

Mrs. Cordaro  
September 25<sup>th</sup> – September 29<sup>th</sup>



Day		1	2	3	4	5
		Monday September 25 <sup>th</sup>	Tuesday September 26 <sup>th</sup>	Wednesday September 27 <sup>th</sup>	Thursday September 28 <sup>th</sup>	Friday September 29 <sup>th</sup>
8:00 - 8:05	Home room					
8:15 - 9:40	Math C	<p><b>Lesson 1.5 - Lesson</b> O:TSWBAT find the greatest common factor of two or more numbers</p> <p>A:</p> <ul style="list-style-type: none"> <li>• POTD</li> <li>• Warm Up</li> <li>• Examples 1 and 2</li> <li>• On Your Own</li> <li>• Examples 2 and 3</li> <li>• On Your Own</li> <li>• Pages 34 - 35 (7 - 21 odd, 22, 23, 25, 35 - 39)</li> </ul> <p>E: student responses</p>	<p><b>Lesson 1.5 - Practice</b> O:TSWBAT find the greatest common factor of two or more numbers</p> <p>A:</p> <ul style="list-style-type: none"> <li>• POTD</li> <li>• Warm Up</li> <li>• Examples 1 and 2</li> <li>• On Your Own</li> <li>• Examples 2 and 3</li> <li>• On Your Own</li> <li>• Pages 34 - 35 (7 - 21 odd, 22, 23, 25, 35 - 39)</li> </ul> <p>E: student responses</p>	<p><b>Lesson 1.6 - Lesson</b> O:TSWBAT find the least common multiple of two or more numbers</p> <p>A:</p> <ul style="list-style-type: none"> <li>• POTD</li> <li>• Warm Up</li> <li>• Examples 1 and 2</li> <li>• On Your Own</li> <li>• Examples 2 and 3</li> <li>• On Your Own</li> <li>• Pages 34 - 35 (7 - 21 odd, 22, 23, 25, 35 - 39)</li> </ul> <p>E: student responses</p>	<p><b>Lesson 1.6 - Practice</b> O:TSWBAT find the least common multiple of two or more numbers</p> <p>A:</p> <ul style="list-style-type: none"> <li>• POTD</li> <li>• Warm Up</li> <li>• Examples 1 and 2</li> <li>• On Your Own</li> <li>• Examples 2 and 3</li> <li>• On Your Own</li> <li>• Pages 34 - 35 (7 - 21 odd, 22, 23, 25, 35 - 39)</li> </ul> <p>E: student responses</p>	<p><b>Lesson 1.6 Extension</b> O:TSWBAT find the least common denominator</p> <p>A:</p> <ul style="list-style-type: none"> <li>• POTD</li> <li>• Warm Up</li> <li>• Examples 1 and 2</li> <li>• Page 43 (1, 4, 5, 7, 9, 12, 15)</li> </ul> <p>E: student responses</p>

9:45 – 11:10	Math M	<b>Lesson 1.4 - Lesson</b> O:TSWBAT write the prime factorization of a number  A: <ul style="list-style-type: none"> <li>● POTD</li> <li>● Warm Up</li> <li>● Example 1</li> <li>● On Your Own</li> <li>● Examples 2 and 3</li> <li>● On Your Own</li> <li>● Pages 28 - 29 (9 - 21 odd, 24, 26, 27, 29, 31, 40 - 44)</li> <li>● Chromebooks</li> </ul> E: student responses	<b>Lesson 1.4 - Practice</b> O:TSWBAT write the prime factorization of a number  A: <ul style="list-style-type: none"> <li>● POTD</li> <li>● Warm Up</li> <li>● Example 1</li> <li>● On Your Own</li> <li>● Examples 2 and 3</li> <li>● On Your Own</li> <li>● Pages 28 - 29 (9 - 21 odd, 24, 26, 27, 29, 31, 40 - 44)</li> <li>● Chromebooks</li> </ul> E: student responses	<b>Lesson 1.5 - Lesson</b> O:TSWBAT find the greatest common factor of two or more numbers  A: <ul style="list-style-type: none"> <li>● POTD</li> <li>● Warm Up</li> <li>● Examples 1 and 2</li> <li>● On Your Own</li> <li>● Examples 2 and 3</li> <li>● On Your Own</li> <li>● Pages 34 - 35 (7 - 21 odd, 22, 23, 25, 35 - 39)</li> </ul> E: student responses	<b>Lesson 1.5 - Practice</b> O:TSWBAT find the greatest common factor of two or more numbers  A: <ul style="list-style-type: none"> <li>● POTD</li> <li>● Warm Up</li> <li>● Examples 1 and 2</li> <li>● On Your Own</li> <li>● Examples 2 and 3</li> <li>● On Your Own</li> <li>● Pages 34 - 35 (7 - 21 odd, 22, 23, 25, 35 - 39)</li> </ul> E: student responses	<b>Lesson 1.6 - Lesson</b> O:TSWBAT find the least common multiple of two or more numbers  A: <ul style="list-style-type: none"> <li>● POTD</li> <li>● Warm Up</li> <li>● Examples 1 and 2</li> <li>● On Your Own</li> <li>● Examples 2 and 3</li> <li>● On Your Own</li> <li>● Pages 34 - 35 (7 - 21 odd, 22, 23, 25, 35 - 39)</li> </ul> E: student responses
11:15 – 11:45	Spec.	<b>Music</b>	<b>Art</b>	<b>Library</b>	<b>Gym</b>	<b>Stem</b>
		Day 1: Music Day 4: Gym		Day 2: Art Day 5: Stem		Day 3: Library Day 6: LOT

