

## Pathfinder Algebra 8th

## Regal Coller

Week of 2-13-17 (Q3, W3)

Date:	Classwork:	Homework:
<p><b>Wednesday/ Thursday 2-15/2-16</b></p> <p><b>Block</b></p>	<p><b>Focus Questions: (Learning Targets)</b>  → How do driving distance and flying distance between two coordinates relate to each other?  → How do the coordinates of endpoints of a segment help draw other lines, which are parallel or perpendicular to the segment?</p> <p><input type="checkbox"/> Collect TWMM &amp; assign LFP texts</p> <p><b>Formative Assessment Tasks</b>  <u><b>Looking for Pythagoras (LFP) Problem 1.1</b></u>  <input type="checkbox"/> LFP 1.1 Launch Video  <input type="checkbox"/> N S E W - directional discussion and coordinate grid system (Pages 7-9)  <input type="checkbox"/> LFP Problem 1.1, Pages 10-11 A-D  <u><b>Looking for Pythagoras (LFP) Problem 1.2</b></u>  <input type="checkbox"/> Coordinate Quadrilaterals Stations Tasks  <input type="checkbox"/> Overview of LFP Problem 1.2, Page 12 A-D  <input type="checkbox"/> LFP Problem 1.2, Page 12 A-D</p>	<p><b>Required assignments:</b></p> <p><input type="checkbox"/> <b>Complete any work from today you did not finish in class. (Due FRI)</b></p> <p><input type="checkbox"/> <b>BRING YOUR CHARGED CHROMEBOOK every day!</b></p>
<p><b>Friday 2-17</b></p>	<p><b>Focus Questions: (Learning Targets)</b>  → How do driving distance and flying distance between two coordinates relate to each other?  → How do the coordinates of endpoints of a segment help draw other lines, which are parallel or perpendicular to the segment?</p> <p><input type="checkbox"/> Assign TWMM Inv. 4 &amp; 5 Test Reflection &amp; Corrections--connect with Test Prep GF</p> <p><b>Formative Assessment Tasks</b>  <u><b>Looking for Pythagoras (LFP) Problem 1.2</b></u>  <input type="checkbox"/> Discussion of LFP Problem 1.2, Page 12 A-D  <input type="checkbox"/> LFP ACE 1 Pages 14-15 #1-14, Pages 17-18 #26-36</p> <p><u><b>Reflection - Exit Ticket (Classroom)</b></u>  1. What does the term "driving distance" refer to in regard to distance of two ordered pairs on the grid?  2. What does the term "flying distance" refer to in regard to the distance of two ordered pairs on the grid?  3. Which of these types of distances is the shortest path from one point to another?</p>	<p><b>Required assignments:</b></p> <p><input type="checkbox"/> <b>Finish any work not completed in class. (Due Mon/Tues)</b></p> <p><input type="checkbox"/> <b>TWMM Investigation 4 &amp; 5 Test Corrections--See directions on back of score report. (Due Mon/Tues)</b></p> <p><input type="checkbox"/> <b>BRING YOUR CHARGED CHROMEBOOK every day!</b></p>

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**Learning Success Criteria:**

- Develop strategies for finding the distance between two points on a coordinate grid
- Relate the area of a square to the side length of the square

**Standards**

**Essential for 8.G.B.8** Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.

**Practice 1: Make sense of problems and persevere in solving them.**

Students are engaged every day in solving problems and, over time, learn to persevere in solving them. To be effective, the problems embody critical concepts and skills and have the potential to engage students in making sense of mathematics. Students build understanding by reflecting, connecting, and communicating. These student-centered problem situations engage students in articulating the “knowns” in a problem situation and determining a logical solution pathway. The student-student and student-teacher dialogues help students not only to make sense of the problems, but also to persevere in finding appropriate strategies to solve them. The suggested questions in the Teacher Guides provide the metacognitive scaffolding to help students monitor and refine their problem-solving strategies.

**Practice 5: Use appropriate tools strategically.**

In Problem 1.1, students notice that they can use a ruler to find the horizontal, vertical, or helicopter distance on the grid. Since each block is 1 centimeter in width, students see that a ruler gives another way to measure the distance instead of counting blocks. Students observe that the diagonal of a square block is longer than each block, so counting blocks does not work for helicopter distances.

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