Mrs. Gawlik 8th Grade Math October 21-25, 2019

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|  | Monday 10-21 | Tuesday 10-22 | Wednesday 10-23 | Thursday 10-24 | Friday 10-25 |
| Text: Thinking with Mathematical Models | Guest Teacher  Slope and y-intercept Task cards | Begin 2.3-Tree Top Fun-Equations for linear functions p38-40 A-C | Team Building Day | Finish Task Card Lesson | Finish 2.3-Tree Top Fun-Equations for linear functions p38-40 D-E |
| CCSS | 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.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 linear functions by finding the slope and y-intercept (8.F.B.4) from a graph, table, and two points with 70% accuracy. | Understanding of linear functions by finding the slope (m) and y-intercept (b) from a table and a graph (8.F.B.4) with 70% accuracy. |  | Understanding of linear functions by finding the slope and y-intercept from a graph, table, and two points (8.F.B.4) with 70% accuracy. | Understanding of linear functions by finding the slope (m) and y-intercept (b) from an equation (8.F.B.4) with 70% 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 about slope and y-intercept using task cards with 70% accuracy. | Write to answer questions linear functions using a table with 70% accuracy. | . | Write to answer questions about slope and y-intercept using task cards with 70% accuracy. | Write to answer questions linear functions using an equation 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 | 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 | \*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 17  Slope and y-intercept Task cards | Warm up 18  2.3-Tree Top Fun-Equations for linear functions p38-40 A-C | Team Building Activities | Warm Up 19  Finish Task Card Lesson | Warm Up 20  2.3-Tree Top Fun-Equations for linear functions p38-40 D-E |