

## Pathfinder Algebra 8th

## Regal Coller

## Week of 11-14-16 (Q2, W2)

Date:	Classwork:	Homework:
<p><b>Monday/Tuesday</b></p> <p><b>11-14/11-15</b></p> <p><b>Block Classes</b></p>	<p><b>Focus Question: (Learning Target)</b> How does the cost per person change if a fixed total cost is split among an increasing number of individual payers?</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Correct homework</li> <li><input type="checkbox"/> Turn in TWMM Inv. 1 &amp; 2 Test corrections</li> </ul> <p><b>Performance Tasks:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Double-bubble compare/contrast: Inverse variation and direct variation</li> <li><input type="checkbox"/> Vocabulary: Inverse variation and direct variation</li> </ul> <p><b>TWMM Problem 3.3</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Pages 66-67, Problem 3.3 A-D</li> <li><input type="checkbox"/> Additional Review Investigation 3 worksheet</li> </ul> <p><b>Reflection Question:</b></p> <ol style="list-style-type: none"> <li>1. How does the cost per person change if a fixed total cost is split among an increasing number of individual payers?</li> </ol>	<p><b>Homework due Wednesday</b></p> <p><b>Required--Complete any work not completed in class.</b></p> <p><b>Required assignment:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Page 71 #9</li> <li><input type="checkbox"/> Page 72 #11</li> <li><input type="checkbox"/> Pages 74-75 #33-36</li> <li><input type="checkbox"/> Page 76 #41</li> </ul> <p><b>Extension: (if you choose)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Page 75 #37</li> <li><input type="checkbox"/> Page 77 #42</li> <li><input type="checkbox"/> Page 78 #46-50</li> </ul>
<p><b>Wednesday</b></p> <p><b>11-16</b></p> <p><b>See All Classes</b></p> <p>Conferences 5-8 pm</p>	<p><b>Focus Question: (Learning Target)</b> What pattern in a table or graph of data suggests an inverse variation model? What strategies can you use to find an equation model for that kind of function?</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Correct homework</li> </ul> <p><b>Performance Tasks:</b></p> <p><b>TWMM Problem 3.4</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Pages 68, Problem 3.4 A-D</li> </ul> <p><b>Reflection Questions:</b></p> <ol style="list-style-type: none"> <li>1. What pattern in a table or graph of data suggests an inverse variation model?</li> <li>2. What strategies can you use to find an equation model for that kind of function?</li> </ol>	<p><b>Homework due next class.</b></p> <p><b>Required--Complete any work not completed in class.</b></p> <p><b>Required assignment:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Page 74 #22-27</li> <li><input type="checkbox"/> Page 77 #42</li> </ul> <p><b>Extension: (if you choose)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Page 78 #46-50</li> </ul>
<p><b>Thursday/Friday</b></p> <p><b>11-17/11-18</b></p> <p><b>Block Classes</b></p> <p>Thursday- Conferences 2-4 pm</p>	<p><b>Focus Question: (Learning Target)</b> What pattern in a table or graph of data suggests an inverse variation model?</p> <p><b>Performance Task:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Check up for Use Investigation 3 (#1 a-f only) - Complete by yourself. Correct and discuss in class.</li> <li><input type="checkbox"/> Inverse/Direct Variation Maze worksheet - you must <b>EXPLAIN on lined paper</b> why you choose inverse, direct, or neither. Staple your explanations to your worksheet.</li> </ul>	<p><b>Homework due next class.</b></p> <p><b>Required assignment:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Complete any work not finished in class.</li> </ul>

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**Math Standards:**

**8.F.A.1** Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.

**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.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 associations, linear association, and nonlinear association.

**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.
- Students can distinguish between a situation with a linear relationship and one with an inverse relationship.

**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>

**TURN OVER**