Mrs. Gawlik 8th Grade Math September 16-20, 2019

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|  | Monday 9-16 | Tuesday 9-17 | Wednesday 9-18 | Thursday 9-19 | Friday 9-20 |
| Text: Thinking with Mathematical Models | Review Graphing Calculator ActivityBegin TWMM Models-Investigation 1-Exploring Data Patterns: Bridge Thickness and Strength p7-9 | Reading in Math | TWMM Models-Investigation 1-Exploring Data Patterns: 1.1 Bridge Thickness and Strength Experiment **Assessment** Application Question 2 p16 | Cont. TWMM Models-Investigation 1-Exploring Data Patterns: 1.2 Bridge Length and Strength Application 1 p15 A-D | Begin TWMM Models-Investigation 1-Exploring Data Patterns: 1.3 Custom Construction Parts Problem 1.3 A-D |
| CCSS | 8.SP.A.1 Construct and 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. | • MP.1: Make sense of problems and persevere in solving them.• MP.2: Reason abstractly and quantitatively.• MP.6: Attend to precision. | 8.SP.A.1 Construct and 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.1 Construct and 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.F.A.5 Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally. |
| Content Objective(Student Will Demonstrate…) | Review by recalling from prior knowledge how to make a scatter plot, know x and y axis, know the difference between independent and dependent variable  | Understand the scenario that is beingpresented and determining a logical answer by eliminating illogical choices. | Construct a scatter plot and explain if the relationship is linear or nonlinear by examining a data table with 70% accuracy. | Construct a scatter plot and describe if the relationship is linear or nonlinear by examining a data table with 75% accuracy. | Understanding of the relationship between two quantities by describing differences in patterns of change |
| 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. | Orally explain to group how to make a scatter plot, know x and y axis, know the difference between independent and dependent variable using data from bridge activity with 80% accuracy. | Read with a partner to interpret the scenario that is beingpresented and to determine a logical answer and eliminate using real-world scenarios. | Read and write to answer questions about bridge length and breaking weight, linear and nonlinear association and make predictions using ACE 2 p. 16 | Read and write to answer questions about distance and weight, linear and nonlinear association and make predictions using Application 1 p. 15 | Read and write to solve and explain patterns of change using two graphs. |
| Vocabulary | Scatter plot, x/y axis, independent/dependent variable | Scatter plot, x/y axis, independent/dependent variable | Scatter plot, x/y axis, independent/dependent variable | Scatter plot, x/y axis, independent/dependent variable | Scatter plot, x/y axis, independent/dependent variable |
| 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 | Classroom rules and procedures | Classroom rules and procedures | Classroom rules and proceduresACE 2 p. 16 | Application 1 p15 | Problem 1.3 A-B2 |