Susanna Gawlik Lesson Plans Math-Grade 8 Week of November 6-10, 2017

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| TWMM Text | Monday 11-6 | Tuesday 11-7  No School | Wednesday 11-8 | Thursday 11-9 | Friday 11-10 |
| 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 Investigation 1 and 2 (8.EE.B.5)  BY  Writing an equation for conditions expressed in words, from graph, or a table to answer questions for a formative assessment. |  | Discuss NWEA Skills Navigator, Front Row, and Google Classroom.  Binder Check | TSC examine the relationship between length and width for rectangles with a fixed area (8.F.A.3) to formulate inverse variation  BY  Formulating Inverse variations between the two. | TSC examine the relationship between length and width for rectangles with a fixed area (8.F.A.3) to formulate inverse variation  BY  Formulating Inverse variations between the two. |
| 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 understanding of Investigation 1 and 2  USING  Words, graphs, and tables to answer questions. |  |  | TSC read and write to examine the relationship between length and width for rectangles with a fixed area for Problem 3.1 pages 61-63  USING  A table and graph to discuss the pattern of change in as length/width increase/decrease. | TSC read and write to examine the relationship between length and width for rectangles with a fixed area for Problem 3.1 Applications 1-2 pages 61-63  USING  A table and graph to discuss the pattern of change in as length/width increase/decrease. |
| Assessment | Partner Quiz |  |  | Problem 3.1 A-E pgs62-63 | Problem 3.1 Applications 1-2 pg. 69-73 |
| Accommodations | Calculators, Additional Practice worksheet; Type 3 Sheet |  | teacher guidance | Lab sheet 3.1 A/B | teacher guidance, large group, and A/B partners, |
| Vocabulary | y-intercept, function, mathematical model, slope, residual |  | y-intercept, function, mathematical model, slope, residual | 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.