Mrs. Gawlik/Mr. Anderson 8th Grade Math December 3-7, 2018

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|  | Monday 12-3 | Tuesday 12-4 | Wednesday 12-5 | Thursday 12-6 | Friday 12-7 |
| Text: Thinking with Mathematical Models | Continue Problem 3.3 p66 A-DPlanning a Field Trip-Finding Individual Cost | Applications 3.3 p71-72 #9; 11 | Begin Problem 3.4 p 68 A-D- Modeling Data Patterns; Applications 3.4 | Applications 3.4 #22-35 | Exact Path |
| CCSS | 8.F.A.2 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).   | 8.F.A.2 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).   | 8.F.A.1 Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output | 8.F.A.1 Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output |  |
| Content Objective(Student Will Demonstrate…) | Understanding of inverse relationships by comparing inverse variations with linear relationships.  | Understanding of inverse relationships by comparing inverse variations with linear relationships.  | Application of inverse variation by comparing inverse variation relationships with linear relationships. | Understanding of concepts in chapter 3 inverse variation by completing associated review questions. | Understanding of content specific NWEA R.I.T per individual learning goal by answering questions on Exact Path with 75% accuracy  |
| Language ObjectiveWIDA Accommodations(reading-follow along with teacher; writing-model teacher note-taking, answer questions; speaking- practice using math terminology and the English language. | Write to answer questions of inverse relationships using real world situations with 70% accuracy. | Write to answer questions of inverse relationships using real world situations with 80% accuracy. | Write to answer questions about inverse and linear relationships using tables and graphs with 75% accuracy. | Write to answer questions about concepts in chapter 3 using application questions 22-35 with 75% accuracy. | Read to answer questions for NWEA individual learning plan using Exact Path with 75% accuracy. |
| Vocabulary | Additive Inverse, Inverse Variation, multiplicative inverse  | Additive Inverse, Inverse Variation, multiplicative inverse  | Additive Inverse, Inverse Variation, multiplicative inverse  | Additive Inverse, Inverse Variation, multiplicative inverse | Additive Inverse, Inverse Variation, multiplicative inverse  |
| Differentiation/Modifications | \*Whole group and individual learning\*Modeling\*Manipulatives\*Partner (talk/predict/share with group) \*Problem-solving strategiesSp Ed Accommodated worksheet  | \*Whole group and individual learning\*Modeling\*Manipulatives\*Partner (talk/predict/share with group) \*Problem-solving strategiesSp Ed Accommodated worksheet  | \*Whole group and individual learning\*Modeling\*Manipulatives\*Partner (talk/predict/share with group) \*Problem-solving strategiesSp Ed Accommodated worksheet  | \*Whole group and individual learning\*Modeling\*Manipulatives\*Partner (talk/predict/share with group) \*Problem-solving strategiesSp Ed Accommodated worksheet  | \*Individual learning\*Technology |
| Activity/Exit Ticket/Assignment | Problem 3.3 p66 A-D Summative Assessment based on group/individual discussion/feedback, walk around the room | Applications 3.3 p71-72 #9;11 (SpEd #9)Formative Assessment | Problem 3.4 p 68 A-DSummative Assessment based on group/individual discussion/feedback, walk around the room | Applications 3.4 #22-35Formative Assessment | Exact Path Individual student progress based on Individual NWEA goal.Scores evaluated by teacher after each practice session. |

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