Grade 8 Pre-Algebra - Exponents - *Modified from Unit E - Monomials*

Targeted Goals from Stage 1: Desired Results

Content Knowledge: Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities.

Vocabulary: exponent, base

Skills: Plot a multiple of power of 10 on a number line; Subdivide and label a number line between 0 and a power of 10 with a negative exponent into 10 equal intervals; Write a small number as a multiple of a power of 10; Apply what I learned about power of 10 to answer questions about real-world situations

Expectation:

Description of Task (s):	Resources and Materials:	Daily Checks (Return to Google Classroom or snapshots from a cell phone)
Monday: 11.2: Comparing Small Numbers on a Number Line Something that you need for these lessons: $10^{-6} = 10^1 \times 10^{-7}$ $10^{-8} = 10^1 \times 10^{-9}$ $10^{-6} = 10 \times 10^{-7}$	Google Slides	Problem from assistment - Practice Problems 7.11 (only question #1)
Tuesday: 11.3: Atomic Scale	Google Slides	Check-in (7.11 Cool-down in Assistment)Link will be posted in Google Classroom

Description of Task (s):	Resources and Materials:	Daily Checks (Return to Google Classroom or snapshots from a cell phone)
Wednesday: 12.2: Meter Sticks to the Moon	Google Slides	Problem from Assistment - Practice Problems 7.12 (only question #1 Part A and Part B)
Thursday: 12.3: That's a Tall Stack of Cash	Google Slides	Check-in (7.12 Cool-down in Assistment)Link will be posted in Google Classroom
Friday: Read notes for Lesson 11 and 12 and complete practice problems.	Google Doc	Lesson 11 and 12 Practice Problems (from Assistment) - Link will be posted in Classroom

Week criteria for success (attach student checklists or rubrics):

1. Coordinate decimals and multiples of powers of 10 representing the same small number.
2. Use numbers lines to represent small numbers as multiples of powers of 10 with negative exponents.
3. Determine what information is needed to answer a question about large numbers, and explain how that information would help solve the problem.
4. Use exponent rules and power of 10 to solve problems in context, and explain the steps used to organize thinking

Supportive resources and tutorials for the week (plans for re-teaching):

Lesson 11 – YouTube video Math 8 7 11 Homework Help Morgan -

Lesson 12 –YouTube videoMath 8 7 12 Homework Help Morgan

Exponent Rules Posters

Daily questions/check-in links to posted on Classroom: