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: 11-7** | **Date: 11-8** | **Date: 11-9** | **Date: 11-10** | **Date: 11-11** |
| **Standard**  (Reference State, Common Core, ACT College Readiness Standards and/or State Competencies.) | 8.G.A.2 Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them. | | | | |
| **Objective**  (Clear, Specific, and Measurable, student-friendly) | * Students learn about the sequence of transformations (one move on the plane followed by another) and that a sequence of translations enjoys the same properties as a single translation with respect to lengths of segments and degrees of angles. ƒ * Students learn that a translation along a vector followed by another translation along a vector of the same length in the opposite direction can move all points of a plane back to their original positions. | * Students learn that the reflection is its own inverse transformation. ƒ * Students understand that a sequence of a reflection followed by a translation is not necessarily equal to a translation followed by a reflection. | * Students learn that sequences of rotations preserve lengths of segments as well as degrees of measures of angles. ƒ * Students describe a sequence of rigid motions that would map a triangle back to its original position after being rotated around two different centers. | Students describe a sequence of rigid motions that maps one figure onto another | Veterans Day  No  School |
| **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.) | What need is there for sequencing transformations? | What is the inverse of a reflection?  Does the order matter in a series of transformations? | Does the order in which you rotate a figure around different centers have an impact on the final location of the figure’s image? |  |  |

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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 2, Lesson 7  Discussion:  Is it possible to translate a figure more than one time?  Exploratory Challenge:  Students make multiple translations and answer questions to discover that they can perform a series of translations.  Discussion:  What is the need form sequencing translations?  Exploratory Challenge:  (continued)  Students will make a series of transformations to map a figure back to itself. | Eureka Math, Module 2, Lesson 8  Discussion:  Consider the reflection of a point across a line. What would be the reflection of that reflection?  Exercises 1-3  Perform several reflections and answer questions to guide discovery of the concept of the invers of a reflection.  Discussion:  Does the order matter in a series of transformations?  Video to demonstrate a series of transformations.  <http://youtu.be/O2XPy3ZLU7Y>  Exercises 4-7  Students complete a series of transformations and then another series of the same transformations in a different order to discover whether order matters.  Discussion:   * We can sequence rigid motions. ƒ * We have notation related to sequences of rigid motions. ƒ * The sequence of a reflection followed by the same reflection is the identity transformation, and the order in which we sequence rigid motions matters. | Eureka Math, Module 2, Lesson 9  Exploratory Challenge:  Students will perform a series of rotations and answer questions to guide their understanding of the outcomes and relationships formed when performing such rotations. | Eureka Math, Module 2, Lesson 10  TTW model Example 1 using think aloud strategies and asking strategic questions to guide students to discover the effects of a series of transformations.  Video Presentation:  <http://youtu.be/O2XPy3ZLU7YE>  Students will complete Exercises 1-5 independently, but with discussion after each problem. |  |
| **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 | **Formative:**  Problem set/exit ticket | **Formative:**  Problem set/exit ticket |  |
| **Closure**  (Reflection / Wrap-Up  Summarizing, Reminding, Reflecting, Restating, Connecting) | The student will complete an exit ticket at the beginning of the next class period as a bellringer. | The student will complete an exit ticket at the beginning of the next class period as a bellringer. | The student will complete an exit ticket at the beginning of the next class period as a bellringer. | The student will complete an exit ticket at the beginning of the next class period as a bellringer. |  |
| **Resources/Materials**  (Aligned with the Lesson Objective  Rigorous & Relevant)  **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 7-10  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 7-10  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 7-10  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 7-10  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) |  |