Susanna Gawlik Lesson Plans Math-Grade 8 Week of May 21-25, 2018

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| TWMM TextGrowing, Growing, Growing | Monday 5-21 | Tuesday 5-22 | Wednesday 5-23Continue from Tuesday | Thursday 5-24 | Friday 5-25½ Day |
| CCSS/MAS8. FA.2-3 Define, evaluate and compare functions8. EE.A.3 Work with radicals and integer exponents. 8. F.B.5 Describe qualitatively the functional relationship between two quantities by analyzing a graph.  | TSC understand that a function is a rule that assigns to each input exactly one output. (8.FA.1)By creating and looking for patterns in a table, graph, and equation representing the growth pattern.  | TSC find and interpret the y-intercept and growth factor (8. F.B.5)By analyzing a graph from a real-world exponential growth relationship for a snake population.  | TSC find and interpret the y-intercept and growth factor (8. F.B.5)By analyzing a graph from a real-world exponential growth relationship for a snake population.  | TSC Define, evaluate and compare functions (8. FA.2-3); Work with radicals and integer exponents; (8. EE.A.3) Describe qualitatively the functional relationship between two quantities by analyzing a graph (8. F.B.5)By completing the check-up assessment. | M-STEP reward |
| 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 understand that a function is a rule that assigns to each input exactly one output. (8.FA.1)Using exploratory questions from Problem 2.2 and completing Applications 5-8 p34-35  | TSC read and write to answer questions about y-intercepts and growth factors to help write an equation that represents the relationship Using a graph of an exponential function.  | TSC read and write to answer questions about y-intercepts and growth factors to help write an equation that represents the relationship Using a graph of an exponential function.  | TSC read and write to answer questions about functions, radicals and integer exponents, y-intercepts and growth factors Using a Check-Up Assessment |  |
| Assessment |  Informal oral assessment of Problem 2.2 A-C and Application Questions 5-8 pg34-35 | Informal assessment of problem 2.3 and application Questions 9-14 35-37 | Informal assessment of problem 2.3 and application Questions 9-14 35-37 | Check up  |   |
| Accommodations | Large group instruction A/B partners/ teacher assistance, graph paper | Lab sheet 13 and 14 | Lab sheet 13 and 14 | Check-Up |  |
| Vocabulary | Base, exponent, **exponential form, exponential functions, exponential growth, growth factor,** scientific notation, standard form | Base, exponent, **exponential form, exponential functions, exponential growth, growth factor,** scientific notation, standard form | Base, exponent, **exponential form, exponential functions, exponential growth, growth factor,** scientific notation, standard form | Base, exponent, **exponential form, exponential functions, exponential growth, growth factor,** scientific notation, standard form | Base, exponent, **exponential form, exponential functions, exponential growth, growth factor,** scientific notation, standard form |
| Exit Stem |  |  |  |  |  |

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