Susanna Gawlik Lesson Plans Math-Grade 8 Week of September 25-29, 2017

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| TWMM Text | Monday 9-25 | Tuesday 9-26 | Wednesday 9-27  Half-Day | Thursday 9-28 | Friday 9-29 |
| 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 application of slope and determine whether a function is linear or nonlinear by  representing data patterns using graphs and tables. | NWEA TESTING | Bully Busters Presentation | NWEA TESTING | I can demonstrate comprehension of (8.F.3) slope and determine whether a function is linear or nonlinear by analyzing a table and a set of 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 write to answer questions describe if a pattern between variables is linear or nonlinear by completing problem 1.3 application questions 3-6 on pages 16-18. |  |  |  | TSC read and write to describe the relationship between number of balls used at a golf course and pattern step number to complete a table and matching it to the correct graph. |
| Assessment | Problem 1.3 Applications 3-6 on pages 16-18 |  |  |  | Quiz Check Up 1 |
| Accommodations | 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 |
| Exit Stem | 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.