Susanna Gawlik Lesson Plans Math-Grade 8 Week of October 31-November 4, 2016

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| TWMM Text | Monday 10-31Guest Teacher | Tuesday 11-1 | Wednesday 11-2 | Thursday 11-3 | Friday 11-4 |
| CCSS/MAS8.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. |  | TSC demonstrate application of proportional relationships, interpreting the unit rate as slope (8. EE.B.5) by constructing mathematical models for Investigation 2.1 pages 30-32. | TSC demonstrate application of proportional relationships, interpreting the unit rate as slope (8. EE.B.5) by constructing mathematical models for Investigation 2.1 pages 32-33. | TSC demonstrate understanding of slope of a graph by identifying rise over run of any two points and interpreting the unit rate as slope (8. EE.B.5) by identifying the vertical change for Investigation 2.2 questions, A-B, pages 34-36. | TSC demonstrate understanding of slope of a graph by identifying rise over run of any two points and interpreting the unit rate as slope (8. EE.B.5) by identifying the vertical change for Investigation 2.2 questions, A-B, pages 34-36. |
| Language ObjectiveWIDA Accommodations(reading-follow along with teacher; writing-model teacher note-taking, answer questions; speaking- practice using math terminology and the English language.  |  | TSC listen and write to model slope using mathematical models for Investigation 2.1 pages 30-32.  | TSC listen and write to model slope using mathematical models for Investigation 2.1 pages 32-33.  | TSC write to answer questions about slope using verbal, numerical, or graphical information for Investigation 2.2 A-B. | TSC write to answer questions about slope using verbal, numerical, or graphical information for Investigation 2.2 C-E. |
| Assessment |  | Informal assessment using student responses for Problem 2.1 | Informal assessment using student responses for Problem 2.1 and application questions 1-3 p45 | Informal assessment using student responses for Problem 2.2 questions A-B | Application Questions 6-8, and additional Practice Page 4-5, question 5-7 |
| Accommodations |  | Calculators, teacher guidance, accessibility Lab sheet 2.1 A/B; Teaching Model 2.1 A-C of Modeling Linear Data Patterns | Calculators, teacher assistance, accessibility Lab sheet 2.1 A/B; Teaching Model 2.1 A-C of Modeling Linear Data Patterns | Calculators Lab sheet 2.2A (Graphs-1 per group), Lab sheet 2.2B (Tables-one per group) | Calculators Lab sheet 2.2A (Graphs-1 per group), Lab sheet 2.2B (Tables-one per group)/Additional Practice sheet pg4-5. |
| Vocabulary |  | Independent and Dependent variable, linear relationship, nonlinear relationship, x-axis, y-axis, variables, function, mathematical model, residual | Independent and Dependent variable, linear relationship, nonlinear relationship, x-axis, y-axis, variables, function, mathematical model, residual | Independent and Dependent variable, linear relationship, nonlinear relationship, x-axis, y-axis, variables, function, mathematical model, residual | Independent and Dependent variable, linear relationship, nonlinear relationship, x-axis, y-axis, variables, function, mathematical model, residual |
| Exit Stem |  | A mathematical model is an equation or a graph that describes, at least approximately, the relationship between two variables | To make a mathematical model, acquire data, plot the data points, and when the points show a pattern, find the equation of a line or curve that fits the trend in the data. | A prediction allows you to make reasonable guesses for values between and beyond the data points. | A residual is the error calculated by finding the difference between an actual data point and the value that a model for the data predicts. |

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