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| **Subject: MATH - 4TH Six Weeks** | | **Grade Level: 8th** | | **Campus:** | | **Teacher Name:** | |
| TLI.jpg | **Objective/TLW** | **CPQ/TTT** | **TEKS/**  **ELPS/ CCRS** | **Cognitive Strategy Routine** | **Materials/ Resources** | **Lesson Strategies** | **Student Activity/ Assessment** |
| **Week 1**  4th Six Weeks | **TLW:**  Find lateral and total surface area of prisms, pyramids and cylinders  Estimate measurements and use formulas to solve application problems involving lateral and total surface area  **Language**  **Objective:**  I will use visuals in context so I can understand how to apply the formula to determine the surface area of a solid. | **CPQ:**  What is the difference between surface area and lateral area?  **Think-Turn-Talk**  **Questions:**  Refer to your reference materials (math chart) and compare the total surface area formula and the lateral surface area formula of a prism. Turn around and share with your partner your discovery between both formulas. | **TEKS:** 8.8AC (S/R)  **ELPS:** 2E  **CCRS:** | **Making Connections**  **Making Inferences & Predictions**  **Creating Mental Images**  **Asking Questions**  **Determining Importance & Summarizing**  **Monitoring and Clarifying** | **Text PP#** **432-435**  **Text Name:****Holt Textbook**  **Workbook**  **PP#**  **Teacher Master PP#**  **Audio/Video Equip**  **Teacher Notes**  **Advanced**  **Tech :**    **Other** **Lab Manual Problem Solving Lesson 8-8 page 63** | **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 Holt Textbook pages 432-435 for week 1  Use Lab Manual Problem Solving Lesson 8-8 page 63 to make inferences since estimation is being implemented  Vocabulary (Frayer)- Total Surface Area  Vocabulary ( Frayer) - Lateral Surface Area |
| **Week 2**  4th Six Weeks | **TLW:**  Find volume (prisms, cylinder)  Connect models of prisms, cylinders, pyramids, spheres and cones to formulas for volume of objects  Estimate measurements and use formulas to solve application problems with volume  **Language**  **Objective:** I will be able to use more and more strategies to learn information in my classes, like making good guesses, looking for patterns, and analyzing sayings | **CPQ:** Explain how you can determine the volume of a box if you  know the dimensions  **Think-Turn-Talk**  **Questions:** Think for one minute and discuss with your "elbow buddy" whether you could figure out the height of a box if  you know the volume and the dimensions of the base | **TEKS:** 8.8BC (S/R)  **ELPS:** 1H  **CCRS:** | **Making Connections**  **Making Inferences & Predictions**  **Creating Mental Images**  **Asking Questions**  **Determining Importance & Summarizing**  **Monitoring and Clarifying** | **Text PP# 413-417**  **Text Name:Holt Textbook**  **Workbook**  **PP#**  **Teacher Master PP#**  **Audio/Video Equip**  **Teacher Notes**  **Advanced**  **Tech :**    **Other Lab Manual Problem Solving Lesson 8-6 page 61** | **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 Holt Textbook pages 413-417 for week 2  Use Lab Manual Problem Solving Lesson 8-6 page 61 for estimation and application (mental images)  Vocabulary (Frayer)-Volume |
| **Subject: MATH - 4th Six Weeks** | | **Grade Level: 8th** | | **Campus:** | | **Teacher Name:** | |
| TLI.jpg | **Objective/TLW** | **CPQ/TTT** | **TEKS/**  **ELPS/ CCRS** | **Cognitive Strategy Routine** | **Materials/ Resources** | **Lesson Strategies** | **Student Activity/ Assessment** |
