Susanna Gawlik Lesson Plans Math-Grade 8 Week of October 16-20, 2017

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| TWMM Text | Monday 10-16 | Tuesday 10-17 | Wednesday 10-18 | Thursday 10-19 | Friday 10-20 |
| CCSS: 8.EE.B.5  Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. | TSC apply knowledge of linear functions (8.EE.B.5)  BY  Writing an equation from a graph, table, or two points. | TSC apply knowledge of linear functions (8.EE.B.5)  BY  Writing an equation from a graph, table, or two points. | TSC demonstrate understanding of slope (8.EE.B.5)  BY  Writing an equation for conditions expressed in words, from graph, or a table | TSC demonstrate understanding of slope (8.EE.B.5)  BY  Writing an equation for conditions expressed in words, from graph, or a table | TSC demonstrate understanding of slope (8.EE.B.5)  BY  Writing an equation for conditions expressed in words, from graph, or a table |
| Language Objective  WIDA Accommodations  (reading-follow along with teacher; writing-model teacher note-taking, answer questions; speaking- practice using math terminology and the English language. | TSC read and write to answer questions about linear functions for Problem 2.2 on pages 36-37  USING  a graph, table, or two points | TSC read and write to answer questions about linear functions for Application Questions 2.2 on pages 47-48  USING  a graph, table, or two points | TSC read and write to answer questions to demonstrate understanding of slope for Problem 2.3 on pages 38-40.  USING  Words, graphs, and tables. | TSC read and write to answer questions to demonstrate understanding of slope for Problem 2.3 Applications 4-5, 9-19 on pages 46-49  USING  Words, graphs, and tables. | TSC read and write to answer questions to demonstrate understanding of slope for Problem 2.3 Applications 4-5, 9-19 on pages 46-49  USING  Words, graphs, and tables. |
| Assessment | Formative Q/A of student responses | Application Questions 6-8 pgs. 47-48 | Formative Q/A of student responses | Application Questions 4-5, 9-19 on pages 46-49 | Review Investigation 2.3; complete any essential Questions |
| Accommodations | Lab sheet 2.2 A-B, teacher guidance, large group and A/B partners | teacher guidance, large group, and A/B partners Lab sheet 2 Ex 6/8 | teacher guidance, large group, and A/B partners Lab sheet 2.3 A-B Ex 6/8 | 2 ACE lab sheet teacher guidance, large group, and A/B partners, | teacher guidance, large group, and A/B partners Lab sheet 2 ACE |
| Vocabulary | y-intercept, function, mathematical model, slope, residual | y-intercept, function, mathematical model, slope, residual | y-intercept, function, mathematical model, slope, residual | y-intercept, function, mathematical model, slope, residual | y-intercept, function, mathematical model, slope, residual |
| Exit Stem |  |  |  |  |  |

Lesson plans can change at any time by the discretion of the teacher.