Susanna Gawlik Lesson Plans Math-Grade 8 Week of November 13-17, 2017

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| TWMM Text | Monday 11-13 | Tuesday 11-14 | Wednesday 11-15 | Thursday 11-16 | Friday 11-17 |
| CCSS: 8.F.A.3  Interpret the equation y=mx+b as defining a linear function whose graph is a straight line; give examples of functions that are not linear. | TSC demonstrate application inverse variation (8.F.A.3)  BY  Examining the relationship between speed and time for a fixed distance.  \*Student self-evaluation questionnaire | TSC demonstrate application inverse variation (8.F.A.3)  BY  Examining the relationship between speed and time for a fixed distance.  \*Continue from Monday | TSC demonstrate understanding of mathematical concepts  BY  Solving problems on NWEA skill navigator. | TSC demonstrate application inverse variation (8.F.A.3)  BY  Examining the relationship between two variables. | Introduction to KHAN ACADEMY |
| 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 to demonstrate application of inverse variations for Problem 3.2 p65 A-C  USING  Words, graphs, and tables to answer questions. | TSC read and write to answer questions to demonstrate application of inverse variations for Problem 3.2 p65 A-C  USING  Words, graphs, and tables to answer questions. | TSC read to answer questions to demonstrate understanding of mathematical concepts  Using  NWEA skill Navigator. | TSC read and write to answer questions to demonstrate application of inverse variations for Problem 3.2 Applications 3-8 p69-70  USING  Words, graphs, and tables to answer questions. |  |
| Assessment | Informal Assessment of Problem 3.2 class discussions | Informal Assessment of Problem 3.2 class discussions |  | Problem 3.2 Applications 3-8 pg. 69-70 |  |
| Accommodations | Calculators, graph paper, Lab sheet 3.2 | Calculators, graph paper, Lab sheet 3.2 |  | Lab sheet ACE 4-7 | teacher guidance, large group, and A/B partners, |
| Vocabulary | y-intercept, function, mathematical model, slope, y=mx+b, inverse variation, additive inverse, multiplicative inverse | y-intercept, function, mathematical model, slope, y=mx+b, inverse variation, additive inverse, multiplicative inverse |  | y-intercept, function, mathematical model, slope, y=mx+b, inverse variation, additive inverse, multiplicative inverse | y-intercept, function, mathematical model, slope, y=mx+b, inverse variation, additive inverse, multiplicative inverse |
| Exit Stem |  |  |  |  |  |

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