Susanna Gawlik Lesson Plans Math-Grade 8 Week of November 20-22, 2017

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| TWMM Text | Monday 11-20 | Tuesday 11-21 | Wednesday 11-22PBIS REWARD DAY |  |  |
| 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 understanding of mathematical concepts BYSolving problems on NWEA skill navigator, Front Row, or KHAN ACADEMY. | TSC demonstrate application inverse variation (8.F.A.3)BY Examining the relationship between number of students and cost.  |  |  |  |
| 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 read to answer questions to demonstrate understanding of mathematical conceptsUsingNWEA, Front Row or Khan Academy. | TSC read and write to answer questions to demonstrate application of inverse variations for Problem 3.3 p66 A-BUSING Words, tables, graphs, or equations to answer questions. |  |  |  |
| Assessment | Informal Assessment of Problem 3.2 class discussions | Informal Assessment of Problem 3.3 class discussions |  |  |  |
| Accommodations | Calculators, graph paper, Lab sheet 3.2 | Calculators, graph paper, Lab sheet 3.2 |  |  |   |
| 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.