Mrs. Gawlik 8th Grade Math October 8-12, 2018

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|  | Monday 10-8 | Tuesday 10-9 | Wednesday 10-10 | Thursday 10-11 | Friday 10-12 |
| Text: Thinking with Mathematical Models | Continue Formative Assessment  Application Questions 1-3 | Writing Equations Foldable  Scissors, glue  Printed foldable activity  Guided 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 | Continue Invest. 2.2 Linear Models and Equations Up and Down the Staircase-Exploring Slope p37 C-E | Formative Assessment  Application Questions 2.2 p 47-48 #6-8 |
| 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 | 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.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 functions (8.SPA.2) by drawing and assessing the line of best fit on a graph from a set of data with 75% accuracy. | Understanding of writing equations 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 with 70% accuracy. | Understanding of slope and y-intercept in the equation y=mx+b by finding slope from two points 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 with 80% 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 explain linear functions using the line of best fit from a set of graphs. | Write to explain the four ways to write equations using a foldable and guided note activity.  Write to define vocabulary using guided notes.  SpEd write in examples. | 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 |
| Vocabulary | Scatter plot, x/y axis, independent/dependent variable | Scatter plot, x/y axis, independent/dependent variable, function, mathematical models, y-intercept, slope | Scatter plot, x/y axis, independent/dependent variable, function, mathematical model, y-intercept, slope s | 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 | \*Whole group and individual learning  \*Modeling  \*Partner (talk/predict/share with group)  \*Problem-solving strategies | \*Individual learning/A-B Partner  \*SpEd Accommodated Worksheet | \*Individual learning/A-B Partner  \*SpEd Accommodated Worksheet |
| 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 | Foldable and Guided note cloze-reading activity over p34 Investigation 2.2 | Students will orally discuss with A/B partner, the equations for A-B p36; regroup for whole group discussion  Lab sheet 2.2A  Lab sheet 2.2B | Students will orally discuss with A/B partner, the slope of the line for C p37; regroup for whole group discussion  Stem: The slope of a horizontal line is\_\_\_\_\_\_\_\_?  The slope of a vertical line is? \_\_\_\_\_\_\_\_ | Application questions 6-8 p47-48  Lab sheet 2 ACE #6; #8 |

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