Lesson Plans for Amanda OMara for the week of 10/31/2016 (Page 1)

Mon 10/31	**Mon 10/31** *Punkin Chunkin: Building Catapaults* *http://www.cpalms.org/Public/PreviewResourceLesson/Preview/35511*
Tue 11/01	**Tues 11/1** *PoTD:* **What percent of 5 is 7?** *Skills:* I can . . . Determine if a relation is or is not a function **from tables, mapping diagrams, and data sets** to 80% accuracy Determine if a relation is a function **using the vertical line test** to 80% accuracy 1.) Discourse: Are all equations functions? Why or why not? 2.) I do/We do: Foldable *Determining if a Relation is a Function* 3.) You do: Not/A Function Sort Activity https://app.box.com/s/d800e30494a4b21f54a5 4.) Exit Ticket http://www.whiteplainspublicschools.org/cms/lib5/NY01000029/Centricity/Domain/360/Chapter%204%20Packet%20-%20Functions%202011.pdf bottom of p. 15
Wed 11/02	**Wed 11/2** *PoTD:* **An oil refinery produces gasoline from crude oil. For every 10,000 barrels of crude oil supplied, the refinery can produce 6,500 barrels of gasoline. How many barrels of gasoline can be produced from 3,500 barrels of crude oil?** *Skills:* I can . . . Find the domain and range of finite data sets **using tables, graphs, mapping diagrams, and sets of points** to 80% accuracy 1.) Discourse: How do you know if a relation is a function? 2.) I do: Foldable *Domain and Range* 3.) We do/You do: Domain and Range of a Function Task Cards https://www.teacherspayteachers.com/Product/Relations-Functions-Domain-and-Range-Task-Cards-512194 4.) Exit Ticket: 3-2-1 Exit Ticket
Thu 11/03	**Thurs 11/3** *PoTD:* **A shoe store charges $39 for a certain type of sneaker. This price is 30% more than the amount it costs the shoe store to buy one pair of these sneakers. At an end-of-the year sale, sales associates can purchase any remaining sneakers at 20% off the shoe store's cost. How much would it cost an employee to purchase a pair of sneakers of this type during the sale (excluding sales tax)?** *Skills:* Find the domain and range of finite data sets **using tables, graphs, mapping diagrams, and sets of points,** to 80% accuracy. 1.) Discourse: What is the domain of a function? What is the range? 2.) I do: Examples with tables, graphs, and mapping diagrams 3.) We do: Practice aligned to each example 4.) You do: Practice Set 5.) Exit Ticket
Fri 11/04	**Fri 11/4** *PoTD:* **One foot is equivalent to approximately 0.3048 meters. If a building is 65-feet long, what is the length of the building in meters, to the nearest tenth?** *Skills:* I can . . . -- Distinguish between continuous and discrete graphs and problem situations -- Identify points of discontinuity **given a graph or an application, respond in writing**, to 80% accuracy. 1.) Discourse: What real-world situation would put limits on the input of a function? 2.) I do: First half of Domain and Range Discrete/Continuous foldable https://www.teacherspayteachers.com/Product/Foldable-Domain-and-Range-of-Real-World-Linear-Functions-2770507 3.) We do: Second half of foldable 4.) You do: Practice worksheet

5.) Exit Ticket: (rewrite as scaffolded problem)
The function y = 15.95x represents the cost y (in dollars) of x tickets for the South Florida Museum. Graph the function using a domain of 0, 1, 2, 3, and 4. Is the domain of the graph discrete or continuous? Explain.