Mrs. Gawlik 8th Grade Math October 14-18, 2019

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|  | Monday 10-14 | Tuesday 10-15 | Wednesday 10-16 | Thursday 10-17 | Friday 10-18 |
| Text: Thinking with Mathematical Models | Begin Invest 2.2 Linear Models and Equations Up and Down the Staircase-Exploring Slope p36-37 A-B3 | Field Trip DIA | Continue Invest. 2.2 Linear Models and Equations Up and Down the Staircase-Exploring Slope p37 C-E | Formative AssessmentApplication Questions 2.2 p 47-48 #6-8 | Begin 2.3-Tree Top Fun-Equations for linear functions p38-40 A-B |
| CCSS | 8. SP.A.3 Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. |  | 8.SP.A.3 Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. | 8.SP.A.3 Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. | 8.F.B.4 Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (*x, y*) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values. |
| Content Objective(Student Will Demonstrate…) | Understanding of slope and y-intercept in the equation y=mx+b by finding slope and y-intercept from a graph and table (SP.A.3) with A/B partner. |  | Understanding of slope and y-intercept in the equation y=mx+b by finding slope from two points (SP.A.3) with 70% accuracy. | Understanding of slope and y-intercept in the equation y=mx+b by finding slope and y-intercept from a graph, table, and two points (SP.A.3) with 80% accuracy. | Understanding of linear functions by finding the rate of change (m) and initial value (b) from a real-world situation and a table with 70% accuracy. |
| Language Objective(Student Will…)WIDALanguage ObjectiveWIDA/504/Spec. Ed Accommodations(reading-follow along with teacher; writing-model teacher note-taking, answer questions; speaking- practice/model language using math terminology and the English language. | Orally discuss with A/B partner and write to answer questions for linear functions from graphs and tables using the equation y=mx+b. |  | Orally discuss with A/B partner and write to answer questions about slope using two points. | Write to answer questions for linear functions from graphs tables, and two points using application questions 6-8 p47-48 | Write to answer questions linear functions using a table with 70% accuracy.  |
| Vocabulary | Scatter plot, x/y axis, independent/dependent variable, function, residual, mathematical model, slope |  | Scatter plot, x/y axis, independent/dependent variable, function, residual, mathematical model, slope | Scatter plot, x/y axis, independent/dependent variable, function, residual, mathematical model, slope | Scatter plot, x/y axis, independent/dependent variable, function, residual, mathematical model, slope |
| Differentiation/Modifications | \*Whole group and individual learning\*Modeling\*Manipulatives\*Problem-solving strategies |  | \*Whole group and individual learning\*Modeling\*Manipulatives\*Partner think-pair-share  | \*Whole group and individual learning\*Modeling\*Manipulatives\*Partner think-pair-share \*Technology\*Problem-solving strategies | \*Graphic organizer\*Modeling\*Manipulatives\*Problem-solving strategies\*Whole group and individual learning |
| Activity/Exit Ticket/Assignment | Warm Up 13p36-37 A-B3 | Field Trip DIA | Warm Up 14p37 C-E | Warm Up 15Application Questions 2.2 p 47-48 #6-8 | Warm Up 16p38-40 A-B |