

February 2, 2012 Writing Algebraic Expressions and Multiplying Polynomials 8P4; 8P7; 8.EE.5; 8.EE.6; 8F3	
Warm Up	<i>Math's Mate Term 1 Sheet 3 questions 6-10</i>
Agenda	<p>Opening: <i>Discuss the different ways to say the definitions of slope. Talk about how each way of saying Change in vertical divided by change in horizontal or Rise over Run mean the same thing.</i></p> <p>Work Period: P 40 Finding Slope from a Table/ Finding slope from a graph. Many students had difficult with the homework because they did not read the directions. Students will rework each problem finding the slope and then describing the relationship as negative, positive, zero or undefined,</p> <p>Closing: Independent Practice Have students share out and summarize what they learned today.</p>
HW	<p>STUDY FOR CHECK-UP: Slopes in Tables, Graphs and Given Two Points</p> <p>Redo Both sides of P40 make sure you have the slope formula that you used written down for each problem as well as the simplified slope.</p>
SWBAT *Students Will Be Able To...	<p>Students will be able to write and evaluate/solve expressions and equations to represent given problems.</p> <p>8P4 Create and use symbolic expressions and relate them to verbal, tabular, and graphical representations</p> <p>8EE5 Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.</p> <p>8F3 Interpret the equation $y = mx + b$ as defining a linear function whose graph is a straight line; give examples of functions that are not linear. <i>For example, the function $A = s^2$ giving the area of a square as a function of its side length is not linear because its graph contains the points (1, 1), (2, 4) and (3, 9), which are not on a straight line.</i></p>