

AGI

Regal Coller

Week of 11-7-16 (Q2, W1)

Date:	Classwork:	Homework:
<p><b>Monday</b> 11-7</p> <p><b>See All Classes</b></p>	<p><b>Focus Question: (Learning Target)</b> How do you use first differences and scatterplots to determine the types of relationships that exist between a single set of independent variable and multiple sets of dependent variables?</p> <p><b>Performance Task(s):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> CER #34 Gallery Walk</li> <li><input type="checkbox"/> Silence--Note your questions.</li> <li><input type="checkbox"/> confusion/wondering, and feedback in your notebook.</li> <li><input type="checkbox"/> Small group share--Share out</li> </ul>	<p><b>No new assignments.</b></p> <p><b>Required assignment:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Complete the GoogleForm End of Quarter Self-Assessment and Reflection if you have not yet done so. The link was sent to you via email last week.</li> </ul>
<p><b>Tuesday</b> 11-8</p>	<p><b>NO SCHOOL--Election Day</b></p>	
<p><b>Thursday</b> 11-10</p> <p><b>Block Class</b></p> <p>Math vocabulary resource for Problem 3.1: <a href="https://www.mathsisfun.com/numbers/inverse.html">https://www.mathsisfun.com/numbers/inverse.html</a></p> <p><b>Additional web resources for today's topic on page 2 of this agenda.</b></p>	<p><b>Focus Question: (Learning Target)</b> How are inverse variations represented in situations, tables, graphs and equations?</p> <p><b>Performance Tasks:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Warm-up TWMM 3.1 (p. 61-62, A-C)</li> <li><input type="checkbox"/> Vocabulary: additive inverse, multiplicative inverse</li> </ul> <p><b>TWMM Problem 3.2 (p. 63-65, A-C)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Launch video</li> <li><input type="checkbox"/> <b>Explore: Problem 3.2--Work with your partner. There are worksheet packets and graph paper for you to use to complete your exploration.</b></li> <li><input type="checkbox"/> Summarize 3.2 as a class</li> <li><input type="checkbox"/> <b>Reflection</b>--Write your detailed answer to the following questions: <ol style="list-style-type: none"> <li>1. In an inverse variation, how does the value of one variable change as the value of the other changes?</li> <li>2. How is that pattern of change shown in a table and in a graph?</li> <li>3. Which equation(s) show how the two variables are related?</li> <li>4. How is an inverse variation pattern shown in a table of values?</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Finish any work not completed in class. (Due Friday)</b></li> <li><input type="checkbox"/> <b>TWMM Investigations 1 &amp; 2 Test Corrections--required of all students. (Due Tues)</b></li> <li><input type="checkbox"/> <b>Investigation 3 ACE #1-8, 10, 45-47. The assignment begins on page 69. (Due Tues.)</b></li> </ul>
<p><b>Friday</b> 11-11</p> <p><b>Veteran's</b></p>	<p><b>Focus Question: (Learning Target)</b> What patterns do you look for to determine if there is a direct or inverse relationship?</p> <p><b>Performance Task:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Compare and Contrast: Double Bubble Chart</li> <li><input type="checkbox"/> Direct vs. Inverse Variations Stations</li> </ul>	<p><b>Required assignment:</b> None - catch up on work from the week if you have anything missing.</p>

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

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**Math Standards:**

**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** Describe qualitatively the functional relationship between two quantities by analyzing a graph. Sketch a graph that exhibits the qualitative features of a function that has been described verbally.

**8.EE.B.5** Graph proportional relationships, interpreting the unit rate as the slope of a graph. Compare two different proportional relationships represented in different ways. For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.

**Math Practices:**

Look for and make use of structure.

Look for and express regularity in repeated reasoning.

**Success Criteria:**

- Students can identify an inverse variation.
- Students can find the constant (k) in an inverse variation.
- Students can write an equation for an inverse variation.

**Online Textbook Link:** <http://mymathuniverse.com/cmp3>

Click "Log in to Student Place"

Enter Username: lasfir21

Password: D2001\_ \_ \_ \_

**Additional Web Resources:**

- [http://www.mathwords.com/i/inverse\\_variation.htm](http://www.mathwords.com/i/inverse_variation.htm)
- <http://www.regentsprep.org/regents/math/algtrig/ate7/inverse%20variation.htm>
- <https://www.khanacademy.org/math/algebra2/rational-expressions-equations-and-functions/direct-and-inverse-variation/v/direct-and-inverse-variation>
- <http://www.sparknotes.com/math/algebra1/variation/section2.rhtml>

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