MRS. GAWLIK/MRS. CACHIA February 9-13, 2015

**Monday, February 9, 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?” |
| **Content Objective:**  I can demonstrate application of the Pythagorean Theorem by determining if there is a relationship among the areas of squares by drawing squares on each side of a triangle. | **Language Objective:**  I can write for understanding to answer questions about how the areas squares drawn on each side of a triangle have a relationship to each other using centimeter rulers, calculators and dot paper. |
| * TARGET STATEMENT:   **I CAN** use manipulatives to determine how squares drawn on the sides of a triangle are related. | |
| **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 3.1 A/B Problem 3.1 A-B; App 1-4 p49 | **Accommodations**  **Partners, small groups, master copy of lab sheets** |
| **Wrap up/Ticket Out**   * Today I learned that the sums of the area of the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ on the legs are equal to the area of the square on the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. (square, hypotenuse) | |

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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?” |
| **Content Objective:**  I can demonstrate application of the Pythagorean Theorem by determining if there is a relationship among the areas of squares by using lab sheets A-D to prove the Pythagorean Theorem. | **Language Objective:**  I can orally share and defend my proof that the sum of the areas of all squares on the legs of a right triangle is equal to the square of the hypotenuse using puzzle pieces. |
| * TARGET STATEMENT:   **I CAN** use manipulatives to prove that the relationship observed in Problem 3.1 will work for all right triangles. | |
| **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 3.2 A-D | **Accommodations**  **Partners, small groups, master copy of lab sheets** |
| **Wrap up/Ticket Out**   * Today I learned that the sums of the area of the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of the square are equal to the area of the square on the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. (legs, hypotenuse) | |

**Wednesday, February 11, 2015**

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| * **TARGET STATEMENT**   **I CAN apply what I have learned about math concepts to complete the Star Math assessment.** |

**Thursday-Friday, February 12-13, 2015**

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| * **TARGET STATEMENT**   **I CAN define, create a unique sentence, and illustrate or give an example of the 16 terms used in the Looking for Pythagoras text to create a vocabulary flip book.** |