| $\begin{gathered} \text { Monday } \\ 03 / 11 / 2024 \end{gathered}$ | $\begin{gathered} \text { Tuesday } \\ 03 / 12 / 2024 \end{gathered}$ | Wednesday 03/13/2024 | Thursday 03/14/2024 | $\begin{gathered} \text { Friday } \\ 03 / 15 / 2024 \end{gathered}$ |
| :---: | :---: | :---: | :---: | :---: |
| 7th Grade | 7th Grade | 7th Grade | 7th Grade | No School Day |
| 7.2 - Complementary and Supplementary Angles (Sub) | Escape Room (Sub) | 7.3-Triangles | 7.3-Triangles | No School Day |
|  | Learning Target <br> Students will be able to write and solve algebraic equations to help then find missing complementary, supplementary, and vertical angles. | Learning Target <br> Students will discover the relationship between the interior angles of a triangle. | Standards <br> 7.G.2 Draw (freehand, with |  |
| Learning Target <br> Students will be able to write |  |  | ruler and protractor, and with technology) geometric |  |
| and solve algebraic equations to help then find missing complementary, |  | Standards <br> 7.G.1 Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale. | shapes with given conditions. Focus on constructing triangles from three |  |
| supplementary, and vertical angles. | Standards <br> 7.G.5 Use facts about supplementary, complementary, vertical, and adjacent angles in a multistep problem to write and solve simple equations for an unknown angle in a figure. |  | measures of angles or sides, noticing when the conditions |  |
| Standards <br> 7.G.5 Use facts about supplementary, complementary, vertical, and |  |  | determine a unique triangle, more than one triangle, or no triangle. |  |
| adjacent angles in a multistep problem to write and solve simple equations for an unknown angle in a figure. | solve simple equations for an unknown angle in a figure. <br> 7.G. 2 Draw (freehand, with ruler and protractor/angle | Instruction <br> Warm Up: \#99 <br> Vocab: acute, obtuse, right, | Warm Up: \#100 - Talk About It Thursday Vocab: acute, obtuse, right, scalene, isosceles, |  |
| Instruction <br> Warm Up: \#97 <br> Vocab: complementary, supplementary angles <br> - watch 7.2 Extra Practice | ruler, and/or with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or | - Triangle Inquiry Lab - discover the different characteristics between a triangle's angles and side lengths | equilateral triangle <br> - use 7.3 Desmos lesson - talk about/discuss findings from lab (how to test side lengths to form a triangle, |  |
| EDPuzzle Video <br> - rest of the class time to work on 7.2 Practice WS | sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle. | Assessment <br> Triangle Inquiry Lab | triangle) <br> - work through examples of <br> classifying triangles, testing |  |
| Assessment <br> 7.2 Skill Practice and Problem Solving (due Tuesday) | Instruction <br> Warm Up: \#98 Vocab: vertical angles, complementary and supplementary angles - practice 2-3 problems solving for angles while using algebraic skills | 8th Grade | side lengths for creating |  |
|  |  | 6.4 - Dilations | unique triangles, solving for |  |
|  |  | Learning Target <br> Students will be able to | unknown angles in a triangle <br> - Quizizz Practice game |  |
| 8th Grade |  | perform multiple transformations on a | (testing side lengths, finding missing interior angles in |  |
| 6.4 - Dilations |  |  | triangles, classifying |  |
| Learning Target |  | Standards | triangles) |  |

Students will be able to dilate an image when given a scale factor.

## Standards

8.G. 1 Verify experimentally the properties of rotations, reflections, and translations:
(a) Lines are taken to lines, and line segments to line segments of the same length,
(b) Angles are taken to
angles of the same measure,
(c) Parallel lines are taken to parallel lines.
8.G. 3 Describe the effect of dilations, translations,
rotations, and reflections on two-dimensional figures using coordinates.

## Instruction

Warm Up: \#98
Vocab: scale factor, enlargement, reduction - watch 6.4 Dilation EDPuzzle - fill in guided notes as the students watch

- start on 6.4 Dilation Go

Formative

## Assessment

Dilation Practice Go Form. (due Wednesday)

- complete the Lock Box
challenge (found in Ch. 7
folder)
- split into groups
- Form B more challenging
- have students show work on activity worksheet


## Assessment

Escape the Locker Room Angles

## 8th Grade

## 6.4 - Dilations

## Learning Target

Students will be able to find the scale factor that was used to dilate a geometric shape.

## Standards

8.G. 1 Verify experimentally the properties of rotations, reflections, and translations: (a) Lines are taken to lines, and line segments to line segments of the same length,
(b) Angles are taken to
angles of the same measure,
(c) Parallel lines are taken to parallel lines.
8.G.3 Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.

## Instruction

Warm Up: \#99
Vocab: dilation, scale factor
8.G. 1 Verify experimentally the properties of rotations, reflections, and translations:
(a) Lines are taken to lines, and line segments to line segments of the same length, (b) Angles are taken to
angles of the same measure, (c) Parallel lines are taken to parallel lines.
8.G.3 Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.

## Instruction

## Warm Up: \#100

Vocab: dilation, scale

## factor

- class time to ask questions about dilations
- today we will work on
performing multiple
movements when it comes to transformations
- rest of the class time to
work on Combo Day -
Translations, Reflections, \&
Dilations (Go Formative)


## Assessment

Combo Day Go Formative

| None |
| :--- |
| 8th Grade |
| 6.3-Rotations |
| Learning Target |
| Students will discover the |
| effects of performing a |
| rotation on a geometric |
| shape. |
| Standards |
| 8.G.1 Verify experimentally |
| the properties of rotations, |
| reflections, and translations: |
| (a) Lines are taken to lines, |
| and line segments to line |
| segments of the same length, |
| (b) Angles are taken to |
| angles of the same measure, |
| (c) Parallel lines are taken to |
| parallel lines. |
| 8.G.3 Describe the effect of |
| dilations, translations, |
| rotations, and reflections on |
| two-dimensional figures using |
| coordinates. |
| Instruction |
| Warm Up: \#101 - Talk |
| About It Thursday |
| Vocab: rotation, center of |
| rotation |
| -- take 6.1 - 6.3 Quiz (paper |
| copy in binder) |
| -have students pair up and |
| complete the Rotation Inquiry |
| Lab on McGraw Hill |
| - using Ch. 6 Performance |
| Task as study guide and |
| extra credit |
| Assessment |


| Rotation Lab |
| :--- |
|  |

