Susanna Gawlik Lesson Plans Math-Grade 8 Week of September 18-22, 2017

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| TWMM Text | Monday 9-18 | Tuesday 9-19 | Wednesday 9-20 | Thursday 9-21 | Friday 9-22 |
| CCSS: 8.F.3 Interpret the equation as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. | I can demonstrate comprehension of (8.F.3) slope by determining whether a function is linear or nonlinear by representing data patterns using models, graphs, tables, word descriptions, and algebraic expressions. | I can demonstrate comprehension of (8.F.3) slope by determining whether a function is linear or nonlinear by representing data patterns using models, graphs, tables, word descriptions, and algebraic expressions. | I can demonstrate comprehension of (8.F.3) slope by determining whether a function is linear or nonlinear by representing data patterns using models, graphs, tables, word descriptions, and algebraic expressions. | I can demonstrate application of slope by determining whether a function is linear or nonlinear by representing data patterns using graphs and tables. | I can demonstrate application of slope by determining whether a function is linear or nonlinear by representing data patterns using graphs and tables. |
| 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 orally describe the relationship between bridge length and bridge thickness using content specific vocabulary by conducting the hands-on experiment, Bridge Thickness, and Strength by completing Problem 1.1 and 1.2 on pages 8-11. | TSC orally describe the relationship between bridge length and bridge thickness using content specific vocabulary by conducting the hands-on experiment, Bridge Thickness, and Strength by completing Problem 1.1 and 1.2 on pages 8-11. | TSC listen and write to describe the relationship between bridge length and bridge thickness using content specific vocabulary by conducting the hands-on experiment, Bridge Thickness, and Strength by completing application questions 1, 2, 7-10 on pages 15-20 | TSC write to describe if a pattern between variables is linear or nonlinear using content specific vocabulary by completing Problem 1.3 on pages 12-14 | TSC write to answer questions describe if a pattern between variables is linear or nonlinear using content specific vocabulary by completing problem 1.3 on pages 12-14 and application questions 3-6 on pages 16-18 |
| Assessment | Informal assessment using student responses for Problem 1.1 -1.2 pg.8-11 | Informal assessment using student responses for Problem 1.1 -1.2 pg.8-11 | Informal assessment using student shared work and responses for questions 1, 2, 7-10 on pages 15-20 | Informal assessment using student responses for Problem 1.3 questions A-D | Informal assessment using student responses for Problem 1.3 questions A-D; Applications 3-6 on pages 16-18 |
| Accommodations | Virtual bridge display, graph paper Small groups, teacher guidance, graph paper | Virtual bridge display, graph paper Small groups, teacher guidance, graph paper | Virtual bridge display, graph paper Small groups, teacher guidance, graph paper | Graph paper, lab sheet 1.3 A/B, partner, teacher guidance | Graph paper, partner, teacher guidance |
| Vocabulary | Independent and Dependent variable, linear relationship, nonlinear relationship, x-axis, y-axis, variables, function, mathematical model, table | Independent and Dependent variable, linear relationship, nonlinear relationship, x-axis, y-axis, variables, function, mathematical model, table | Independent and Dependent variable, linear relationship, nonlinear relationship, x-axis, y-axis, variables, function, mathematical model, table | Independent and Dependent variable, linear relationship, nonlinear relationship, x-axis, y-axis, variables, function, mathematical model, table | Independent and Dependent variable, linear relationship, nonlinear relationship, x-axis, y-axis, variables, function, mathematical model, table |
| Exit Stem | -How do you suppose bridge designers know which materials and designs will give a bridge the strength it needs? | -How do you think the length of a bride is related to its strength? (the longer the bridge the weaker it is). Are longer bridges stronger or weaker? | -I understand the concept of bridge strength and bridge length… | Is the pattern relating to the number of steel rods to truss length a linear function? (yes)  How can you tell? (Points fall in a straight line) | Is the pattern relating to the number of steel rods to number of steps in the stair frame a linear function? (No) How do you know by looking at the graph? (points fall along a curve and not a line |

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