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: 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 DayNo 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 / HookAn 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 – SequenceDiscover / Explain – Direct InstructionModeling Expectations – “I Do”Questioning / Encourages Higher Order ThinkingGrouping StrategiesDifferentiated Instructional Strategies to Provide Intervention & Extension, **Literacy Task**) | Eureka Math, Module 2, Lesson 7Discussion: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 8Discussion:Consider the reflection of a point across a line. What would be the reflection of that reflection?Exercises 1-3Perform 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 4-7Students 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 9Exploratory 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 10TTW 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 ObjectiveFormative / SummativePerformance-Based/RubricFormal / Informal) | **Formative:**Problem set/exit ticket | **Formative:**Problem set/exit ticket | **Formative:**Problem set/exit ticket | **Formative:**Problem set/exit ticket |  |
| **Closure**(Reflection / Wrap-UpSummarizing, 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 ObjectiveRigorous & 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 7-10Parent 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 7-10Parent 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 7-10Parent 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 7-10Parent 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) |  |