MRS. GAWLIK/MRS. CACHIA January 5-9, 2015

**Monday, January 5, 2015**

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| **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.6 Explain a proof of the Pythagorean Theorem and its converse. | **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 the Pythagorean Theorem by finding the coordinates of other vertices. | **Language Objective:**  I can read page 12, and orally discuss with my classmates how the coordinates of endpoints of a segment help draw other lines which are parallel or perpendicular to the segment using the coordinate grid on page12 to answer questions on page12. |
| * TARGET STATEMENT:   **I CAN** use coordinates of endpoints of a segment to help draw other lines which are parallel or perpendicular to the segment. | |
| **Key Vocabulary:** |  |
| **Visuals, Materials, & Text**  **TEXT:** Looking for Pythagoras  **VISUALS:** Lab sheets/Virtual Coordinate Grapher  **MATERIALS:** Text, Problem 1.2, Lab sheet 1.2, Teaching Aid, 1.2 A-C | **Accommodations**  **Partners, small groups, master copy of lab sheets** |
| **Wrap up/Ticket Out**   * Today I learned that … | |

**Tuesday, January 6, 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.6 Explain a proof of the Pythagorean Theorem and its converse. | **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 the Pythagorean Theorem by finding the coordinates of other vertices. | **Language Objective:**  I can write for understanding to answer application questions 8-14 on page 15 using two vertices of a polygon and a triangle to find coordinates of the missing vertice(s). |
| * TARGET STATEMENT:   **I CAN** use strategies to find coordinates of missing vertices to answer questions 8-14 on page 15 | |
| **Key Vocabulary:** | **Goals** |
| **Visuals, Materials, & Text**  **TEXT:** Looking for Pythagoras  **VISUALS:**  **MATERIALS:** Text, LAB SHEET 1 ACE Exercises 8-10 | **Accommodations**  **Partners, small groups, master copy of lab sheets** |
| **Wrap up/Ticket Out**   * Today I learned how to find coordinates of missing vertices by using… | |

**Wednesday, January 7, 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.7 Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions. | **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 area by calculating areas of triangles and rectangles of irregular figures. | **Language Objective:**  I can write to answer questions A-C using pictures on dot paper to determine the area of irregular shapes on page 13. |
| * TARGET STATEMENT:   **I CAN** use strategies to calculate areas of irregular shapes. | |
| **Key Vocabulary:** | **Goals** |
| **Visuals, Materials, & Text**  **TEXT:** Looking for Pythagoras  **VISUALS:**  **MATERIALS:** Text, LAB SHEET 1.3 | **Accommodations**  **Partners, small groups, master copy of lab sheets** |
| **Wrap up/Ticket Out**   * Today I learned how to find… | |

**Thursday, January 8, 2015**

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

**Friday, January 9, 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.7 Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions. | **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 area by calculating areas of triangles and rectangles of irregular figures. | **Language Objective:**  I can write to answer questions 15-25 using pictures on dot paper to determine the area of irregular shapes on page 16. |
| * TARGET STATEMENT:   **I CAN** use strategies to calculate areas of irregular shapes. | |
| **Key Vocabulary:** | **Goals** |
| **Visuals, Materials, & Text**  **TEXT:** Looking for Pythagoras  **VISUALS:**  **MATERIALS:** Text, LAB SHEET 1.3 | **Accommodations**  **Partners, small groups, master copy of lab sheets** |
| **Wrap up/Ticket Out**   * Today I learned how to find… | |