Send as an attachment via email to [adlerml@scsk12.org](mailto:adlerml@scsk12.org). Save file as: LessonPlans\_Last NameFirstInitial\_MonthDay

Example: LessonPlans\_AdlerA\_Aug10

Boxes will expand as necessary when you type. Due by 11:59 Friday of week before scheduled plans.

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| Teacher | Teri Lindsey |
| Class | 8th Math |

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|  | **Date: 12-5** | **Date: 12-6** | **Date: 12-7** | **Date: 12-8** | **Date: 12-9** |
| **Standard**  (Reference State, Common Core, ACT College Readiness Standards and/or State Competencies.) | 8.G.A.5 Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles. *For example, arrange three copies of the same triangle so that the sum of the three angles appears to form a line, and give an argument in terms of transversals why this is so.* | | | | |
| **Objective**  (Clear, Specific, and Measurable, student-friendly) | I can use the triangle sum theorem to solve problems. | I can use the triangle sum theorem to solve problems. | Module 2  End of Module Assessment  Spiraled Skills Assessment | Students use the Pythagorean theorem to find the length of the hypotenuse of a right triangle. | Students use the Pythagorean theorem to find the length of the hypotenuse of a right triangle. |
| **Connections to Prior Knowledge** | Checks for Understanding each day will make connections to prior knowledge by providing concentrated practice of previous learned skills. | Checks for Understanding each day will make connections to prior knowledge by providing concentrated practice of previous learned skills. | Checks for Understanding each day will make connections to prior knowledge by providing concentrated practice of previous learned skills. | Checks for Understanding each day will make connections to prior knowledge by providing concentrated practice of previous learned skills. | Checks for Understanding each day will make connections to prior knowledge by providing concentrated practice of previous learned skills. |
| **Guiding Questions**  (Motivator / Hook  An Essential Question encourages students to put forth more effort when faced with complex, open-ended, challenging, meaningful and authentic questions.) | How can we determine if two angles are congruent if we know that they are formed by a transversal crossing parallel lines?  How can we use parallel lines to find the measures of angles of a triangle? | How can we determine if two angles are congruent if we know that they are formed by a transversal crossing parallel lines?  How can we use parallel lines to find the measures of angles of a triangle? |  | What do we know about the sum of the measures of the interior angles of  a triangle?  What is the sum of the measures of the two interior angles of a right triangle, not including the right angle? | What do we know about the sum of the measures of the interior angles of  a triangle?  What is the sum of the measures of the two interior angles of a right triangle, not including the right angle? |

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| **Instructional Strategies**  (Step-By-Step Procedures – Sequence  Discover / Explain – Direct Instruction  Modeling Expectations – “I Do”  Questioning / Encourages Higher Order Thinking  Grouping Strategies  Differentiated Instructional Strategies to Provide Intervention & Extension, **Literacy Task**) | TTW guide students to recall strategies to solve problems such as:  3x + 4 + x + 4x = 180  After providing several examples and guiding students to solve them, TTW present several examples of triangles with angle measures marked with variable expressions. | TTW provide students with a comprehensive review of exercises from all of Module 2 in preparation for the assessment.  TTW circulate and provide support as students work in pairs to complete the review. |  | Module 2, Lesson 15  TTW present several examples of right triangles and define the terms *leg* and *hypotenuse* as they relate to right triangles. TTW inform students that there is a special relationship between the lengths of the legs of a right triangle and its hypotenuse. TTW introduce the Pythagorean Theorem and model its use to find the length of the hypotenuse of a right triangle. | Module 2, Lesson 15  TTW guide students to recall the previous lesson and check for understanding of the vocabulary and the use of the formula to determine the length of the hypotenuse.  Students will work with a partner to complete real-world problems that require the use of the Pythagorean Theorem to solve. |
| **Differentiated Tasks**  (Activities based on students’ needs and learning styles, IEP modifications) | TTW guide students through several examples and gradually release them to work independently. | TTW guide students through several examples and gradually release them to work independently. |  | TTW guide students through several examples and gradually release them to work independently. | TTW guide students through several examples and gradually release them to work independently. |
| **Assessment**  (Aligned with the Lesson Objective  Formative / Summative  Performance-Based/Rubric  Formal / Informal) | Formative:  Problem Set  Exit Ticket | Formative:  Problem Set  Exit Ticket | **Summative:**  **End of Module Assessment** | Formative:  Problem Set  Exit Ticket | Formative:  Problem Set  Exit Ticket |
| **Closure**  (Reflection / Wrap-Up  Summarizing, Reminding, Reflecting, Restating, Connecting) | Lesson Summary:  I know the sum of the measures of the interior angles of any triangle is 180\*.  I can use the angle sum theorem to create an equation to solve for a variable in the measure of an angle. | Lesson Summary:  I can define translation, rotation, reflection and how they are used to move objects in a plane.  I can identify the angle relationship for each pair of angles formed by the intersection of a transversal and parallel lines.  I can use what I know about congruent angles formed by straight angles and parallel lines with a transversal to determine the measures of other angles.  I can find the missing measures of interior and exterior angles of a triangle. | : | Lesson Summary:  We learned that right triangles have sides *a* and *b*, known as legs, and a side *c*, known as the hypotenuse.  We know that for right triangles, .  We learned how to use the Pythagorean theorem to find the length of the hypotenuse of a right triangle. | Lesson Summary:  We learned that right triangles have sides *a* and *b*, known as legs, and a side *c*, known as the hypotenuse.  We know that for right triangles, .  We learned how to use the Pythagorean theorem to find the length of the hypotenuse of a right triangle. |
| **Resources/Materials**  (Aligned with the Lesson Objective  Rigorous & Relevant) | Eureka Math, Module 2, Lessons 1-14  Parent Tip Sheets  **Additional Resource(s)**  [**CCSS Flip Book with Examples of each Standard**](http://www.azed.gov/azccrs/files/2013/11/high-school-ccss-flip-book-usd-259-2012.pdf) | Eureka Math, Module 2, Lesson 1-14  Parent Tip Sheets  **Additional Resource(s)**  [**CCSS Flip Book with Examples of each Standard**](http://www.azed.gov/azccrs/files/2013/11/high-school-ccss-flip-book-usd-259-2012.pdf) | Eureka Math, Module 2, Lessons 1-14  Parent Tip Sheets  **Additional Resource(s)**  [**CCSS Flip Book with Examples of each Standard**](http://www.azed.gov/azccrs/files/2013/11/high-school-ccss-flip-book-usd-259-2012.pdf) | Eureka Math, Module 2, Lesson 16  Parent Tip Sheets  **Additional Resource(s)**  [**CCSS Flip Book with Examples of each Standard**](http://www.azed.gov/azccrs/files/2013/11/high-school-ccss-flip-book-usd-259-2012.pdf) | Eureka Math, Module 2, Lesson 16  Parent Tip Sheets  **Additional Resource(s)**  [**CCSS Flip Book with Examples of each Standard**](http://www.azed.gov/azccrs/files/2013/11/high-school-ccss-flip-book-usd-259-2012.pdf) |