**	**change drag drop/ SI flippity** Review/exit activity: **Schoology reflection**			

Wilder Week at a Glance

One Team. One Vision.

Content: Math 8

Week of: November 16th- November 20th

Grade: 8th

Teacher: Mr. Lewis

I am learning:

To solve practical problems involving consumer applications.

I can:

Apply: I can **compute** percent increase and decrease.
Apply: I can **compute** simple interest and the new balance amount.
Apply: I can **compute** the new balance earned in an investment or on a loan.

Monday	Tuesday	Wednesday	Thursday	Friday
Attendance/warmup: **Number sense routine Warmup** Whole-group: **FinishTest/Review Percent Change** Small-group & independent practice: **percent change quizziz**	Attendance/warmup: **Number sense routine Warmup** Whole-group: **Discuss simple Interest** Small-group & independent practice: **Simple interest quizziz**	Attendance/warmup: **Number sense routine Warmup** Whole-group: **Review percent change** Small-group & independent practice: **Percent Change Drag and drop** Review/exit activity:	Attendance/warmup: **Number sense routine Warmup** Whole-group: **Review simple interest** Small-group & independent practice: **Simple interest flippity**	Attendance/warmup: **Number sense routine Warmup** Whole-group: **Investigating simple interset** Small-group & independent practice: **CER** Review/exit activity:

Review/exit activity: **Schoology reflection**	Review/exit activity: **Schoology reflection**	**Schoology reflection**	Review/exit activity: **Schoology reflection**	**Schoology reflection**

Wilder Week at a Glance

One Team. One Vision.

Content: Math 8 **Week of:** November 9th- November 12th	**Grade:** 8th **Teacher:** Mr. Lewis

I am learning: **To solve practical problems involving consumer applications.**	**I can:** • **Apply:** I can **reconcile (verify)** an account balance given a statement with five or fewer transactions. • **Apply:** I can **calculate** the discount, markup, sales tax, and tip. • **Apply:** I can **compute** the new price after one discount or markup. • **Apply:** I can **compute** the new total after sales tax and/or tip. • **Apply:** I can **compute** percent increase and decrease.

Monday	Tuesday	Wednesday	Thursday	Friday
Attendance/warmup: **Number sense routine Warmup** Whole-group: **Review study guide** Small-group & independent practice: **Finish study guide** Review/exit activity:	Attendance/warmup: **Number sense routine Warmup** Whole-group: **9 weeks test** Small-group & independent practice: **Finish missing work** Review/exit activity:	Attendance/warmup: **Number sense routine Warmup** Whole-group: **9 weeks test COnt..** Small-group & independent practice: **Complete missing work**	Attendance/warmup: **Number sense routine Warmup** Whole-group: **9 weeks test** Small-group & independent practice: **Complete missing work**	**NO School**

Schoology reflection	**Schoology reflection**	Review/exit activity: **Schoology reflection**	Review/exit activity: **Schoology reflection**	

Wilder Week at a Glance

One Team. One Vision.

Content: Math 8

Week of: November 2nd- November 6th

Grade: 8th

Teacher: Mr. Lewis

I am learning:

To solve practical problems involving consumer applications.

I can:

- **Apply:** I can **reconcile (verify)** an account balance given a statement with five or fewer transactions.
- **Apply:** I can **calculate** the discount, markup, sales tax, and tip.
- **Apply:** I can **compute** the new price after one discount or markup.
- **Apply:** I can **compute** the new total after sales tax and/or tip.
- **Apply:** I can **compute** percent increase and decrease.

Monday	Tuesday	Wednesday	Thursday	Friday
Attendance/warmup: **Number sense routine Warmup** Whole-group: **Percent Increase Decreas desmos** Small-group & independent practice: **Choice board** Review/exit activity: **Schoology reflection**	**Election Day No School**	Attendance/warmup: **Number sense routine Warmup** Whole-group: **Calculating Tax/Discount Quizziz** Small-group & independent practice: **Choice baord** Review/exit activity:	Attendance/warmup: **Number sense routine Warmup** Whole-group: **Percent Increase Decreas Quizziz** Small-group & independent practice: **Choice Board** Review/exit activity: **Schoology reflection**	Attendance/warmup: **Number sense routine Warmup** Whole-group: **Review 9 week study guide** Small-group & independent practice: **Choice Board CER** Review/exit activity: **Schoology reflection**

		Schoology reflection		

Wilder Week at a Glance

One Team. One Vision.

