Susanna Gawlik Lesson Plans Supplemental Math-Grade 8 Week of January 18-22, 2016

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|  | Monday 1-18 | Tuesday 1-19 | Wednesday 1-20 | Thursday 1-21 | Friday 1-22 (half-day) |
| Learning Target  CCSS/MAS | I can demonstrate application of slope and y-intercept by writing an equation for bivariate measurement data in slope intercept form (8.SP.3). | TSC demonstrate knowledge of bivariate data (8.SP.A) to complete a pretest. | TSC demonstrate comprehension by identifying a function (8.F.1) as a rule that assigns exactly one output to each input | TSC demonstrate application of identifying an ordered pair consisting of one input and the corresponding output on a graph (8.F.1) | 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 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 knowledge of bivariate data (8.SP.A) using an exit test. | TSW listen, speak, read and write to identify a function (8.F.1) as a rule that assigns exactly one output to each input using information from an inquiry based lesson. | Students will be able to identify an ordered pair consisting of one input and the corresponding output on a graph (8.F.1) | 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. | Scatter Plots and bivariate data exit test | 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 | Two-step equation-teacher guided practice | 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) | Bivariate, positive trend, negative trend, scatter plot, line of best fit | Input, output, function |  | 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 \_\_\_\_\_\_. |  |

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