Mrs. Gawlik 8th Grade Math September 30-October 4, 2019

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|  | Monday 9-30 | Tuesday 10-1 | Wednesday 10-2 | Thursday 10-3 | Friday 10-4 |
| Text: Thinking with Mathematical Models | Applications 1.3 p16-17 #3-4 | Begin Investigation 2-Linear Models and Equations Problem 2.1 Modeling Linear Data Patterns p31-32 A-B2 | TWMM Models-Investigation 1 Quiz  | Begin Investigation 2-Linear Models and Equations Problem 2.1 Modeling Linear Data Patterns p31-32 B3-C | Formative AssessmentApplication Questions 1-3 p45 |
| CCSS | 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. | 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.1 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.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. |
| Content Objective(Student Will Demonstrate…) | Understanding of the relationship between two quantities by describing differences in patterns of change (8.F.A.5) with 80% accuracy. | Understanding of linear functions (8. SP.A.2) by drawing the line of best fit on a graph from a set of data (assess by observation). | Understanding of linear and nonlinear relationships by completing a table to determining which scatter plot matches the data (8. SP.A.1) with 80% accuracy. | 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. |
| 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 patterns of change using applications #3-4 with 80% accuracy.  | Read and write to explain linear functions using the line of best fit from a set of data (assess by observation). | Read and write to fill out a table and answer questions to determine if the relationship is linear or nonlinear using Check Up 1 with 80% accuracy. | 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 |
| 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 3Applications 1.3 p16-17 #3-4 | Warm Up 4Problem 2.1 Modeling Linear Data Patterns p31-32 A-B2 | Warm Up 5Investigation 1 Quiz | Warm Up 6Problem 2.1 Modeling Linear Data Patterns p31-32 B3-C | Warm Up 7Application Questions 1-3 p45 |