Susanna Gawlik Lesson Plans Math-Grade 8 Week of Dec 5-9, 2016

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| TWMM Text | Monday 12-5 | Tuesday 12-6 | Wednesday 12-7 | Thursday 12-8 | Friday 12-9 |
| CCSS/MAS8.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 formulaCCSS/MAS8.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 by front row web-based math practice. | TSC demonstrate understanding of the parts of an expression and equation (8.EE.5) by identification in a graphic organizer. | TSC demonstrate understanding of inverse operations by solving two-step equations (8.EE.5) on a graphic organizer. | TSC demonstrate understanding of the connection between proportional relationships, (8.EE.5) lines, and linear equations by assessing a variety of real-world situations on task cards. | TSC demonstrate understanding of the connection between proportional relationships, lines, and linear equations(8.EE.5) by assessing a variety of real-world situations on task cards. |
| 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 about functions, using front row web-based math practice. | TSC listen, read, and write to identify parts of an expression and equation using mathematical terminology and graphic organizers | TSC listen, read, and write to answer inverse operation problems to solve two-step equations using graphic organizers. | TSC listen, read, and write to answer questions about proportional relationships using real-world situations and mathematical terminology | TSC listen, read, and write to answer questions about proportional relationships using real-world situations and mathematical terminology |
| Assessment | Front Row Assessment | Check Problem 2.4 D-E pg41-42, App 22-25 48-49/ graphic organizers | Graphic organizer | Graphic organizer | Task cards |
| Accommodations | Calculators, A-B partners | Calculators, teacher guidance, | Calculators, A-B pairs | Calculators, A-B pair | 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, coefficient, term, variable | Independent and Dependent variable, linear relationship, nonlinear relationship, x-axis, y-axis, variables, function, mathematical model, coefficient, term, variable | Independent and Dependent variable, linear relationship, nonlinear relationship, x-axis, y-axis, variables, function, mathematical model, coefficient, term, variable |
| Exit Stem |  | 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? |  |  |  |

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