Susanna Gawlik Lesson Plans Math-Grade 8 Week of November 28-Dec 2, 2016

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| TWMM Text | Monday 11-28 | Tuesday 11-29 | Wednesday 11-30 | Thursday 12-1 | Friday 12-2 |
| 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 understanding of the concept of functions (8.FB.4), by completing an assessment using NWEA skill builder and front row web-based math practice. | TSC demonstrate application of functions (8.F.B.4) by finding the equation (y=mx+b) of a line from information given in a real- world situation word problem. | 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 read and write to answer questions about functions, using NWEA skill builder and front row web-based math practice. | TSC listen, read, and write to answer questions about functions that model slope using the 4-step problem-solving method in a real-world situation. | 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 | Skill builder Data and Front Row Assessment | 4-Step Problem solving task | Informal assessment using student responses for Problem 2.4 A-C pg 40-41, Calculators, teacher guidance, Lab sheet 2.4 A/B (1 per group)/ pairs | Applications 2.4 D-E pg41-42 | Applications 22-25 48-49 |
| Accommodations | Calculators, A-B partners | Calculators, teacher guidance, 4-Step Problem solving sheet (1 per group)/ A-B pairs | Calculators, teacher guidance; A-B partners | Calculators, teacher guidance, | Calculators, teacher guidance |
| 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 |  |  | What strategies do you find useful to find solutions for linear equations?  I use\_\_\_\_\_\_\_\_\_\_ strategies because | How is slope represented in this problem?  What is the real-world meaning of slope?  What is the y-intercept /starting value of this situation?  How do we represent it? | What strategies do you find useful to find solutions for linear equations?  I use\_\_\_\_\_\_\_\_\_\_ strategies because |

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