11:45 - 12:15	Sci. C	<p><b>Chapter 1 Section 3 - Day Two</b></p> <p>O: TSWBAT use models to represent the natural world, identify the limitations of models, and describe theories and laws</p> <p>A:  <ul style="list-style-type: none"> <li>- Google Slides + Vocabulary</li> <li>- Read pages 18 - 21</li> <li>- Directed Reading Page</li> </ul> </p>	<p><b>Chapter 1 Section 3 - Day Three</b></p> <p>O: TSWBAT use models to represent the natural world, identify the limitations of models, and describe theories and laws</p> <p>A:  <ul style="list-style-type: none"> <li>- Google Slides + Vocabulary</li> <li>- Read pages 18 - 21</li> <li>- Directed Reading Page</li> </ul> </p>	<p><b>Chapter 1 Section 4 - Day One</b></p> <p>O: TSWBAT describe three kinds of tools, explain the importance of the International System of Units, describe how to measure length, area, mass, volume, and temperature and identify lab safety symbols and demonstrate safe practices during lab investigations</p> <p>A:  <ul style="list-style-type: none"> <li>● Begin Chapter 1 Section 4</li> <li>● Google Slides + Vocabulary</li> <li>● Read and discuss pages 22-27</li> </ul> </p>	<p><b>Chapter 1 Section 4 - Day Two</b></p> <p>O: TSWBAT describe three kinds of tools, explain the importance of the International System of Units, describe how to measure length, area, mass, volume, and temperature and identify lab safety symbols and demonstrate safe practices during lab investigations</p> <p>A:  <ul style="list-style-type: none"> <li>● Begin Chapter 1 Section 4</li> <li>● Google Slides + Vocabulary</li> <li>● Read and discuss pages 22-27</li> </ul> </p>	<p><b>Chapter 1 Section 4 - Day Three</b></p> <p>O: TSWBAT describe three kinds of tools, explain the importance of the International System of Units, describe how to measure length, area, mass, volume, and temperature and identify lab safety symbols and demonstrate safe practices during lab investigations</p> <p>A:  <ul style="list-style-type: none"> <li>● Begin Chapter 1 Section 4</li> <li>● Google Slides + Vocabulary</li> <li>● Read and discuss pages 22-27</li> </ul> </p>
12:15 – 12:45		<b>Lunch</b>				
12:45 - 1:15		<b>Recess</b>				

1:20 - 2:00	Sci. M	<p><b>Chapter 1 Section 3 - Day Two</b></p> <p>O: TSWBAT use models to represent the natural world, identify the limitations of models, and describe theories and laws</p> <p>A:  <ul style="list-style-type: none"> <li>- Google Slides + Vocabulary</li> <li>- Read pages 18 - 21</li> <li>- Directed Reading Page</li> </ul> </p>	<p><b>Chapter 1 Section 3 - Day Three</b></p> <p>O: TSWBAT use models to represent the natural world, identify the limitations of models, and describe theories and laws</p> <p>A:  <ul style="list-style-type: none"> <li>- Google Slides + Vocabulary</li> <li>- Read pages 18 - 21</li> <li>- Directed Reading Page</li> </ul> </p>	<p><b>Chapter 1 Section 4 - Day One</b></p> <p>O: TSWBAT describe three kinds of tools, explain the importance of the International System of Units, describe how to measure length, area, mass, volume, and temperature and identify lab safety symbols and demonstrate safe practices during lab investigations</p> <p>A:  <ul style="list-style-type: none"> <li>● Begin Chapter 1 Section 4</li> <li>● Google Slides + Vocabulary</li> <li>● Read and discuss pages 22-27</li> </ul> </p>	<p><b>Chapter 1 Section 4 - Day Two</b></p> <p>O: TSWBAT describe three kinds of tools, explain the importance of the International System of Units, describe how to measure length, area, mass, volume, and temperature and identify lab safety symbols and demonstrate safe practices during lab investigations</p> <p>A:  <ul style="list-style-type: none"> <li>● Begin Chapter 1 Section 4</li> <li>● Google Slides + Vocabulary</li> <li>● Read and discuss pages 22-27</li> </ul> </p>	<p><b>Chapter 1 Section 4 - Day Three</b></p> <p>O: TSWBAT describe three kinds of tools, explain the importance of the International System of Units, describe how to measure length, area, mass, volume, and temperature and identify lab safety symbols and demonstrate safe practices during lab investigations</p> <p>A:  <ul style="list-style-type: none"> <li>● Begin Chapter 1 Section 4</li> <li>● Google Slides + Vocabulary</li> <li>● Read and discuss pages 22-27</li> </ul> </p>
2:05 - 2:35	Accel	Math	Math	Math	Chorus	Math

**\*Lesson Plans are Subject to Change\***

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

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