Content: Math 8

Week of: October 26th - October 30th

Grade: 8th

Teacher: Mr. Lewis

I am learning:

To solve practical problems involving consumer applications.

I can:

- **Apply:** I can **reconcile (verify)** an account balance given a statement with five or fewer transactions.
- **Apply:** I can **calculate** the discount, markup, sales tax, and tip.
- **Apply:** I can **compute** the new price after one discount or markup.
- **Apply:** I can **compute** the new total after sales tax and/or tip.
- **Apply:** I can **compute** percent increase and decrease.

Monday	Tuesday	Wednesday	Thursday	Friday
Attendance/warmup: **Number sense routine Warmup** Whole-group: **Checkbook desmos** Small-group & independent practice: **Finish probe/choice baord** Review/exit activity: **Schoology reflection**	Attendance/warmup: **Number sense routine Warmup** Whole-group: **Checkbook desmos** Small-group & independent practice: **Choice baord** Review/exit activity: **Schoology reflection**	Attendance/warmup: **Number sense routine Warmup** Whole-group: **Calculating Tax/Discount Desmos** Small-group & independent practice: **Choice baord** Review/exit activity: **Schoology reflection**	Attendance/warmup: **Number sense routine Warmup** Whole-group: **Calculating Tax/Discount Desmos** Small-group & independent practice: **Choice Board** Review/exit activity: **Schoology reflection**	Attendance/warmup: **Number sense routine Warmup** Whole-group: **Percent Increase Decreas** Small-group & independent practice: **Choice Board CER** Review/exit activity: **Schoology reflection**

Wilder Week at a Glance

One Team. One Vision.

Content: Math 8

Week of: October 19th - October 23rd

Grade: 8th

Teacher: Mr. Lewis

I am learning:

evaluate an algebraic expression for given replacement values of the variables; and

a) simplify algebraic expressions in one variable.

I can:

- **Apply:** I can **apply** the order of operations to **evaluate** expressions to include grouping symbols (parentheses, brackets, braces, absolute value and the division bar) and square roots of perfect square numbers.
- **Apply:** I can **apply** the properties to **evaluate** algebraic expressions.
- **Apply:** I can **apply** the order of operations and **evaluate** when given replacement values of the variables.
- **Understand:** I can **represent** algebraic expressions using concrete materials and pictorial representations.
- **Understand:** I can write an algebraic expression when given a model.
- **Understand:** I can simplify algebraic expressions in one variable.

Monday	Tuesday	Wednesday	Thursday	Friday
Attendance/warmup: **Number sense routine Warmup** Whole-group: **Review Comparing and ordering rational numbers** Small-group & independent practice: **quizziz/choicebaord**	Attendance/warmup: **Number sense routine Warmup** Whole-group: **Review Order of operations** Small-group & independent practice: **quizziz/choicebaord** Review/exit activity:	Attendance/warmup: **Number sense routine Warmup** Whole-group: **Review Evaluating Expressions** Small-group & independent practice: **quizziz/choicebaord**	Attendance/warmup: **Number sense routine Warmup** Whole-group: **Review Study Guide** Small-group & independent practice: **Study Guide** Review/exit activity: **Schoology reflection**	Attendance/warmup: **Number sense routine Warmup** Whole-group: **Order of operations review** Small-group & independent practice: **6.5 WEEK Probe** Review/exit activity:

Review/exit activity: **Schoology reflection**	**Schoology reflection**	Review/exit activity: **Schoology reflection**		**Schoology reflection**

Wilder Week at a Glance

One Team. One Vision.

Content: Math 8 **Week of:** October 12th - October 16th	**Grade:** 8th **Teacher:** Mr. Lewis

I am learning:

evaluate an algebraic expression for given replacement values of the variables; and

b) simplify algebraic expressions in one variable.

I can:

- **Apply:** I can **apply** the order of operations to **evaluate** expressions to include grouping symbols (parentheses, brackets, braces, absolute value and the division bar) and square roots of perfect square numbers.
- **Apply:** I can **apply** the properties to **evaluate** algebraic expressions.
- **Apply:** I can **apply** the order of operations and **evaluate** when given replacement values of the variables.
- **Understand:** I can **represent** algebraic expressions using concrete materials and pictorial representations.
- **Understand:** I can write an algebraic expression when given a model.
- **Understand:** I can simplify algebraic expressions in one variable.