| **Week 3**  4th Six Weeks | **TLW:**  Describe the resulting effects on perimeter and area when dimensions of a shape are changed proportionally.  **Language**  **Objective:** I'll share information with my classmates when we work in groups. | **CPQ:** If you decrease the length and width of a rectangle. How will the area and perimeter be affected?  **Think-Turn-Talk**  **Questions:** Think about this question for 15 seconds: Do you think that it is possible to have two rectangles with the same area but different perimeters? Now Turn and Talk with your elbow buddies and compare your answers. | **TEKS:** 8.10A (S)  **ELPS:** 3E  **CCRS:** | **Making Connections**  **Making Inferences & Predictions**  **Creating Mental Images**  **Asking Questions**  **Determining Importance & Summarizing**  **Monitoring and Clarifying** | **Text PP# 393**  **Text Name:Holt Textbook**  **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** | Use Holt Textbook page393 for week 3  Vocabulary (Frayer) - Scale Factor |
| **Week 4**  4th Six Weeks | **TLW:**  Use theoretical probability and experimental results to make predictions and decisions  **Language**  **Objective:** I'll listen closely to what my teacher and classmates say so I can learn new words, expressions, and language patterns. | **CPQ:** What is the difference between theoretical and  experimental probability?  **Think-Turn-Talk**  **Questions:** Suppose you flip a coin ten times. How many times would you predict the coin to land on heads? Think about this for 15 seconds, then turn and talk to your partner and discuss if you would expect this experimental probability to have the same result as the theoretical probability. | **TEKS:** 8.11 AB (R/S)  **ELPS:** 2C  **CCRS:** | **Making Connections**  **Making Inferences & Predictions**  **Creating Mental Images**  **Asking Questions**  **Determining Importance & Summarizing**  **Monitoring and Clarifying** | **Text PP# 540-544**  **Text Name:Holt Textbook**  **Workbook**  **PP#**  **Teacher Master PP#**  **Audio/Video Equip**  **Teacher Notes**  **Advanced**  **Tech :**    **Other Lab Manual Problem Solving Lesson 10-4 page 77** | **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 Holt Textbook pages 540-544 for week 4  Use Lab Manual Problem Solving Lesson 10-4 page 77 to understand making inferences and prediction with probability  Vocabulary (Frayer) - Probability |

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| TLI.jpg | **Objective/TLW** | **CPQ/TTT** | **TEKS/**  **ELPS/ CCRS** | **Cognitive Strategy Routine** | **Materials/ Resources** | **Lesson Strategies** | **Student Activity/ Assessment** |
| **Week 5**  4th Six Weeks | **TLW:**  The student will demonstrate an understanding of probability and statistics  **Language**  **Objective:** I'll be able to make inferences when I'm listening to others speak. | **CPQ:** If an event is certain to happen, what will be the value of the probability?  **Think-Turn-Talk**  **Questions:** Think about this question for ten seconds: which is greater, the chance that it  will rain in Brownsville or the chance that it will not rain in Brownsville? Now turn and talk to your elbow buddy and compare your answers. | **TEKS:** 8.12BC, 8.13AB  **ELPS:** 2H  **CCRS:** | **Making Connections**  **Making Inferences & Predictions**  **Creating Mental Images**  **Asking Questions**  **Determining Importance & Summarizing**  **Monitoring and Clarifying** | **Text PP# 522-524**  **Text Name:Holt Textbook**  **Workbook**  **PP#**  **Teacher Master PP#**  **Audio/Video Equip**  **Teacher Notes**  **Advanced**  **Tech :**    **Other Lab Manual Problem Solving Lesson 10-1 Page 74** | **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 Holt Textbook pages 522-524 to cover week 5  Use "Making Connections" handout to understand the text  Use Lab Manual Problem Solving Lesson 10-1 page 74 to make connections with real world situations. |
| **Week 6**  4th Six Weeks | **TLW:**  CAMPUS BENCHMARK (STAAR RELEASE TEST)  **Language**  **Objective:**  \*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*  WEEK #7  REVIEW WEEK &  4TH SIX WEEKS ASSESSMENT  \*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\* | **CPQ:**  **Think-Turn-Talk**  **Questions:** | **TEKS:** ALL  **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** |  |