Susanna Gawlik Lesson Plans Math-Grade 8 Week of May1-5, 2017

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| Looking for Pythagoras Text | Monday 5-1  PBIS Freindship | Tuesday 5-2 | Wednesday 5-3 | Thursday 5-4 | Friday 5-5  Guest Teacher |
| CCSS/MAS  8.G.B.6 Explain a proof of the Pythagorean Theorem and its converse. | TSC demonstrate application of the Pythagorean Theorem by finding the side lengths of different triangles to explain a proof of the Pythagorean Theorem. (8.G.B.6). | TSC demonstrate application of the Pythagorean Theorem by finding the side lengths of different triangles to explain a proof of the Pythagorean Theorem. (8.G.B.6). | TSC demonstrate application of the Pythagorean Theorem by finding the side lengths of different triangles to explain a proof of the Pythagorean Theorem. (8.G.B.6). | TSC demonstrate application of the Pythagorean Theorem by finding the side lengths of different triangles to explain a proof of the Pythagorean Theorem. (8.G.B.6). | TSC demonstrate application of the Pythagorean Theorem by finding the side lengths of different triangles to explain a proof of the Pythagorean Theorem. (8.G.B.6). |
| Language Objective  WIDA Accommodations  (reading-follow along with teacher; writing-model teacher note-taking, answer questions; speaking- practice using math terminology and the English language. | TSC listen, read, and write to answer questions about the Pythagorean Theorem using side lengths of different triangles to explain a proof of the Pythagorean Theorem. (8.G.B.6) | TSC listen, read, and write to answer questions about the Pythagorean Theorem using side lengths of different triangles to explain a proof of the Pythagorean Theorem. (8.G.B.6) | TSC listen, read, and write to answer questions about the Pythagorean Theorem using side lengths of different triangles to explain a proof of the Pythagorean Theorem. (8.G.B.6) | TSC listen, read, and write to answer questions about the Pythagorean Theorem using side lengths of different triangles to explain a proof of the Pythagorean Theorem. (8.G.B.6) | TSC listen, read, and write to answer questions about the Pythagorean Theorem using side lengths of different triangles to explain a proof of the Pythagorean Theorem. (8.G.B.6) |
| Assessment | None; Problem 3.1 pgs 38-40 | Continue with Problem 3.1, pgs 38-40 | Problem 3.2 pg 41-43 | Application Questions 1-6 p49-50 | Additional Practice |
| Accommodations | Lab sheet 3.1; rulers, calculators, dot paper | Calculators, teacher guidance, partners | Lab sheet 3.2 A-D, scissors, glue, rulers | Calculators, teacher guidance, large and small group instruction | Calculators, teacher guidance, partners |
| Vocabulary | Acute triangle, obtuse triangle, right triangle, leg, hypotenuse | Acute triangle, obtuse triangle, right triangle, leg, hypotenuse | Acute triangle, obtuse triangle, right triangle, leg, hypotenuse | Acute triangle, obtuse triangle, right triangle, leg, hypotenuse, theorem, Pythagorean Theorem | Acute triangle, obtuse triangle, right triangle, leg, hypotenuse, theorem, Pythagorean Theorem |
| Exit Stem |  |  |  |  |  |

Lesson plans can change at any time by the discretion of the teacher.