Monday	Tuesday	Wednesday	Thursday	Friday
Attendance/warmup: **Number sense routine Warmup** Whole-group: **Compare and Order google Draw**	Attendance/warmup: **Number sense routine Warmup** Whole-group: **Order of operations video model problems**	Attendance/warmup: **Number sense routine Warmup** Whole-group: **Order of operations**	Attendance/warmup: **Number sense routine Warmup** Whole-group: **Order of operations choose your adventure**	Attendance/warmup: **Number sense routine Warmup** Whole-group: **Order of operations review**

Small-group & independent practice: **Quizziz Compare and Order** Review/exit activity: **Schoology reflection**	Small-group & independent practice: **Choice Board** Review/exit activity: **Schoology reflection**	**Whiteboard** Small-group & independent practice: **Order of operations choose your adventure** Review/exit activity: **Schoology reflection**	Small-group & independent practice: **Choice Board** Review/exit activity: **Schoology reflection**	Small-group & independent practice: **Quizziz Choice Board/ C-E-R** Review/exit activity: **Schoology reflection**

Wilder Week at a Glance

One Team. One Vision.

Content: Math 8

Week of: October 5th - October9th

Grade: 8th

Teacher: Mr. Lewis

I am learning:
compare and order real numbers. SOL 8.1

I can:
- **Understand/Analyze:** I can **compare** and **order** irrational numbers.
- **Analyze:** I can **estimate** the location of an irrational number on a number line.
- **Understand/Analyze:** I can **compare** and **order** real numbers.

Monday	Tuesday	Wednesday	Thursday	Friday
Attendance/warmup: **Number sense routine Warmup** Whole-group: **Fractions/Decimals/desmos** Small-group & independent practice: **Google draw** Review/exit activity:	Attendance/warmup: **Number sense routine Warmup** Whole-group: **Fractions/Decimals/desmos** Small-group & independent practice: **Google draw** Review/exit activity:	Attendance/warmup: **Number sense routine Warmup** Whole-group: **Compare and order Flip chart** Small-group & independent practice: **Number line activity**	Attendance/warmup: **Number sense routine Warmup** Whole-group: **Compare and order flip chart** Small-group & independent practice: **Number line activity cont..**	Attendance/warmup: **Number sense routine Warmup** Whole-group: **Ordering real numbers google draw** Small-group & independent practice: **Choice Board/ C-E-R**

Schoology reflection	**Schoology reflection**	Review/exit activity: **Schoology reflection**	Review/exit activity: **Schoology reflection**	Review/exit activity: **Schoology reflection**

Wilder Week at a Glance

One Team. One Vision.

Content: Math 8

Week of: September 28 - October 2

Grade: 8th

Teacher: Mr. Lewis

I am learning:

- *describe the relationships between the subsets of the real number system.*
- **estimate and determine the two consecutive integers between which a square root lies given the square root**
- *estimate and determine the two consecutive integers between which a square root lies; and determine both the positive and negative square roots of a given perfect square.*

I can:

- **Apply:** I can **illustrate** the relationships among the subsets of real numbers using graphic organizers and number lines.
- **Remember:** I can **describe** the relationships among the subsets of real numbers.
- **Analyze:** I can **classify** a number as a part of a subset(s) of the real number system.
- **Remember:** I can **describe** each subset of the real numbers; including examples and non-examples.
  Remember: I can **recognize** that the sum and/or product of two rational numbers is rational.
- **Remember:** I can **recognize** the sum of rational and irrational numbers is irrational.
- **Remember:** I can **recognize** that the product of a nonzero rational number and an irrational number is irrational.

Monday	Tuesday	Wednesday	Thursday	Friday
No School Holiday	Attendance/warmup: **Number sense routine Warmup** Whole-group: **Real number subgroup drag** Small-group &	Attendance/warmup: **Number sense routine Warmup** Whole-group: **google draw sort with real numbers**	Attendance/warmup: **Number sense routine Warmup** Whole-group: **Study Guide Review** **4.5 test review** Small-group &	Attendance/warmup: **Number sense routine Warmup** Whole-group: **4.5 week test** Small-group & independent practice:

	independent practice: **Choice Board** Review/exit activity: **Schoology reflection**	Small-group & independent practice: **Choice Board** Review/exit activity: **Schoology reflection**	independent practice: **Choice Board** Review/exit activity: **Schoology reflection**	**Choice Board** Review/exit activity: **Schoology reflection**

Wilder Week at a Glance

One Team. One Vision.

Content: Math 8 **Week of:** September 21 - September 25	**Grade:** 8th **Teacher:** Mr. Lewis

I am learning:

8.3 The student will

a) describe the relationships between the subsets of the real number system.

