Susanna Gawlik Lesson Plans Math-Grade 8 Week of November 14-18, 2016

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| TWMM Text | Monday 11-14  Guest Teacher | Tuesday 11-15 | Wednesday 11-16 | Thursday 11-17  Career Day | Friday 11-18  Half-Day |
| CCSS/MAS  8.F.B.4 Use functions to model relationships between quantities  -finding the equation of a line from a point and slope (using y=mx+b)  - finding slope from 2 points using the slope formula  CCSS/MAS  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. | TSC demonstrate application of the order of operations by simplifying expressions.  Reviewing 7th grade standard 7. EE.A.1: use properties of operations to generate equivalent expressions. | TSC demonstrate application of functions (8.F.B.4) by finding the equation (y=mx+b) of a line from information given in a word problem, tables of data and graphs. | TSC demonstrate application of functions (8.F.B.4) by finding the equation (y=mx+b) of a line from information given in a word problem, tables of data and graphs. | TSC demonstrate application of functions (8.F.B.4) by finding the equation (y=mx+b) of a line from information given in a word problem, tables of data and graphs. | TSC demonstrate application of functions (8.F.B.4) by finding the equation (y=mx+b) of a line from information given in a word problem, tables of data and graphs. |
| 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 write to solve expressions  using order of operations task cards. | TSC listen, read and write to answer questions about functions that model slope using a table of data, and a graph. | TSC listen, read and write to answer questions about functions that model slope using a table of data, a graph, and error analysis. | TSC listen, read and write to answer questions about functions that model slope using a table of data, a graph or slope and a point. | TSC listen, read and write to answer questions about functions that model slope using a table of data, a graph or slope and a point. |
| Assessment | Order of Operations task cards | Informal assessment using student responses for Problem 2.3 B-D pg39-40 | Informal assessment using student responses for Problem 2.3 E1-2 pg 40/App 4-5 pg46; Calculators, teacher guidance, Lab sheet 2.3 A/B (1 per group)/ A-B partners | Applications 9-13 pg48-49 | Applications 13-19 48-49 |
| Accommodations | Calculators, A-B partners | Calculators, teacher guidance, Lab sheet 2.3 A/B (1 per group)/ A-B partners | Calculators, teacher guidance; A-B partners | Calculators, teacher guidance, Lab sheet 2.3 A/B (1 per group)/ A-B partners | Calculators, teacher guidance, Lab sheet 2ACE for Exercise 13; A-B partners |
| Vocabulary | Slope formula, point, function, linear equation, y-intercept, 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. |

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