

AGI	Regal Coller	Week of 2-27-17 (Q3, W5)
Date:	Classwork:	Homework:
<p>Tuesday 2-28</p> <p>Block</p>	<p>Focus Questions: (Learning Intentions) → What does \sqrt{x} mean and how does it relate to x^2? → How can you estimate square roots using perfect squares? → What is “radical form” and what does it mean? → How can you tell from the squares of its side lengths whether a triangle is right, acute or obtuse?</p> <p>Formative Assessment Tasks <u>Looking for Pythagoras (LFP) Investigations 1 & 2</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Follow-up notes & organizers: Parts of a Radical, WS D-72, Square Roots & Perfect Squares Table <input type="checkbox"/> TWMM ACE 1 #34--Find the connections between perfect squares, perfect cubes and your representations in #34. Share your observations with those in your group. <input type="checkbox"/> Check & correct LFP ACE 2 Pages 29-30 #1-37 & Pages 33-34 #65-68 <input type="checkbox"/> Check-Up Investigations 1 & 2 Quiz <p><u>Looking for Pythagoras (LFP) Problem 3.1</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> LFP Problem 3.1, Pages 38-40 A & B <input type="checkbox"/> Exit ticket: Write your own step-by-step directions to determine whether a triangle is acute, obtuse or right using only the side lengths (without visuals of the triangles). Submit to the In-File. 	<p>Required assignments:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete any work from today you did not finish in class. (Due Thursday) <input type="checkbox"/> LFP ACE 2 Pages 30-32 #47-64 & Page 35 #69-70. (Due Thursday) <input type="checkbox"/> LFP ACE 3 starts on page 49. Do # 1-4, #17 & # 27. (Due Thursday) <input type="checkbox"/> TWMM Investigation 4 & 5 Test Corrections--See directions on back of score report. (Due Friday)
<p>Thursday 3-2</p> <p>Block</p>	<p>Focus Questions: (Learning Intentions) →How can you use puzzle pieces to verify a geometric proof of the Pythagorean Theorem? → How can you find the distance between any two points on a plane?</p> <p>Formative Assessment Tasks</p> <ul style="list-style-type: none"> <input type="checkbox"/> Check & correct LFP ACE 2 Pages 30-32 #47-64 & Page 35 #69-70 AND LFP ACE 3 (p. 49+) #1-4, #17 & # 27 <p><u>Looking for Pythagoras (LFP) Problem 3.2</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> LFP Problem 3.2 Pages 41-43 A-D <input type="checkbox"/> Instead of the paper puzzle proof, you will use foam puzzle frames and pieces. <input type="checkbox"/> Summarize C & D with your partner then share in a group of 4. <p><u>Looking for Pythagoras (LFP) Problem 3.3</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> How is the concept of a “plane” in Euclidean geometry related to <i>Flatland</i>? <input type="checkbox"/> Complete as much of Problem 3.3 Pages 44-45 A-D as you are able to do in the time available in class. 	<p>Required assignments:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Finish any work not completed in class EXCEPT Problem 3.3. (Due Fri) <p><u>LFP ACE 3</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete #18–21, 29–31 and 56. (Due Friday) <input type="checkbox"/> TWMM Investigation 4 & 5 Test Corrections--See directions on back of score report. (Due Friday)

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Friday 3-3	<p>Focus Question: (Learning Intention) →What are the procedures for adding and subtracting numbers expressed in radical form?</p> <p>Formative Assessment Tasks</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collect TWMM Inv. 4 & 5 Test corrections <input type="checkbox"/> Check & correct LFP 3 ACE #18–21, 29–31 and 56. <p><u>Looking for Pythagoras (LFP) Problems 3.3</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Finish any portion of Problem 3.3 you have not yet completed. <input type="checkbox"/> LFP Problem 1.3--Expressing exact perimeters in radical form 	<p>Required assignments:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Finish any work not completed in class. (Due Tuesday) <input type="checkbox"/>
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Learning Success Criteria:

- Students are able to accurately describe the relationship between the area of a square and the length of one side using multiple representations: pictures with labels, math symbols and precise mathematical language.
- Students have developed new strategies for finding the distance between two points on a coordinate grid using the areas of squares.
- Students are efficient using perfect squares to estimate the square roots of non-perfect squares without calculators.
- Students can explain the difference between radical form and approximate values for square roots.
- Students can add and subtract numbers represented in radical form.
- Students can describe the relationship between the edge length of a cube and the cube root of the cube's volume.
- Students can describe how to use on the side lengths to determine whether or not a triangle is a right triangle.
- Students can explain a geometric proof of the Pythagorean Theorem.

Standards

- 8.EE.A.2** Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number.
- 8.G.B.6** Explain a proof of the Pythagorean Theorem and its converse.
- 8.G.B.7** Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two dimensions.
- 8.G.B.8** Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.

Standards for Mathematical Practice

- Make sense of problems and persevere in solving them.**
- Model with mathematics.**
- Use appropriate tools strategically.**
- Look for and express regularity in repeated reasoning.**

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