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?”
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| **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)
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**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 $x^{2}=p$ 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., $π^{2}$). *For example, by truncating the decimal expansion of* $\sqrt{2}$*, show that* $\sqrt{2}$ *is between* $1$ *and* $2$*, then between* $1.4$ *and* $1.5$*, 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?”
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| **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 …
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**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 $x^{2}=p$ 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., $π^{2}$). *For example, by truncating the decimal expansion of*$\sqrt{2}$*, show that* $\sqrt{2}$ *is between* $1$ *and* $2$*, then between* $1.4$ *and* $1.5$*, 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?”
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| **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…
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**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. |