Mrs. Gawlik/Mr. Anderson 8th Grade Math January 21-25, 2019

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|  | Monday 1-21 | Tuesday 1-22 | Wednesday 1-23 | Thursday 1-24 | Friday 1-25 |
| Text: Thinking with Mathematical Models |  | Problem 5.2 –Politics of Boys and girls: analyzing two-way tables p115-116 A-C | Applications 5.2 17 p121; Begin Problem 5.3-After-School Jobs and Homework: Working Backward: Setting Up a Two-Way Table p117-118 A-D | Cont. Problem 5.3-After-School Jobs and Homework: Working Backward: Setting Up a Two-Way Table p117-118 A-D | Exact Path/Study Island/ WIDA Review  |
| CCSS | . | 8.SP.A.4 Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables.  | 8.SP.A.4 Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables.  | 8.SP.A.4 Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables.  |   |
| Content Objective(Student Will Demonstrate…) |  | Understanding of bivariate categorical data (8.SP.A.4) by analyzing the association of data patterns in a two-way table. | Understanding of bivariate categorical data (8.SP.A.4) by analyzing the association of data patterns in a two-way table. | Understanding of bivariate categorical data (8.SP.A.4) by creating a two-way data table. | Understanding of content specific NWEA R.I.T per individual learning goal by answering questions on Exact Path with 75% accuracy  |
| Language ObjectiveWIDA Accommodations(reading-follow along with teacher; writing-model teacher note-taking, answer questions; speaking- practice using math terminology and the English language. |  | Write to answer questions about categorical data using a two-way table with 6 out of 8 correct. | Write to answer questions about categorical and numerical data using a two-way table with 75% accuracy. | Write to answer questions about categorical and numerical data using a two-way table with 75% accuracy. | Read to answer questions for NWEA individual learning plan using Exact Path with 75% accuracy. |
| Vocabulary |  | Categorical data, Scatter plot, residual | Categorical data, Scatter plot, residual | Categorical data, Scatter plot, residual | Categorical data Scatter plot, residual |
| Differentiation/Modifications |  | \*Whole group and individual learning\*Modeling\*Manipulatives\*Partner (talk/predict/share with group) \*Problem-solving strategiesSp Ed Accommodated worksheet  | \*Whole group and individual learning\*Modeling\*Manipulatives\*Partner (talk/predict/share with group) \*Problem-solving strategiesSp Ed Accommodated worksheet  | \*Whole group and individual learning\*Modeling\*Manipulatives\*Partner (talk/predict/share with group) \*Problem-solving strategiesSp Ed Accommodated worksheet  | \*Whole group and individual learning\*Problem-solving strategies\* technology |
| Activity/Exit Ticket/Assignment |  | Problem 5.2 p115-116 A-C | Application 5.2 p121 #17 | Problem 5.3 p117-118 A-D | Exact Path Individual student progress based on Individual NWEA goal.Scores evaluated by teacher after each practice session. |

Mrs. Gawlik reserves the right to change and alter these plans at any time.