Send as an attachment via email to 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: 1-16** | **Date: 1-17** | **Date: 1-18** | **Date: 1-19** | **Date: 1-20** |
| **Standard**(Reference State, Common Core, ACT College Readiness Standards and/or State Competencies.) | 8.G.A.3 Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates. |
| **Objective**(Clear, Specific, and Measurable, student-friendly) | No SchoolMLK | Students will dilate figures and discuss the relevance of scale factor, parallel lines, and angle congruent angles. | Students will construct one dilation that magnifies and one that shrinks.Students will fluently solve equations. | Students verify the converse of the fundamental theorem of similarity experimentally. ƒ Students apply the fundamental theorem of similarity to find the location of dilated points on the plane. | Students describe the effect of dilations on two-dimensional figures using coordinates |
| **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. |
| **Guiding Questions**(Motivator / HookAn Essential Question encourages students to put forth more effort when faced with complex, open-ended, challenging, meaningful and authentic questions.) | How does scale factor affect a dilation? | How do inverse operations help to solve equations? | Given any two parallel segments, how can you use them to form similar triangles?  | How can you find the coordinates of dilated points in figures on a coordinate plane? |

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| **Instructional Strategies**(Step-By-Step Procedures – SequenceDiscover / Explain – Direct InstructionModeling Expectations – “I Do”Questioning / Encourages Higher Order ThinkingGrouping StrategiesDifferentiated Instructional Strategies to Provide Intervention & Extension, **Literacy Task**) |  | Exit Ticket Quiz | TTW model, using think-aloud strategies, examples of dilating to magnify and to shrink a figure. TSW follow specific directions to create their own example of each.TSW practice fluency with solving equations.  | Eureka Math Module 3, Lesson 5 TTW guide students to recall the FTS from the previous lesson to reason about how to determine the dilation of a point on a grid.TTW think aloud to guide students to draw a segment to dilate along the x-axis to enable parallel lines to determine location of point that is dilated in a diagonal direction.**MAKE SURE** to do a second example with a fractional scale factor whose denominator corresponds with the y-coordinate |  |
| **Differentiated Tasks**(Activities based on students’ needs and learning styles, IEP modifications) | TSW follow specific directions to create their own example of each.TSW practice fluency with solving equations. Below Expectation:TTW provide support as students work.At Expectation:Students will work independently.Above Expectation:Students will work independently. | TTW guide students through several examples and gradually release them to work independently.Below Expectation:TTW provide support as students work.At Expectation:Students will work independently.Above Expectation:Students will work independently. | TTW guide students through several examples and gradually release them to work independently.Below Expectation:TTW provide support as students work.At Expectation:Students will work independently.Above Expectation:Students will work independently. |
| **Assessment** (Aligned with the Lesson ObjectiveFormative / SummativePerformance-Based/RubricFormal / Informal) | Formative:Classwork AssignmentDaily Bellringer | Formative:Problem SetExit Ticket | Formative:Problem SetExit Ticket |
| **Closure**(Reflection / Wrap-UpSummarizing, Reminding, Reflecting, Restating, Connecting) | Summarize learning by referring back to the lesson objectives and calling on random students to relate what they learned to those objectives. | Lesson Summary:We use the converse of the FTS to find the coordinates of dilated points on a grid by making parallel lines to intersect with the original ray. The point of intersection is the location of the dilated point. | Lesson Summary:When points are dilated on a coordinate plane, each of the points’ coordinates are multiplied by the scale factor to find the coordinates of the dilated point. |
| **Resources/Materials**(Aligned with the Lesson ObjectiveRigorous & Relevant) |  | Eureka Math, Module 3, Lessons 1-4Parent 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 3, Lesson 5Parent 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 3, Lesson 6Parent 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) |