

Pathfinder Algebra 8th**Regal Coller****Week of 9-26-16**

| Day | In Class | Assignments |
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| Monday/ Tuesday 9/26-9/27 | <p>Focus Question: How can algebra tiles help you model and solve one- and two-step equations?</p> <p><u>Assessment FOR Learning:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Collect information to allow access to digital math text resources (link send via email) <p><u>TWMM Modeling and Solving Equations</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Vocabulary--spiral notebook <input type="checkbox"/> Working with Algebra Tiles--Demonstration of hands-on and virtual options <input type="checkbox"/> Modeling and Solving One- and Two-Step Equations with Algebra Tiles assignment (WS). Virtual Algebra Tiles <input type="checkbox"/> You must check in and show this COMPLETED assignment to the teacher BEFORE you go to the next assignment. <input type="checkbox"/> One- and Two-Step Notes <input type="checkbox"/> Pencil Card Problems Stations tasks--Work with the color of pencil cards you have been assigned. <input type="checkbox"/> Show all work. <input type="checkbox"/> Get approval to check your solutions. <input type="checkbox"/> Make corrections for your mistakes. <input type="checkbox"/> Finish p. 26 #35 <input type="checkbox"/> Check and make corrections to your homework. <p><u>Reflection Questions:</u></p> <ol style="list-style-type: none"> 1. Write directions to explain how algebra tiles work. 2. How are one- and two-step equations the alike? Be specific. 3. How are one- and two-step equations different? Be specific. | <ul style="list-style-type: none"> <input type="checkbox"/> Complete any work not completed in class. (Due W/Th) |
| Wednesday/ Thursday 9/28-9/29 | <p>Focus Question: How would you describe the relationship between bridge strength and bridge length?</p> <p><u>Assessment FOR Learning:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Feedback & corrections to your 9-19-16 reflection <input type="checkbox"/> MathXLforSchool enrollment <p><u>TWMM Problem 1.2 (p. 10-11 A-D)</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Launch: More about bridges & noise in data <input type="checkbox"/> Explore: Problem 1.2--Work with your seat partner. <input type="checkbox"/> Summarize as a class <input type="checkbox"/> Vocabulary (back of agenda) <p><u>Reflection Questions:</u></p> <ol style="list-style-type: none"> 1. Compare and contrast graphs from 1.1 and 1.2 2. How can you tell from your data table whether the graph of the data will be linear or not? 2. What would it mean in this situation if the your data points were on or below the x-axis? 3. Would that make sense? Why or why not? | <ul style="list-style-type: none"> <input type="checkbox"/> Complete any work not completed in class. (Due Fri) <input type="checkbox"/> Required ACE assignment (Due Mon/Tues): <ul style="list-style-type: none"> p. 15 #1 p. 20 #9 p. 22-23 #14-26 <p>Extension-- optional p. 25 #33</p> |

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

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| Friday 9/30 | Focus Question: How well can you solve equations and show work independently? <u>Assessment FOR Learning:</u> <ul style="list-style-type: none"><input type="checkbox"/> Complete the MathXLforSchool assignment. Show work on the worksheet provided.<input type="checkbox"/> Complete your weekly reflection sent via Googleform link to your email.<input type="checkbox"/> If the link does not work, restart your computer and make sure you are signed in to Chrome. | <ul style="list-style-type: none"><input type="checkbox"/> Complete any work not completed in class. (Due M/Tu)<input type="checkbox"/> Have a great weekend! |
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[Coordinate Grapher](#) (use first quadrant instead of full plane)

[Data and Graphs](#) (label the column headers correctly)

Virtual Algebra Tiles http://media.mivu.org/mvu_pd/a4a/homework/applets_expressions.html

Problem 1.2 Lab Supplies

- two geoboards of the same thickness (keep covers on them)
- small paper cup
- approx. 50 pennies per group
- 11×4.25-inch strips of paper--measure and cut to lengths indicated (4,6,8,9, & 11 inches)
- graph paper (one per person)
- spiral notebook
- rulers (one per person)
- scissors (one per person)

All graphs should have:

- axis labels (with units)
- origin
- consistent intervals
- descriptive title
- correctly placed data points

Do NOT break your intervals on your axes.

Vocabulary (Term + Information/Definition + Example)

Monday/Tuesday Expressions and Equations

- Expression
- Equation
- Inverse operations
- Zero pairs

Wednesday/Thursday Problem 1.2--

- Noise and signals in data (defined and discussed in class)
- Non-linear relationship

Math Content Standards:

8.EE.7b Solve multi-step equations involving a single variable.

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.F.B.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.

Math Practice Standards:

2. Reason abstractly and quantitatively.
4. Model with mathematics.
6. Attend to precision.
7. Look for a make use of structure.