MRS. GAWLIK/MRS. CACHIA January 12-16, 2015

**Monday, January 12, 2015**

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| **Content Standard:**  **Content Standard:**  *Students will understand that …*   * **Right triangles have a special relationship among the side lengths which can be represented by a model and a formula.** * **The Pythagorean Theorem can be used to find the missing side lengths in a coordinate plane and real-world situations.**   The Pythagorean Theorem and its converse can be proven.   * 8.G.8 Apply the Pythagorean Theorem to find the distance between two points in a coordinate system. | **ELP Standard:**  English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.   * Attention given to visual representations of all concepts and vocabulary whenever possible. * Vocabulary will taught explicitly using tactile and virtual tools (e.g. software tools). * Real world examples to reinforce vocabulary. For example, use the book “What’s your Angle, Pythagoras?” |
| **Content Objective:**  I can demonstrate application and comprehension of coordinate points by answering multiple choice questions on a chapter 1 assessment. | **Language Objective:**  I can write to answer chapter 1 assessment questions 1-4 using a coordinate grid. |
| * TARGET STATEMENT:   **I CAN** use knowledge to answer four multiple choice questions for the chapter 1 assessment. | |
| **Key Vocabulary:** | **Goals** |
| **Visuals, Materials, & Text**  **TEXT:** Looking for Pythagoras  **VISUALS:**  **MATERIALS:** | **Accommodations**  **Partners, small groups, master copy of lab sheets** |
| **Wrap up/Ticket Out**   * Today I learned how to find… (points on a coordinate grid) | |

**Tuesday/Wednesday January 13-14, 2015**

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| **Content Standard:**  *Students will understand that …*   * Calculate square roots and squares. * Represent numbers in radical form (irrational) and to approximate these numbers as rational. * Solve equations of the form using the square root as the inverse operations of squaring. * 8.NS.2 Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., ). *For example, by truncating the decimal expansion of , show that is between and , then between and , and explain how to continue on to get better approximations.* | **ELP Standard:**  English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.   * Attention given to visual representations of all concepts and vocabulary whenever possible. * Vocabulary will taught explicitly using tactile and virtual tools (e.g. software tools). * Real world examples to reinforce vocabulary. For example, use the book “What’s your Angle, Pythagoras?” |
| **Content Objective:**  I can demonstrate comprehension of square roots ( √x and X2) by giving an example of each. | **Language Objective:**  I can read pages 24 and 25, and orally discuss with my classmates how to find the square root of a number using a calculator to answer questions of page 24. |
| * TARGET STATEMENT:   **I CAN** use a calculator and dot paper to determine the square root of a number. | |
| **Key Vocabulary:** |  |
| **Visuals, Materials, & Text**  **TEXT:** Looking for Pythagoras  **VISUALS:** Launch  **MATERIALS:** Text, Problem 2.2, Lab sheet 2.2, rulers, calculator, 2.2 A-C | **Accommodations**  **Partners, small groups, master copy of lab sheets** |
| **Wrap up/Ticket Out**   * Today I learned that the square root of a number … | |

**Thursday, January 15, 2015**

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| **Content Standard:**  *Students will understand that …*   * Calculate square roots and squares. * Represent numbers in radical form (irrational) and to approximate these numbers as rational. * Solve equations of the form using the square root as the inverse operations of squaring.   8.NS.2 Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., ). *For example, by truncating the decimal expansion of, show that is between and , then between and , and explain how to continue on to get better approximations.* | **ELP Standard:**  English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.   * Attention given to visual representations of all concepts and vocabulary whenever possible. * Vocabulary will taught explicitly using tactile and virtual tools (e.g. software tools). * Real world examples to reinforce vocabulary. For example, use the book “What’s your Angle, Pythagoras?” |
| **Content Objective:**  I can demonstrate application of squares by finding the distance between any two points using a grid. | **Language Objective:**  I can write for understanding to answer questions about how to find the distance/length of a segment using a ruler and grid paper. |
| * TARGET STATEMENT:   **I CAN** use strategies to find the distance/length of a segment to create a square using grid paper and a ruler | |
| **Key Vocabulary:** | **Goals** |
| **Visuals, Materials, & Text**  **TEXT:** Looking for Pythagoras  **VISUALS:**  **MATERIALS:** Text, LAB SHEET 2.3 A/B Problem 2.3 A-B | **Accommodations**  **Partners, small groups, master copy of lab sheets** |
| **Wrap up/Ticket Out**   * Today I learned how to find the\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of a square by using… | |

**Friday, January 16, 2015 (Half Day)**

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| * **TARGET STATEMENT**   I CAN use technology as a tool to assist me with answering questions about previous learned math concepts. |