Mrs. Gawlik 8th Grade Math October 1-5, 2018

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|  | Monday 10-1 | Tuesday 10-2 | Wednesday 10-3 | Thursday 10-4 | Friday 10-5 |
| Text: Thinking with Mathematical Models | TWMM Models-Investigation 1 Quiz Pre-Evaluation of 4- Step Problem solving – Exponential Growth | Begin Investigation 2-Linear Models and Equations Problem 2.1 Modeling Linear Data Patterns p31-32 A-B2 | Begin Investigation 2-Linear Models and Equations Problem 2.1 Modeling Linear Data Patterns p31-32 B3-C | Half-DayFormative AssessmentApplication Questions 1-3 | Continue Formative AssessmentApplication Questions 1-3 |
| CCSS | 8.SP.A.1 Interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association. | 8.SP.A.2 Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line. | 8.SP.A.2 Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line. | 8.SP.A.2 Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line. |  8.SP.A.2 Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the |
| Content Objective(Student Will Demonstrate…) | Understanding of linear and nonlinear relationships by completing a table to determining which scatter plot matches the data | Understanding of linear functions by drawing the line of best fit on a graph from a set of data. | Understanding of linear models by constructing a graph from a data table and drawing a line of best fit that represents the data. | Understanding of linear functions by drawing and assessing the line of best fit on a graph from a set of data. | Understanding of linear functions by drawing and assessing the line of best fit on a graph from a set of data. |
| 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. | Read and write to fill out a table and answer questions to determine if the relationship is linear or nonlinear using Check Up 1 | Read and write to explain linear functions using the line of best fit from a set of data. | Read and write to explain linear functions and the line of best fit using a set of data from a table | Read and write to explain linear functions and the line of best fit using a set of data from a table | Read and write to explain linear functions using the line of best fit from a set of graphs. |
| Vocabulary | Scatter plot, x/y axis, independent/dependent variable | Scatter plot, x/y axis, independent/dependent variable, function, mathematical models | Scatter plot, x/y axis, independent/dependent variable, function, mathematical models | Scatter plot, x/y axis, independent/dependent variable, function, mathematical models | Scatter plot, x/y axis, independent/dependent variable, function, mathematical models |
| Differentiation/Modifications | \*Individual learning\*Problem-solving strategies\*SpEd Accommodated check Up 1Technology | \*Whole group and individual learning\*Modeling\*Manipulatives\*Partner (talk/predict/share with group) \*Technology (CMP3 Dashboard\*Problem-solving strategies | \*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/A-B Partner\*Technology\*SpEd Accommodated Worksheet  |
| Activity/Exit Ticket/Assignment | Check Up 1; Google Classroom | Problem 2.1 p31-32 A-B2 Lab Sheet 2.1 A-B | Problem 2.1 p.32 B3-C | Application 1-3, p45 Accom SpEd, Lab sheet 2ACE  | Application 1-3, p45 Accom SpEd, Lab sheet 2ACE |

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