Susanna Gawlik Lesson Plans Math-Grade 8 Week of November 27-December 1, 2017

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| TWMM Text | Monday 11-27 | Tuesday 11-28 | Wednesday 11-29 | Thursday 11-30 | Friday 12-1 |
| 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 of inverse variation (8.F.A.3)BY Examining the relationship between type of vehicle and fuel used to determine which is more efficient.   | TSC demonstrate application of inverse variation (8.F.A.3)BY Examining the relationship between type of vehicle and fuel used to determine which is more efficient.   | TSC demonstrate understanding of mathematical concepts BYSolving problems on Google Classroom, Front Row, or KHAN ACADEMY. | TSC demonstrate application of inverse variation (8.F.A.3)BY Examining the relationship between length and breaking weight for bridges  | TSC demonstrate knowledge of mathematical vocabulary by Defining key terms for Investigation 4. |
| 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 and write to answer questions to demonstrate application of inverse variations for Application Problem 3.3 p71-72 9 and 11USING Words, tables, graphs, or equations to answer questions. | TSC read and write to answer questions to demonstrate application of inverse variations for Application Problem 3.3 p71-72 9 and 11USING Words, tables, graphs, or equations to answer questions. | TSC read to answer questions to demonstrate understanding of mathematical conceptsUSINGGoogle Classroom, Front Row or Khan Academy. | TSC read and write to answer questions to demonstrate application of inverse variations for Problem 3.4 p68 A-BUSING Words, tables, graphs, or equations to answer questions. | TSC read and write to answer demonstrate understanding of mathematical vocabulary USING Their text and internet to define and find real-world examples for each term. |
| Assessment | Application Problem 3.3 9, 11 class discussions | Application Problem 3.3,-9,11 class discussions |  | Informal Assessment of Problem 3.4; class discussions |  |
| Accommodations | Calculators, graph paper,  | Calculators, graph paper,  | Calculators | Graph paper, A/B partners  |  Chromebook; textbooks |
| 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 | Residual, correlation coefficient, standard deviation, outlier, scatter plot, variance, inverse variation, additive inverse, multiplicative inverse  |
| Exit Stem |  |  |  |  |  |

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