

AGI Day	Regal Coller In Class	Week of: 10-10-16 Assignments
<p><b>Monday</b> <b>10-10</b></p>	<p><b>Focus Question: (Learning Target)</b> How do you write an equation for a linear function if you are given a graph, a table, or two-points?</p> <p><b>Assessment FOR Learning:</b> <b>Performance Tasks:</b> <b>TWMM Problem 2.2 (p.34-37 A-E)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Vocabulary: y-intercept, slope</li> <li><input type="checkbox"/> Foldable notes--Finding Equations for Linear Functions</li> <li><input type="checkbox"/> Complete all portions of the problem. Use your spiral notebook.</li> <li><input type="checkbox"/> Finish Summative Assessment (if necessary)</li> </ul> <p><b>Reflection Questions:</b></p> <ol style="list-style-type: none"> <li>1. How do you write an equation when given a graph?</li> <li>2. How do you write an equation when given a data table?</li> <li>3. How do you find the slope when given two points on a line?</li> </ol>	<p>Complete any work not completed in class. (Due W)</p> <p><b>Homework due Wednesday:</b> Pages 47-48 #6-8 Page 55 #57</p>
<p><b>Wednesday</b> <b>10-12</b></p>	<p><b>Focus Question: (Learning Target)</b> How can you find a linear function that is a good model for a set of data and then measure the accuracy of the model with residuals?</p> <p><b>Assessment FOR Learning:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Correct homework</li> </ul> <p><b>Performance Tasks:</b> <b>TWMM Problem 2.1 (p.31-33 A-C)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Vocabulary: function, residuals, mathematical models (review)</li> <li><input type="checkbox"/> (Use Labsheets 2.1A and 2.1B)</li> <li><input type="checkbox"/> Work on CER #34 if time permits</li> </ul> <p><b>Reflection Questions:</b></p> <ol style="list-style-type: none"> <li>1. Do ALL points on a scatter plot need to line up perfectly to be expressed as a linear relationship with an equation? Explain.</li> <li>2. How can you find a linear function that is a good model for a set of data?</li> </ol>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Complete any work not completed in class.</li> <li><input type="checkbox"/> <b>Homework due Tuesday, 10/18:</b></li> <li><input type="checkbox"/> Page 45 #1-3</li> <li><input type="checkbox"/> Page 52 #35-36</li> <li><input type="checkbox"/> *Need Labsheet 2ACE for problem #3Due Tues, 10/18)</li> </ul>
<p><b>Friday</b> <b>10-14</b></p>	<p><b>Focus Question: (Learning Target) How can you determine the probability of an event occurring?</b></p> <p><b>Performance Task:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Talk Like a Pirate Activity</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Have a great weekend!</li> <li><input type="checkbox"/> Go Priates!</li> </ul>

Mrs. RC's Website: <http://www.pinckneymich.com/>

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To access digital resources (after your data has been uploaded by Mrs. RC):

- <http://MyMathUniverse/CMP3>
- Video resources do not require login.
- ACTIVEBook digital text requires login to "Student Place."  
For most students this is your usual username; password is D followed by your lunch account number (no space between the uppercase D and the number)

**Math Standards:**

**8.F.B.5** Describe qualitatively the functional relationship between two quantities by analyzing a graph. (Where does the graph increase or decrease, is it linear or nonlinear) Sketch a graph that exhibits the qualitative features of a function that has been described verbally.

**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.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.F.A.3** Interpret the equation  $y = mx + b$  as defining a linear function, whose graph is a straight line; give examples of functions that are not linear.

**8.F.B.5** Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two  $(x, y)$  values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.

**Math Practices:**

5. Use appropriate tools strategically
6. Attend to precision

**Success Criteria:**

- Students can explain how to find a linear function that is a good model for a set of data.
- Students can describe how to write an equation for a best fit line on a scatterplot.
- Students can describe how to write an equation when given a data table.
- Students can describe how to find slope when given two points on a line.