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| **Date** | **Standard/Objective** | **Activities** | **Quick Assessment** | **Modifications** | **Homework** |
| Monday  4/16 | 8.EE.6  I can graph a linear equation in standard form by changing the equation to slope-intercept form and also by finding x- and y-intercepts. | \*Daily Math Problem  \*Address any questions/concerns on Crosswalk Coach Worksheet 93/94  \*Collect worksheet  \*Begin 4.5 Graphing Linear Equations in Standard Form  \*Notes and discussion of example 1 from Big Ideas Text page 174,  focusing on graphing a linear equation in standard form by changing the  equation in slope-intercept form  \*As a class, practice #5-13 on page 176  \*If time allows, introduce graphing a linear equation in standard form by  finding x- and y-intercepts  \*Discuss example 2 on page 175 along with problems under “On Your  Own”  \*Group work on 5.5 Practice form G/K  \*Allow groups to present problems and solutions to classmates  \*Recap of today’s key concepts, complete exit slip, and begin correcting  and discussing with students possible errors made | Exit Ticket: Big Ideas Text page 174 “Extra Example” #1 | Select problems from 4.5 Record and Practice Journal  Small group instruction/re teaching of setting up an equation to solve in order to find x- and y-intercepts along with graphing once the intercepts are found | Activity 4.5 Warm-Up |
| Tuesday  4/17 | 8.EE.6  I can graph a linear equation in standard form by changing the equation to slope-intercept form and also by finding x- and y-intercepts. | \*Daily Math Problem  \*Review/re teach finding x-and y-intercepts and using these to graph a  linear equation  \*Finish discussion/presentation of problems form 5.5 Practice Form G/K  \*Briefly discuss 4.5 Warm-Up  \*As a class, complete 4.5 Practice A  \*Group work on 4.5 Puzzle Time/8.7 Practice  \*Groups may work on Brain Teaser, once finished | Exit Ticket: Big Ideas text page 175 “Extra Example” #2 | 5.5 Re Teaching | 4.5 Puzzle Time/8.7 Practice |
| Wednesday  4/18 | 8.F.4  I can write an equation in slope-intercept form. | \*Daily Math Problem  \*Briefly review 4.5 Puzzle Time/8.7 Practice  \*Review/re teach graphing using intercepts, as needed  \*Begin 4.6 Writing equations in Slope-Intercept Form  \*Notes and discussion of examples 1/2 on Big Ideas Text pages 180/181,  focusing on identifying the slope of a line along with the y-intercept in  order to create an equation  \*As a class, practice “On Your Own” and Activity #1 on text page 178  \*Group work on Big Ideas Text page 182 | Exit Ticket: Big Ideas Text page 180 “Extra Example” #1a/b | Select problems from 4.6 Record and Practice Journal  Small group instruction/re teaching of lesson’s key concepts | Big Ideas Text page 180 |
| Thursday  4/19 | 8.F.4  I can write an equation in slope-intercept form. | \*Daily Math Problem  \*Check in and have students present equations from problems completed  on Big Ideas Text page 180  \*Introduce creating an equation when given two points  \*Demonstrate strategies to use with #13-15 on page 183, focusing on first  finding the slope and then finding the y-intercept  \*See additional problems on page 190 #12/13  \*As a class, complete 4.6 Practice  \*Independently complete 4.6 Puzzle Time #1-4 | Exit Ticket: Big Ideas Text page 181 “Extra Example” #2 | Finish 4.6 Record and Practice Journal | 4.6 Puzzle Time #1-4 |
| Friday  4/20 | 8.F.4  I can write an equation in slope-intercept form. | \*Daily Math Problem  \*Re teach creating an equation when given two ordered pairs, by first  determining the slope and then the y-intercept  \*Correct and discuss homework (4.6 Puzzle Time #1-4)  \*Continue to work on creating equations in slope-intercept form when  given two points by working in groups on the rest of 4.6 Puzzle Time  while others receive more one-on-one instruction  \*Once finished, complete Digits Lesson 5.6 | Exit Ticket: Big Ideas Text page 195 #24 | Grouping of students to complete 4.6 Puzzle Time  Small group instruction/re teaching of finding slope and y-intercept when given two points | 4.6 Puzzle Time  Or  Digits Lesson 5.6 |