Mrs. Gawlik 8th Grade Math September 23-27, 2019

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|  | Monday 9-23 | Tuesday 9-24 | Wednesday 9-25 | Thursday 9-26 | Friday 9-27 |
| Text: Thinking with Mathematical Models | Begin Investigation 1.2-Bridge Length and Strength p10-11 | Cont. Investigation 1-Exploring Data Patterns: 1.2 Bridge Length and Strength Application 1 p15 A-D | Begin Investigation 1.3 Exploring Data Patterns: Custom Construction Parts Problem 1.3 p12-14 A-B | Half-Day (hour 1)Reading in Math | Cont. Exploring Data Patterns: 1.3 Custom Construction Parts Problem 1.3 B-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. | 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. | • MP.1: Make sense of problems and persevere in solving them.• MP.2: Reason abstractly and quantitatively.• MP.6: Attend to precision. | 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…) | Construct a scatter plot and describe the relationship between bridge length (8. SP.A.1) and strength by examining a scatter plot 75% accuracy. | Construct a scatter plot and describe the relationship between distance and weight (8. SP.A.1) by examining a scatter plot with 3 out of 4 correct. | Understanding of the relationship between two quantities by describing differences in patterns of change (8.F.A.5) with a partner. | Understanding of the scenario and (MP.1-2; 6) determine a logical answer by eliminating illogical choices with a partner. | Understanding of the relationship between two quantities by describing differences in patterns of change (8.F.A.5) with a 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. | Write to explain the relationship between bridge length and strength using a scatter plot with 75% accuracy. | Write to answer questions about distance and weight, linear and nonlinear association and make predictions using Application 1 p. 15 with 3 out of 4 correct. | Write to explain patterns of change using two graphs with 75% accuracy. | Read with a partner to interpret the scenario that is beingpresented and to determine a logical answer and eliminate illogical choices using real-world scenarios. | Write to explain patterns of change using two graphs with 80% accuracy. |
| 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\*Partner think-pair-share  | \*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 | \*Modeling\*Manipulatives\*Problem-solving strategies\*Whole group and individual learning\*Partner think-pair-share  |
| Activity/Exit Ticket/Assignment | Investigation 1.2-Bridge Length and Strength p10-11 | 1.2 Bridge Length and Strength Application 1 p15 A-D | Custom Construction Parts Problem 1.3 p12-14 A-B | Reading in Math | 1.3 Custom Construction Parts Problem 1.3 p12-14 B-D |