MRS. GAWLIK/MRS. CACHIA February 23-27, 2015

**Monday, February 23, 2015**

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| **Content Standard:***Students will understand that …** 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 of the Pythagorean Theorem by finding the distance between any two points on a plane by finding the length of a segment on a coordinate grid.  | **Language Objective:**I can write for understanding to answer questions about how to apply the Pythagorean Theorem by finding the distance between two points on a plane using centimeter rulers and dot paper.  |
| * TARGET STATEMENT:

 **I CAN** use manipulatives (dot paper/centimeter rulers) to find the distance between any two points.  |
| **Key Vocabulary:** **Square root, Cube root, acute triangle, right triangle, leg, obtuse triangle, hypotenuse, leg** | **Goals** |
|  **Visuals, Materials, & Text****TEXT:** Looking for Pythagoras**VISUALS:** **MATERIALS:** Text, LAB SHEET 3.3, centimeter rulers | **Accommodations** **Partners, small groups, master copy of lab sheets** |
| **Wrap up/Ticket Out*** Today I learned that to find the distance between two points, I need to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
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**Tuesday, February 24 and Thursday February 26, 2015**

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| **Content Standard:***Students will understand that …** 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?”
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| **Content Objective:** I can demonstrate application of the Pythagorean Theorem by proving that $a^{2}+b^{2}=c^{2}$ is a right triangle by finding the length of segments to prove the theorem is true for all right triangles.  | **Language Objective:**I can write for understanding to answer questions about how $a^{2}+b^{2}=c^{2}$ applies only to right triangles using centimeter rulers and calculators.  |
| * TARGET STATEMENT:

 **I CAN** use manipulatives (centimeter rulers, triangles, and string) to prove the Pythagorean Theorem. |
| **Key Vocabulary:** **Square root, Cube root, acute triangle, right triangle, leg, obtuse triangle, hypotenuse, leg, converse** | **Goals** |
|  **Visuals, Materials, & Text****TEXT:** Looking for Pythagoras**VISUALS:** Launch**MATERIALS:** Text, LAB SHEET 3.4A/B, centimeter rulers, calculators | **Accommodations** **Partners, small groups, master copy of lab sheets** |
| **Wrap up/Ticket Out*** Today I learned that the theory of $a^{2}+b^{2}=c^{2} $only applies to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ triangles.
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**Wednesday, February 25, 2015**

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| * **TARGET STATEMENT**

 **I CAN use technology and apply what I have learned about math concepts to answer math problems on Moby Max.** |

**Friday, February 27, 2015**

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| * **TARGET STATEMENT**

**I CAN apply what I have learned about the Pythagorean Theorem to complete application questions 9-16 on page 50-51.** |