MRS. GAWLIK/MRS. CACHIA October 6-10, 2014

**Monday, October 6, 2014**

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| **Content Standard:****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. *For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.*
 | **ELP Standard:**English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics. |
| **Content Objective:** I can demonstrate evaluation of slope by solving linear equations with rational number coefficients. | **Language Objective:**I can write to answer questions about slope using verbal, numerical, or graphical information. |
| * TARGET STATEMENT:

 **I CAN**1. Write an equation for a linear function using a graph
2. Write an equation for a linear function for a table
3. Write an equation for a linear function for two points
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| **Key Vocabulary:**Independent and Dependent variable, linear relationship, nonlinear relationship, x-axis, y-axis, variables, function, mathematical model, residual, slope**HOTS (Questions):** * What is Income?
* What is Profit?
* What is a loss?
* What happens to the model when you get a group rate?
 | **Content Specific:** * How do you identify the slope and the y-intercept of a line from its graph? (The y-intercept is where the line crosses the y-axis.
* One way slope can be determined is to identify a whole number rise.
* How would you identify the slope and the y-intercept of a line from a table? (When x=0, the associated y-values is the y-intercept.)
* If x=0 is not in the table, the slope is determined by identifying the rate of change.
* What information do you need to identify the slope of a line and/or other points on a line? (You need the coordinates of two points on the line so that you can find the rise and the run: y2-y1/x2-x1.
* How do you use slope and y-intercept to find the equation of a line? (To write the equation of a line, substitute the values for slope for m and the value of the y-intercept for b in the standard equation y=mx+b.

**General Terms:**  |
|  **Visuals, Materials, & Text****TEXT:** Thinking with Mathematical Models**VISUALS:** None**MATERIALS:** Labsheet 2.3A (Graphs-1 per group), Labsheet 2.3B (Tables-one per group) | **Accommodations** **Partners, small groups, master copy of graphs** |
| **Wrap up/Ticket Out*** Today I learn…..about writing an equation for a table, a graph, or two points.
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**Tuesday, October 7, 2014/Thursday, October 9, 2014**

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| **Content Standard:****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. *For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.*
 | **ELP Standard:**English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics. |
| **Content Objective:** I can demonstrate knowledge of linear models by solving pairs of simultaneous linear equations. | **Language Objective:**I can write and orally explain knowledge of linear models by completing Problem 2.5 A-B.  |
| * TARGET STATEMENT:

 **I CAN**1. Write an equation for a linear function using a graph
2. Write an equation for a linear function for a table
3. Write an equation for a linear function for two points
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| **Key Vocabulary:**Independent and Dependent variable, linear relationship, nonlinear relationship, x-axis, y-axis, variables, function, mathematical model, residual, slope**HOTS (Questions):** * What variables affect attendance at each attraction?
* How might the probability of rain affect attendance at an amusement park, Movie Theater?
 | **Content Specific:** * How do you identify the slope and the y-intercept of a line from its graph? (The y-intercept is where the line crosses the y-axis.
* One way slope can be determined is to identify a whole number rise.
* How would you identify the slope and the y-intercept of a line from a table? (When x=0, the associated y-values is the y-intercept.)
* If x=0 is not in the table, the slope is determined by identifying the rate of change.
* What information do you need to identify the slope of a line and/or other points on a line? (You need the coordinates of two points on the line so that you can find the rise and the run: y2-y1/x2-x1.
* How do you use slope and y-intercept to find the equation of a line? (To write the equation of a line, substitute the values for slope for m and the value of the y-intercept for b in the standard equation y=mx+b.

**General Terms:**  |
|  **Visuals, Materials, & Text****TEXT:** Thinking with Mathematical Models**VISUALS:** None**MATERIALS:** Labsheet 2.3A (Graphs-1 per group), Labsheet 2.3B (Tables-one per group) | **Accommodations** **Partners, small groups, master copy of graphs** |
| **Wrap up/Ticket Out*** Today I learn…..about writing an equation for a table, a graph, or two points.
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**Wednesday, October 8, 2014 (Technology)**

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| * TARGET STATEMENT
* I can use technology as a tool to assist me with math concepts.
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**Friday, October 10, 2014**

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| Reward Day |