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| **Subject: MATH - 3rd Six Weeks**  | **Grade Level: 8TH** | **Campus: Cummings/Vela** | **Teacher Name: Rosas, Figueredo, Flores, Poy** |
| TLI.jpg | **Objective/TLW** | **CPQ/TTT** | **TEKS/****ELPS/ CCRS** | **Cognitive Strategy Routine** | **Materials/ Resources** | **Lesson Strategies** | **Student Activity/ Assessment** |
| **Week 1**3rd Six Weeks | **TLW:** Find and evaluate an algebraic expression to determine any term in arithmetic sequence**Language** **Objective:** I will use visuals and context so I can understand how to describe sequences. | **CPQ:** How is multiplication related to addition when describing sequences?**Think-Turn-Talk** **Questions:** Think about when you hear the word "Patterns or Sequences". What comes to mind? Turn around and share with your partner your thoughts. | **TEKS:** 8.5AB (R/S)**ELPS:** 2E | **[x]  Making Connections****[x]  Making Inferences & Predictions****[ ]  Creating Mental Images** | **[x] Text PP#** **142-145** **Text Name:****Holt Textbook****[x] Other** **Lab Manual Problem Solving Lesson 3-6 page 23** | **[ ] Lesson Focus/ Readiness** **[ ] Group Discussion** **[ ] Media/Tech Presentation** **[ ] Guided Practice** **[ ] Check for Understanding** **[ ] Inquiry Method****[ ] Independent Practice** **[ ] Teacher Modeling** **[ ] Manipulatives** **[ ] Cooperative Learning****[ ] Question/Answer** **[ ] Discovery Learning** | Use the Holt Textbook pages 142-145 to cover week1Use "Making Connections" handout to understand the textUse Lab Manual Problem Solving Lesson 3-6 page 23 for making inferences and predictionsVocabulary (Frayer) - Patterns/ Sequences |
| **Week 2**3rd Six Weeks | **TLW:** Generate a different representation of data given another representation of data (table, graphs, and algebraic equation or verbal description)**Language** **Objective:** I will show that I understand how to use multiple representation of data by working with my classmates and taking notes. | **CPQ:** What are some advantages and disadvantages of representing data with equations, tables or graphs?**Think-Turn-Talk** **Questions:** Think back when you worked on your science project and collected data. How did you display your results? Turn around and share with your partner how you displayed the information.  | **TEKS:** 8.4A(R)**ELPS:** 2I**CCRS:**       | **[x]  Making Connections****[ ]  Making Inferences & Predictions****[x]  Creating Mental Images****[ ]  Asking Questions****[ ]  Determining Importance & Summarizing****[ ]  Monitoring and Clarifying** | **[x] Text PP# 138-141** **Text Name:Holt Textbook****[x] Other Lab Manual Problem Solving Lesson 3-5 page 22**  | **[ ] Lesson Focus/ Readiness** **[ ] Group Discussion** **[ ] Media/Tech Presentation** **[ ] Guided Practice** **[ ] Check for Understanding** **[ ] Inquiry Method****[ ] Independent Practice** **[ ] Teacher Modeling** **[ ] Manipulatives** **[ ] Cooperative Learning****[ ] Question/Answer** **[ ] Discovery Learning** | Use the Holt Textbook pages 138-141 to cover week2Use "Making Connections" handout to understand the textUse Lab Manual Problem Solving Lesson 3-5 page 22 for creating mental images for different data representationVocabulary (Frayer)-Data Representation |
| **Subject: MATH - 3RD SIX WEEKS** | **Grade Level: 8TH**  | **Campus: Cummings/Vela** | **Teacher Name: Rosas, Figueredo, Flores, Poy** |
| TLI.jpg | **Objective/TLW** | **CPQ/TTT** | **TEKS/****ELPS/ CCRS** | **Cognitive Strategy Routine** | **Materials/ Resources** | **Lesson Strategies** | **Student Activity/ Assessment** |
| **Week 3**3rd Six Weeks | **TLW:** Use Pythagorean Theorem to solve real -life problems using proportional relationships**Language** **Objective:** When I am describing or explaining, I give specific details on the parts of the right triangle. | **CPQ:** What type of triangle must you have in order to apply the the Pythagorean Theorem?**Think-Turn-Talk** **Questions:** Now that we have practiced applying the Pythagorean Theorem, think about the formula. Turn around and share with your partner what you know about the hypotenuse versus the legs of the right triangle. | **TEKS:** 8.9A (R)**ELPS:** 3H**CCRS:**       | **[ ]  Making Connections****[x]  Making Inferences & Predictions****[ ]  Creating Mental Images****[ ]  Asking Questions****[ ]  Determining Importance & Summarizing****[ ]  Monitoring and Clarifying** | **[x] Text PP# 196-199** **Text Name:Holt Textbook****[ ] Workbook** **PP#****[ ] Teacher Master PP#****[ ] Audio/Video Equip****[ ] Teacher Notes** **[ ] Advanced** **Tech :****[x] Other Lab Manual Problem Solving Lesson 4-8 page 31** | **[ ] Lesson Focus/ Readiness** **[ ] Group Discussion** **[ ] Media/Tech Presentation** **[ ] Guided Practice** **[ ] Check for Understanding** **[ ] Inquiry Method****[ ] Independent Practice** **[ ] Teacher Modeling** **[ ] Manipulatives** **[ ] Cooperative Learning****[ ] Question/Answer** **[ ] Discovery Learning** | Use the Holt Textbook pages 196-199 to cover week3Use Lab Manual Problem Solving Lesson 4-8 page 31 for making inferences and predictionsVocabulary (Frayer)- Pythagorean Theorem |
| **Week 4**3rd Six Weeks | **TLW:**      Review week/ 3rd Six Weeks Assessment/ 1st Semester Assessment**Language** **Objective:**       | **CPQ:**      **Think-Turn-Talk** **Questions:**       | **TEKS:** 8.1ABCDE, 8.2ABCD,8.5AB,8.3AB,8.6AB,8.7ABD,8.9AB,8.4**ELPS:**      **CCRS:**       | **[ ]  Making Connections****[ ]  Making Inferences & Predictions****[ ]  Creating Mental Images****[ ]  Asking Questions****[ ]  Determining Importance & Summarizing****[ ]  Monitoring and Clarifying** | **[ ] Text PP#** **Text Name:****[ ] Workbook** **PP#****[ ] Teacher Master PP#****[ ] Audio/Video Equip****[ ] Teacher Notes** **[ ] Advanced** **Tech :****[ ] Other** | **[ ] Lesson Focus/ Readiness** **[ ] Group Discussion** **[ ] Media/Tech Presentation** **[ ] Guided Practice** **[ ] Check for Understanding** **[ ] Inquiry Method****[ ] Independent Practice** **[ ] Teacher Modeling** **[ ] Manipulatives** **[ ] Cooperative Learning****[ ] Question/Answer** **[ ] Discovery Learning** |       |