Susanna Gawlik Lesson Plans Supplemental Math-Grade 8 Week of February 29-March 4, 2016

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|  | Monday 2-29 | Tuesday 3-1 | Wednesday 3-2 | Thursday 3-3 | Friday 3-4  |
| CCSS/MAS | TSC demonstrate comprehension to explain a proof of the Pythagorean Theorem and its converse (8.G.6) using a guided lesson to determine if a triangle is a right triangle in a real-world situation. | TSC demonstrate application to explain a proof of the Pythagorean Theorem and its converse (8.G.6) using a partner to determine if a triangle is a right triangle in real-world situations. | TSC demonstrate application to explain a proof of the Pythagorean Theorem and its converse (8.G.6) using a partner to determine if a triangle is a right triangle in real-world situations. | TSC demonstrate application to explain a proof of the Pythagorean Theorem and its converse (8.G.6) using a partner to determine if a triangle is a right triangle in real-world situations. | TSC demonstrate understanding for solving equations (8.EE) and functions (8.FA.1) using front row web-based math practice. |
| Language Objective | TSC explain a proof of the Pythagorean Theorem and its converse (8.G.6) using a guided lesson to determine if a triangle is a right triangle if real-world situations | TSC demonstrate knowledge of the Pythagorean Theorem and its converse (8.G.6) using a partner to determine if a triangle is a right triangle in real-world situations. | TSC demonstrate knowledge of the Pythagorean Theorem and its converse (8.G.6) using a partner to determine if a triangle is a right triangle in real-world situations. | TSC demonstrate knowledge of the Pythagorean Theorem and its converse (8.G.6) using a partner to determine if a triangle is a right triangle in real-world situations. | TSW read and write to demonstrate understanding for solving equations (8.EE) and functions (8.FA.1) using front row web-based math practice. |
| Assessment | Informal assessment using student responses | Practice Sheet 1 /Informal assessment using student responses / | Practice Sheet 2/ Informal assessment using student responses  | Practice Sheet 2/ Informal assessment using student responses  | Web-based Assessment Progression of levels |
| Accommodations | Calculators/teacher instruction, small groups | Calculators, partner-teacher assistance | Calculators, partner-teacher assistance,  | Calculators, teacher assistance,  | Questions based on student’s level from Diagnostic Test |
| Vocabulary | Legs of a triangleHypotenuseRight trianglePythagorean theoremPythagorean tripleConverse of Pythagorean theoremSquare root | Legs of a triangleHypotenuseRight trianglePythagorean theoremPythagorean tripleConverse of Pythagorean theoremSquare root | Legs of a triangleHypotenuseRight trianglePythagorean theoremPythagorean tripleConverse of Pythagorean theoremSquare root  | Legs of a triangleHypotenuseRight trianglePythagorean theoremPythagorean tripleConverse of Pythagorean theoremSquare root  | Quotient, difference, ratio, less than variable, inequality, greater than, less than, equal to, Equation, explain, variable, coefficient |
| Exit Stem |  | Plug in 5, 5, and 9 into the Pythagorean theorem. Use the smaller numbers for a and b and the largest number for c. If it results in a true equation, it is a right triangle. | A triangle shaped wall is 7 feet long and 9 feet wide. How long is thediagonal of triangle? | A triangle has sides with lengths of 16 kilometers, 30 kilometers, and34 kilometers. Is it a right triangle? |  |

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