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| **Date** | **Standard/Objective** | **Activities** | **Quick Assessment** | **Modifications** | **Homework** |
| Monday4/30 | 8.F.4I 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 TimeSmall group instruction/re teaching of finding slope and y-intercept when given two points | 4.6 Puzzle Time OrDigits Lesson 5.6 |
| Tuesday5/1 | 8.F.4I can create an equation using slope and a point.I can create an equation using two points. | \*Daily Math Problem\*Review/re teach, as needed, creating an equation in slope-intercept  form when given two ordered pair\*Check in, correct, and discuss homework (4.6 Puzzle Time or Digits  Lesson 5.6)\*Introduce point-slope form\*Compare and contrast slope-intercept form, standard form, and point-  slope form\*Notes, discussion, examples on Big Ideas Text pages 186/187, focusing  on creating an equation using slope and a point along with writing an  equation using two points\*As a class, practice “On Your Own” on pages 186/187 and page 188 #3- 17-odds\*Independently try page 188 #4-16-evens | Exit Ticket: Big Ideas Text page 186 “Extra Example” #1 | 4.7 Record and Practice JournalSmall group instruction/re teaching of key concepts while others work independently on assigned problems | Big Ideas Text page 188 #4-16-evens |
| Wednesday5/2 | 8.EE.5/8.EE.6/8.F.4I can identify the slope and y-intercept of a line.I can graph a linear equation.I can identify parallel and perpendicular lines.I can find the slope of a line when given a table of values.I can create an equation in slope-intercept form from a graph.I can create an equation in slope-intercept form of a line that passes through a given set of points.  | **NJHS Selection-Students will have a sub**\*Daily Math Problem\*Group work on Chapter 4 Practice Test, focusing on key concepts learned throughout the chapter so far  | Assess students as they are completing the assigned tasks in groups, questioning their answers and how they came up with the given solutions | Grouping of students to complete Chapter 4 Practice Test  | Chapter 4 Practice Test  |
| Thursday5/3 | 8.F.4I can create an equation using slope and a point.I can create an equation using two points. | \*Daily Math Problem\*Check in, correct, and briefly review Chapter 4 Practice Test from  yesterday\*Review/re teach creating an equation using a slope and a point in  addition to creating an equation using two points \*Check in, correct and discuss homework (Big Ideas Text page 188 #4-16- evens)\*As a class, complete 4.7 Practice B and then group students to complete Practice A | Exit Ticket: Big Ideas Text page 187 “Extra Example” #2 | Grouping of students to complete 4.7 Practice BSmall group instruction/re teaching of point-slope form | 4.7 Practice A |
| Friday5/4 | 8.F.4I can create an equation using slope and a point.I can create an equation using two points. | \*Daily Math Problem\*Correct 4.7 Practice A\*Re teach, as needed, creating an equation in slope-intercept form of a  line that passes through a given set of points\*Group work on 4.7 Puzzle Time/Brain Teasers\*If time allows, have students present their thought process on 4.7 Puzzle Time and possibly begin 4.4-4.7 Practice Quiz  | Exit Ticket: Big Ideas Text page 190 #13 | Small group instruction/re teaching of creating an equation when given two points and also on key concepts presented in 4.7 on point-slope form |  4.7 Puzzle Time |