Mrs. Gawlik 8th Grade Math October 15-19, 2018

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Monday 10-15 | Tuesday 10-16 | Wednesday 10-17 | Thursday 10-18 | Friday 10-19 |
| Text: Thinking with Mathematical Models | Formative Assessment  Application Questions 2.2 p 47-48 #6-8 | Begin 2.3-Tree Top Fun-Equations for linear functions p38-40 A-B | Begin 2.3-Tree Top Fun-Equations for linear functions p38-40 C-E | 2.3 Applications 4-5 p46 | Khan Mappers |
| 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.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. | 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. | 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. | 8.F.A. Define, evaluate and compare functions |
| 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, table, and two points 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. | Understanding of linear function by determining the equation from a graph, two points, and slope and two points with 70% 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. | Understanding of slope and y-intercept by answering questions on Khan Academy with 75% accuracy |
| Language Objective  (Student Will…)  WIDA  Language Objective  WIDA/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. | Write to answer questions for linear functions from graphs tables, and two points using application questions 6-8 p47-48 with 80% accuracy | Write to answer questions linear functions using a table with 70% accuracy. | Write to answer questions for linear function using a graph, two points, and two points and slope with 70% accuracy. | Write to answer questions for linear functions using application questions 4-5 p46 with 80% accuracy. | Read to answer questions about linear functions (slope and y-intercept) using Khan Mappers with 75% accuracy. |
| Vocabulary | Scatter plot, x/y axis, independent/dependent variable, function, mathematical models, y-intercept, slope | Scatter plot, x/y axis, independent/dependent variable, function, mathematical models, y-intercept, slope | Scatter plot, x/y axis, independent/dependent variable, function, mathematical models, y-intercept, slope | Scatter plot, x/y axis, independent/dependent variable, function, mathematical models, y-intercept, slope | Scatter plot, x/y axis, independent/dependent variable, function, mathematical models, y-intercept, slope |
| Differentiation/Modifications | \*Individual learning  \*Problem-solving strategies  \*SpEd Accommodated | \*Whole group and individual learning  \*Modeling  \*Manipulatives  \*Partner (talk/predict/share with group)  \*Technology (CMP3 Dashboard  \*Problem-solving strategies  Lab sheet 2.3A-B | \*Whole group and individual learning  \*Modeling  \*Manipulatives  \*Partner (talk/predict/share with group)  \*Problem-solving strategies | \*Individual learning/A-B Partner  \*Technology  \*SpEd Accommodated Worksheet | \*Individual learning  \*Technology |
| Activity/Exit Ticket/Assignment | Application pg45 #1-3  -accuracy of drawing line of best fit from graphs  -Explain strategy used for drawing the line of best fit | Problem 2.3 p38-39 A-B  Summative Assessment based on group/individual discussion/feedback, walk around the room | Problem 2.3 p38 C-E p39-40  Summative Assessment based on group/individual discussion/feedback, walk around the room | Application 4-5 p46  SpEd accommodated guided worksheet | Khan Mappers Individual student progress based on Individual NWEA goal.  Scores evaluated by teacher after each practice session. |

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