Susanna Gawlik Lesson Plans Math-Grade 8 Week of April 16-20, 2018

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| TWMM TextLooking for Pythagoras (LFP) | Monday 4-16 | Tuesday 4-17 | Wednesday 4-18Cont. from Tuesday | Thursday 4-19 | Friday 4-20 |
| CCSS/MAS8. GB.8 Apply the Pythagorean Theorem to find the distance between two points. 8G.B.7 Apply the Pythagorean Theorem to determine unknown side-lengths in right triangles in real-world and mathematical problems in 2 and 3 dimensions. | TSC apply strategies to find the distance between two points to find the length of a segment on a coordinate grid(8.GB.7; 8.GB.8)By applying the Pythagorean Theorem. | TSC investigate the converse of the Pythagorean Theorem (8.GB.6)By proving if a triangle is a right triangle.  |  TSC investigate the converse of the Pythagorean Theorem (8.GB.6)By proving if a triangle is a right triangle. | TSC investigate the converse of the Pythagorean Theorem (8.GB.6)By proving if a triangle is a right triangle.KHAN MAPPERS | TSC apply knowledge of the Pythagorean Theorem to complete a 4-Step and Type 3 Assessment (8.GB.6; 8.GB.7; 8.GB.8) By completing a 4-Step and Type 3 Assessment |
| Language ObjectiveWIDA Accommodations(reading-follow along with teacher; writing-model teacher note-taking, answer questions; speaking- practice using math terminology and the English language.  | TSC read and write to answer questions about finding the distance between two points Using the Pythagorean Theorem to answer application 3.3 Questions 7-13 on pages 50-51 | TSC read and write to answer questions to prove that when side lengths, a, b, and c satisfies the relationship$ a^{2}+b^{2}=c^{2}$, then the triangle is a right triangleUsing Problem 3.4 A-B page 47 to prove the converse. | TSC read and write to answer questions to prove that when side lengths, a, b, and c satisfies the relationship$a^{2}+b^{2}=c^{2}$, then the triangle is a right triangleUsing Problem 3.4 C-D page 48. | TSC read and write to answer questions to prove that when side lengths, a, b, and c satisfies the relationship$a^{2}+b^{2}=c^{2}$, then the triangle is a right triangleUsing Application Questions 14-16 p51  | TSC read, and write to explain their understanding of the Pythagorean Theorem.Using a 4-Step graphic organizer and a Type 3 assessment  |
| Assessment | Application Questions 3.4 7-13 | Informal oral assessment of Problem 3.4 A-B | Informal oral assessment of Problem 3.4 A-B | 3.4 Application Questions 14-16 p51 Khan Mappers | 4-Step and Type 3 |
| Accommodations | Problem 1.1 (City of Euclid worksheet) Lab sheet 3 ACE, rulers, calculators, dot paper |  Lab sheet 3.4A and B, centimeter rulers, calculators, poly strips | Lab sheet 3.4A and B, centimeter rulers, calculators, poly strips14-16 | centimeter rulers, calculators, | 4-Step and Type 3 |
| Vocabulary | Theorem, Pythagorean Theorem, legs, hypotenuse, acute/right/obtuse triangle | Theorem, Pythagorean Theorem, legs, hypotenuse, acute/right/obtuse triangle | Theorem, Pythagorean Theorem, legs, hypotenuse, acute/right/obtuse triangle | Theorem, Pythagorean Theorem, legs, hypotenuse, acute/right/obtuse triangle | Theorem, Pythagorean Theorem, legs, hypotenuse, acute/right/obtuse triangle |
| Exit Stem |  |  |  |  |  |

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