I can:

- **Apply:** I can **illustrate** the relationships among the subsets of real numbers using graphic organizers and number lines.
- **Remember:** I can **describe** the relationships among the subsets of real numbers.
- **Analyze:** I can **classify** a number as a part of a subset(s) of the real number system.
- **Remember:** I can **describe** each subset of the real numbers; including examples and non-examples.
  Remember: I can **recognize** that the sum and/or product of two rational numbers is rational.
- **Remember:** I can **recognize** the sum of rational and irrational numbers is irrational.
- **Remember:** I can **recognize** that the product of a nonzero rational number and an irrational number is irrational.

Monday	Tuesday	Wednesday	Thursday	Friday
Attendance/warmup: **Number sense routine** Whole-group: Real numbers **vocabulary video** **Polygraph desmos**	Attendance/warmup: **Number sense routine** Whole-group: **Polygraph desmos activity** Small-group &	Attendance/warmup: **Number sense routine** **Sgm pre-test** Whole-group: **Sums and products nearpod**	Attendance/warmup: **Number sense routine** Whole-group: **Guess My number** Small-group & independent practice:	Attendance/warmup: **Number sense routine** Whole-group: **Real numbers Review** Small-group & independent practice:

activity Small-group & independent practice: **Choice Board** Review/exit activity: **Schoology reflection**	independent practice: **Choice Board** Review/exit activity: **Schoology reflection**	Small-group & independent practice: **Choice Board** Review/exit activity: **Schoology reflection**	**Choice Board** Review/exit activity: **Schoology reflection**	**Choice Board** Review/exit activity: **Schoology reflection**

Wilder Week at a Glance One Team. One Vision.				
Content: Math 8 Week of: September 14 - September 18			Grade: 8th Teacher: Mr. Lewis	
I am learning: 8.3 The student will b) estimate and determine the two consecutive integers between which a square root lies; and c) determine both the positive and negative square roots of a given perfect square		I can: • Understand: I can determine a positive or negative square root of a perfect square number. • Apply: I can estimate the two consecutive integers between which a positive or negative square root lies. • Understand: I can identify the two consecutive integers between which a positive or negative square root lies.		
Monday	Tuesday	Wednesday	Thursday	Friday
Attendance/warmup: Number sense routine Whole-group: display a negative square root and the square root of a negative number. Small-group & independent practice:	Attendance/warmup: Number sense routine Whole-group: Estimate positive square roots on a number line. Small-group & independent practice: Choice Board	Attendance/warmup: Number sense routine Whole-group: Review square roots Small-group & independent practice: Square root math mystery	Attendance/warmup: Number sense routine Whole-group: Gimkit Quiz Review Real numbers video Small-group & independent practice: Quiz	Attendance/warmup: Number sense routine Whole-group: Real numbers nearpod Small-group & independent practice: Choice Board Review/exit activity:

Choice Board Review/exit activity: Schoology reflection	Estimating square roots on number line Review/exit activity: Schoology reflection	Review/exit activity: Schoology reflection	Review/exit activity: Schoology reflection	Schoology reflection

Wilder Week at a Glance

One Team. One Vision.

Content: Math 8

Week of: September 8 - September 11

Grade: 8th

Teacher: Mr. Lewis

I am learning:

8.3 The student will

d) estimate and determine the two consecutive integers between which a square root lies; and

e) determine both the positive and negative square roots of a given perfect square

I can:

- **Understand:** I can **determine** a positive or negative square root of a perfect square number.
- **Apply:** I can **estimate** the two consecutive integers between which a positive or negative square root lies.
- Understand: I can **identify** the two consecutive integers between which a positive or negative square root lies.

Monday	Tuesday	Wednesday	Thursday	Friday
Labor Day No School	Attendance/warmup: **Number sense routine** Whole-group: **Back to school teach how to** Small-group & independent practice: **Desmos Name Tag** Review/exit activity: **Schoology reflection**	Attendance/warmup: **Number sense routine** Whole-group: **Back to school teach how 2** Small-group & independent practice: **Desmos Name Tag/student code of conduct**	Attendance/warmup: **Number sense routine** Whole-group: **Task Share Desmos** Small-group & independent practice: **Choice Board** Review/exit activity: **Schoology reflection**	Attendance/warmup: **Number sense routine** Whole-group: **Perfect Squares Review** Small-group & independent practice: **Choice Board** Review/exit activity: **Schoology reflection**

		Review/exit activity: **Schoology reflection**		