Susanna Gawlik Lesson Plans Supplemental Math-Grade 8 Week of January 11-15, 2016

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|  | Monday 1-11 | Tuesday 1-12 | Wednesday 1-13 | Thursday 1-14 | Friday 1-15 |
| Learning Target  CCSS/MAS | I can demonstrate comprehension of slope (8.SP.3) by using a linear model. | I can demonstrate comprehension of the y-intercept (8.SP.3) of given data by using a linear model. | I can demonstrate application of slope and y-intercept by writing an equation for bivariate measurement data in slope intercept form (8.SP.3). | I can demonstrate application of slope and y-intercept by writing an equation for bivariate measurement data in slope intercept form (8.SP.3). | I can demonstrate understanding for solving equations (8.EE) using front row web-based math practice. |
| Language Objective | TSW listen, speak, read and write to demonstrate comprehension of slope (8.SP.3) using a linear model based on an inquiry-based Front Row lesson. | TSW listen, speak, read and write to demonstrate comprehension of the y-intercept (8.SP.3) of given data using a linear model based on an inquiry-based Front Row lesson. | TSW listen, speak, read and write to demonstrate comprehension of slope and the y-intercept by writing an equation for bivariate measurement data in slope intercept form (8.SP.3) using a linear model based on an inquiry-based Front Row lesson. | TSW listen, speak, read and write to demonstrate comprehension of slope and the y-intercept by writing an equation for bivariate measurement data in slope intercept form (8.SP.3) using a linear model based on an inquiry-based Front Row lesson. | TSW read and write to demonstrate understanding for solving equations (8.EE) using front row web-based math practice. |
| Assessment | Group, partner and individual responses to inquiry based worksheet. | Group, partner and individual responses to inquiry based worksheet. | Group, partner and individual responses to inquiry based worksheet. | Group, partner and individual responses to inquiry based worksheet. | Web-based Assessment Progression of levels |
| Accommodations | Calculators, teacher assistance, large groups and AB partners | Calculators, teacher assistance, large groups and AB partners | Calculators, teacher assistance, large groups and AB partners | Calculators, teacher assistance, large groups and AB partners | Questions based on student’s level from Diagnostic Test |
| Vocabulary | Slope, y-intercept, increase, decease, correlation, genetically modified organism (GMO) | Slope, y-intercept, increase, decease, correlation, genetically modified organism (GMO) | Slope, y-intercept, increase, decease, correlation, genetically modified organism (GMO) | Slope, y-intercept, increase, decease, correlation, genetically modified organism (GMO) | Quotient, difference, ratio, less than variable, inequality, greater than, less than, equal to, Equation, explain, variable, coefficient |
| Exit Stem | I agree with \_\_\_\_ because \_\_\_\_\_\_\_.  I solved it differently than \_\_\_\_ because \_\_\_\_\_\_\_.  The way that \_\_\_\_ explained the solution caused me to change my thinking because \_\_\_\_\_\_. | I agree with \_\_\_\_ because \_\_\_\_\_\_\_.  I solved it differently than \_\_\_\_ because \_\_\_\_\_\_\_.  The way that \_\_\_\_ explained the solution caused me to change my thinking because \_\_\_\_\_\_. | I agree with \_\_\_\_ because \_\_\_\_\_\_\_.  I solved it differently than \_\_\_\_ because \_\_\_\_\_\_\_.  The way that \_\_\_\_ explained the solution caused me to change my thinking because \_\_\_\_\_\_. | I agree with \_\_\_\_ because \_\_\_\_\_\_\_.  I solved it differently than \_\_\_\_ because \_\_\_\_\_\_\_.  The way that \_\_\_\_ explained the solution caused me to change my thinking because \_\_\_\_\_\_. |  |

Lesson plans can change at any time by the discretion of the teacher.