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.

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **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 School  MLK | 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 / Hook  An 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? |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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**) |  | 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 Objective  Formative / Summative  Performance-Based/Rubric  Formal / Informal) | Formative:  Classwork Assignment  Daily Bellringer | Formative:  Problem Set  Exit Ticket | Formative:  Problem Set  Exit Ticket |
| **Closure**  (Reflection / Wrap-Up  Summarizing, 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 Objective  Rigorous & Relevant) |  | Eureka Math, Module 3, Lessons 1-4  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 3, Lesson 5  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 3, Lesson 6  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) |