Lesson Plans for chris thornton, Bosqueville Middle School

Week of Monday, February 25, 2019

Monday, February 25, 2019 Day 117	Tuesday, February 26, 2019 Day 118	Wednesday, February 27, 2019 Day 119	Thursday, February 28, 2019 Day 120	Friday, March 1, 2019 Day 121
Mathematics, Grade 7th pre-alg	Mathematics, Grade 7th pre-alg	Mathematics, Grade 7th pre-alg	Mathematics, Grade 7th pre-alg	Mathematics, Grade 7th pre-alg
The student is expected to... » contrast bivariate sets of data that suggest a linear relationship with bivariate sets of data that do not suggest a linear relationship from a graphical representation.[5C] » construct a scatterplot and describe the observed data to address questions of association such as linear, non-linear, and no association between bivariate data.[11A] Bell ringer: Materials: Binder and pencil Instruction: Lesson 14.1 day 1 Scatter Plots and Association assignment: Pearson 5-1 K Class notes	The student is expected to... » contrast bivariate sets of data that suggest a linear relationship with bivariate sets of data that do not suggest a linear relationship from a graphical representation.[5C] » determine the mean absolute deviation and use this quantity as a measure of the average distance data are from the mean using a data set of no more than 10 data points.[11B] Bell ringer: Materials: Binder and pencil Instruction: Lesson 14.1 day 2 Scatter Plots and Association assignment: 14.1 HRW online Class notes	The student is expected to... » use a trend line that approximates the linear relationship between bivariate sets of data to make predictions.[5D] » write an equation in the form y = mx + b to model a linear relationship between two quantities using verbal, numerical, tabular, and graphical representations.[5I] » construct a scatterplot and describe the observed data to address questions of association such as linear, non-linear, and no association between bivariate data.[11A] Bell ringer: Materials: Binder and pencil Instruction: Lesson 14.1 day 1 Trend Lines and Predictions assignment: Pearson 1-3 K Class notes	The student is expected to... » select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems.[1C] » construct a scatterplot and describe the observed data to address questions of association such as linear, non-linear, and no association between bivariate data.[11A] » determine the mean absolute deviation and use this quantity as a measure of the average distance data are from the mean using a data set of no more than 10 data points.[11B] Bell ringer: Materials: Binder and pencil Instruction: Lesson 14.1 day 1 Mean absolute deviation assignment: Pearson 14.2 HRW Class notes	The student is expected to... » select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems.[1C] » determine the mean absolute deviation and use this quantity as a measure of the average distance data are from the mean using a data set of no more than 10 data points.[11B] Bell ringer: Materials: Binder and pencil Instruction: Lesson 14.1 day 2 Mean absolute deviation assignment: Pearson 6-3 G Class notes

Monday, February 25, 2019 Day 117	Tuesday, February 26, 2019 Day 118	Wednesday, February 27, 2019 Day 119	Thursday, February 28, 2019 Day 120	Friday, March 1, 2019 Day 121
Mathematics, Grade 8	Mathematics, Grade 8	Mathematics, Grade 8	Mathematics, Grade 8	Mathematics, Grade 8
The student is expected to... » contrast bivariate sets of data that suggest a linear relationship with bivariate sets of data that do not suggest a linear relationship from a graphical representation.[5C] » construct a scatterplot and describe the observed data to address questions of association such as linear, non-linear, and no association between bivariate data.[11A] Bell ringer: Materials: Binder and pencil Instruction: Lesson 14.1 day 1 Scatter Plots and Association assignment: Pearson 5-1 K Class notes	The student is expected to... » contrast bivariate sets of data that suggest a linear relationship with bivariate sets of data that do not suggest a linear relationship from a graphical representation.[5C] » construct a scatterplot and describe the observed data to address questions of association such as linear, non-linear, and no association between bivariate data.[11A] Bell ringer: Materials: Binder and pencil Instruction: Lesson 14.1 day 2 Scatter Plots and Association assignment: 14.1 HRW online Class notes	The student is expected to... » use a trend line that approximates the linear relationship between bivariate sets of data to make predictions.[5D] » write an equation in the form y = mx + b to model a linear relationship between two quantities using verbal, numerical, tabular, and graphical representations.[5I] » construct a scatterplot and describe the observed data to address questions of association such as linear, non-linear, and no association between bivariate data.[11A] Bell ringer: Materials: Binder and pencil Instruction: Lesson 14.1 day 1 Trend Lines and Predictions assignment: Pearson 1-3 K Class notes	The student is expected to... » select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems.[1C] » determine the mean absolute deviation and use this quantity as a measure of the average distance data are from the mean using a data set of no more than 10 data points.[11B] Bell ringer: Materials: Binder and pencil Instruction: Lesson 14.1 day 1 Mean absolute deviation assignment: Pearson 14.2 HRW Class notes	The student is expected to... » select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems.[1C] » determine the mean absolute deviation and use this quantity as a measure of the average distance data are from the mean using a data set of no more than 10 data points.[11B] Bell ringer: Materials: Binder and pencil Instruction: Lesson 14.1 day 2 Mean absolute deviation assignment: Pearson 6-3 G Class notes

Monday, February 25, 2019 Day 117	Tuesday, February 26, 2019 Day 118	Wednesday, February 27, 2019 Day 119	Thursday, February 28, 2019 Day 120	Friday, March 1, 2019 Day 121
Mathematics, Grade 7	Mathematics, Grade 7	Mathematics, Grade 7	Mathematics, Grade 7	Mathematics, Grade 7
The student is expected to... » solve problems involving the volume of rectangular prisms, triangular prisms, rectangular pyramids, and triangular pyramids.[9A] » explain verbally and symbolically the relationship between the volume of a triangular prism and a triangular pyramid having both congruent bases and heights and connect that relationship to the formulas.[8B]	The student is expected to... » solve problems involving the volume of rectangular prisms, triangular prisms, rectangular pyramids, and triangular pyramids.[9A] » explain verbally and symbolically the relationship between the volume of a triangular prism and a triangular pyramid having both congruent bases and heights and connect that relationship to the formulas.[8B]	The student is expected to... » explain verbally and symbolically the relationship between the volume of a triangular prism and a triangular pyramid having both congruent bases and heights and connect that relationship to the formulas.[8B] » solve problems involving the volume of rectangular prisms, triangular prisms, rectangular pyramids, and triangular pyramids.[9A]	The student is expected to... » solve problems involving the lateral and total surface area of a rectangular prism, rectangular pyramid, triangular prism, and triangular pyramid by determining the area of the shape's net.[9D]	The student is expected to... » solve problems involving the lateral and total surface area of a rectangular prism, rectangular pyramid, triangular prism, and triangular pyramid by determining the area of the shape's net.[9D]
Bell ringer:	Bell ringer:	Bell ringer:	Bell ringer:	Bell ringer:
Materials: Binder and pencil	Materials: Binder and pencil	Materials: Binder and pencil	Materials: Binder and pencil	Materials: Binder and pencil
Instruction: Lesson 10.2 day 2 Volume of Triangular Prisms and Pyramid	Instruction: Lesson 10.2 day 2 Volume of Triangular Prisms and Pyramid	Instruction: Lesson 10.2 day 3 Volume of Triangular Prisms and Pyramid	Instruction: Lesson 10.3 day 1 Lateral and Total Surface Area	Instruction: Lesson 10.3 day 2 Lateral and Total Surface Area
assignment: Pearson 7-5 K	assignment: Pearson 5-3 K	assignment: HRW 10.3 online	assignment: Pearson 2-6 K	assignment: Pearson 8-3 K
Class notes	Class notes	Class notes	Class notes	Class notes