Susanna Gawlik Lesson Plans Supplemental Math-Grade 8 Week of October 26-October 30, 2015

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|  | Monday 10-26 | Tuesday 10-27 | Wednesday 10-28 | Thursday 10-29 | Friday 10-30 |
| Learning TargetCCSS/MAS | TSC demonstrate knowledge of content specific (8.EE) vocabulary using sentence stems to match terms with their definitions. | Students will be able to graph proportional relationships (8.EE.5) and interpret the slope of each graph as the unit rate using an inquiry based lesson. | Students will be able to compare and contrast two different proportional relationships (8.EE.5) represented as graphs, equations and tables. | ​ Students will be able to graph and interpret graphs of proportional relationships (8.EE.5) and equations to complete a project that resembles a real world situation. | TSC demonstrate knowledge of functions (8.FA.1) using the math program Front Rowed. |
| Language Objective | I can read and write to define content specific vocabulary words (8.EE) using sentence stems to match terms with their definitions. | Students will graph population data, interpret data sets, and write/interpret equations that represent population growth patterns in countries around the world using a real world situation.  | Students will graph population data, interpret data sets, and write/interpret equations that represent population growth patterns in countries around the world. | Given different representations of different country populations, TSW compare and contrast population growth using various representations. | TSW listen, read, and write/click to demonstrate their level of understanding of functions (8.FA.1) using the math program front rowed. |
| Assessment | “Kick Me” Game | Inquiry based lesson worksheet | Inquiry based Lesson worksheet | Inquiry based lesson worksheet | Independent Practice |
| Accommodations | Sticky labels with words, pictures and definitions hard copy of all words, sentence stems on worksheets | Listen for understanding while students work with partners and assist as needed | Listen for understanding while students work with partners and assist as needed | Listen for understanding while students work with partners and assist as needed | Scratch paper, audio, manipulatives |
| Vocabulary | Dependent variable, y-intercept, independent variable, , x-intercept, slope of a line, slope intercept form, constant rate of change, equation, linear function, functional relationship, graph, diagram, 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 | 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 |  | I agree with \_\_\_\_ because \_\_\_\_\_\_\_.I solved it differently than \_\_\_\_ because \_\_\_\_\_\_\_.The way that \_\_\_\_ explained the solution caused me to change my thinking because \_\_\_\_\_\_. | Which equation represents the data set of each country?Which graph represents the data set of each country?Bonus: Make predictions regarding the population of each country in the future. | Each group will present their solution with the rest of the classAll students in the group are expected to share at least 1 piece of key information from the solution |  |

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