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.

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Date: 1-23** | **Date: 1-24** | **Date: 1-25** | **Date: 1-26** | **Date: 1-27** |
| **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) | Students describe the effect of dilations on two-dimensional figures using coordinates | Students can use the Fundamental Theorem of Similarity to solve problems about dilations and similarity. | Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates. | Given two similar figures, students describe the sequence of a dilation and a congruence that would map one figure onto the other. | Students can explain that similarity is both a symmetric and a transitive relation. |
| **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 / HookAn Essential Question encourages students to put forth more effort when faced with complex, open-ended, challenging, meaningful and authentic questions.) | How can you find the coordinates of dilated points in figures on a coordinate plane? | How can you find the coordinates of dilated points in figures on a coordinate plane? | How can you use coordinates to find dilations of points and figures on a grid? | Why is dilation alone not enough to determine similarity? | How can you prove that similarity is symmetric and transitive? |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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**) | Eureka Math, Module 3, Lesson 6TTW guide students to understand that the coordinates of a dilated point are found by multiplying the scale factor times the original coordinates.The students will complete the Problem Set to develop and practice this skill. | TTW present various problems to find coordinates of dilated points, to find scale factors, etc.TTW model using think aloud strategies to guide students’ understanding. | Mid-Module Assessment | Eureka Math, Module 3, Lesson 8TTW present examples from Classwork using think aloud strategies and questioning to guide students to understand the need for transformations in addition to dilations to prove similarity. | Eureka Math, Module 3, Lesson 9TTW present examples from Classwork using think aloud strategies and questioning to guide students to understand that similarity is symmetric and transitive. |
| **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.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. | 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:Problem SetExit Ticket | Formative:Problem SetExit Ticket |  | Formative:Problem SetExit Ticket | Formative:Problem SetExit Ticket |
| **Closure**(Reflection / Wrap-UpSummarizing, Reminding, Reflecting, Restating, Connecting) | 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. | Summarize learning by referring back to the lesson objectives and calling on random students to relate what they learned to those objectives. | Summarize learning by referring back to the lesson objectives and calling on random students to relate what they learned to those objectives. | Summarize learning by referring back to the lesson objectives and calling on random students to relate what they learned to those objectives. | Summarize learning by referring back to the lesson objectives and calling on random students to relate what they learned to those objectives. |
| **Resources/Materials**(Aligned with the Lesson ObjectiveRigorous & Relevant) | 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) | Eureka Math, Module 3, Lessons 1-6Parent 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) | Eureka Math, Module 3, Lessons 1-6Parent 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) | Eureka Math, Module 3, Lesson 8Parent 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 9Parent 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) |