Mrs. Gawlik 8th Grade Math October 7-11, 2019

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|  | Monday 10-7 | Tuesday 10-8 | Wednesday 10-9 | Thursday 10-10 | Friday 10-11 |
| Text: Thinking with Mathematical Models | Begin Investigation 2-Linear Models and Equations Problem 2.1 Modeling Linear Data Patterns p31-32 B3-C | Formative AssessmentApplication Questions 1-3 p45 | Vocabulary | Writing Equations FoldableScissors, gluePrinted foldable activityGuided Note Intro to Investigation 2.2 | Begin Invest 2.2 Linear Models and Equations Up and Down the Staircase-Exploring Slope p36-37 A-B3 |
| CCSS | 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. | CCSS-Vocabulary | 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. |
| Content Objective(Student Will Demonstrate…) | Understanding of linear models by constructing a graph from a data table and drawing a line of best fit (8. SP.A.2) that represents the data with (assess by observation). | Understanding of linear functions by drawing and assessing the line of best fit on a graph from a set of data (8. SP.A.2) with 80% accuracy. | Understanding of vocabulary used within the text by completing a graphic organizer with 80% accuracy | Understanding of writing equations8. (SP.A.3) by completing a foldable and a guided note activity.No assessment since this is a guided note preprinted learning activity  | 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. |
| 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 explain linear functions and the line of best fit using a set of data from a table (assess by observation). | Read and write to explain linear functions and the line of best fit using a set of data from a table with 80% accuracy | Write to define vocabulary fill out a using a graphic organizer with 80% accuracy. | Write to explain the four ways to write equations using a foldable and guided note activity.  | Orally discuss with A/B partner and write to answer questions for linear functions from graphs and tables using the equation y=mx+b. |
| 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\*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 8Problem 2.1 Modeling Linear Data Patterns p31-32 B3-C | Warm Up 9Application Questions 1-3 p45 | Warm Up 10Vocabulary | Warm Up 11Writing Equations Foldable | Warm Up 12p36-37 A-B3 |