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: 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 / Hook  An 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? |

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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**) | Eureka Math, Module 3, Lesson 6  TTW 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 8  TTW 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 9  TTW 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 Objective  Formative / Summative  Performance-Based/Rubric  Formal / Informal) | Formative:  Problem Set  Exit Ticket | Formative:  Problem Set  Exit Ticket |  | Formative:  Problem Set  Exit Ticket | Formative:  Problem Set  Exit Ticket |
| **Closure**  (Reflection / Wrap-Up  Summarizing, 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 Objective  Rigorous & Relevant) | 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) | Eureka Math, Module 3, Lessons 1-6  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) | Eureka Math, Module 3, Lessons 1-6  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) | Eureka Math, Module 3, Lesson 8  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 9  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) |