Susanna Gawlik Lesson Plans Supplemental Math-Grade 8 Week of October 19-October 21, 2015

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|  | Monday 10-19 | Tuesday 10-20 | Wednesday 10-21 | Thursday 10-22 | Friday 10-22 |
| Learning Target  CCSS/MAS | I can demonstrate knowledge of proportional relationships (8.EE.5) represented in a graph and an equation on a pretest and using guided practice. | I can demonstrate understanding of proportional relationships (8.EE.5) represented in a graph and an equation using a partner | TSC demonstrate knowledge of Functions (8.FA.1) using a diagnostic test from the math program Front Rowed. | TSC demonstrate knowledge of functions (8.FA.1) using the math program Front Rowed. | I can demonstrate understanding of proportional relationships (8.EE.5) by comparing graphs and equations. |
| Language Objective | TSW read and write to demonstrate knowledge of proportional relationships (8.EE.5) represented in a graph and an equation on a pretest and using guided practice. | TSW listen, read and write to demonstrate understanding of proportional relationships (8.EE.5) represented in a graph and an equation using a partner. | TSW listen, read, and write/click to demonstrate their level of understanding Functions (8.FA.1) using a diagnostic test from the math program front rowed. | TSW listen, read, and write/click to demonstrate their level of understanding of functions (8.FA.1) using the math program front rowed. | TSW read and write to demonstrate application of two proportional relationships (8.EE.5) by comparing graphs and equations. |
| Assessment | Pretest and teacher-led guided practice | Partner practice of proportional relationships practice sheet 1/2 | Independent Practice | Independent Practice | Independent practice of proportional relationships |
| Accommodations | Guided instruction, picture of graphs, break down multi-step problem | Listen for understanding while students work with partners and assist as needed | Scratch paper, audio, manipulatives | Scratch paper, audio, manipulatives | Teacher will work with struggling students |
| Vocabulary | Function, input, output, f(x), x-axis, y-axis, slope, slope formula, rate of change, constant rate, negative/positive slope, y=mx+b | Function, input, output, f(x), x-axis, y-axis, slope, slope formula, rate of change, constant rate, negative/positive slope, y=mx+b |  |  | Function, input, output, f(x), x-axis, y-axis, slope, slope formula, rate of change, constant rate, negative/positive slope, y=mx+b |
| Exit Stem | What is the equation for slope? | Explain each part of the equation y=mx=b. |  |  | Sketch a negative and positive slope. Explain what makes them negative and positive. |

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