



Pythagorean Theorem

Lesson Synopsis:

In this lesson, students model the Pythagorean Theorem concretely using area models while making connections to algebra. In addition, students explore Pythagorean triples by constructing triangles and explore the relationships between similar triangles, similar triangles, and the Pythagorean Theorem. Students apply the Pythagorean Theorem and Pythagorean triples in real-world contexts to solve problems.

TEKS:

- | | |
|--------|---|
| G.2 | Geometric structure. The student analyzes geometric relationships in order to make and verify conjectures. |
| G.2.01 | Make conjectures about angles, lines, polygons, circles, and three-dimensional figures and determine the validity of the conjectures, choosing from a variety of approaches such as concrete, transformational, or axiomatic. |
| G.3 | Geometric patterns. The student uses a variety of representations to describe geometric relationships and solve problems. |
| G.3.01 | Use concrete and geometric patterns to make generalizations about geometric properties, including properties of polygons, ratios in similar figures and solids, and angle relationships in polygons and circles. |
| G.3.02 | Identify and apply patterns from right triangles to solve meaningful problems, including special right triangles (45-45-90 and 30-60-90) and triangles whose sides are Pythagorean triples. |
| G.4 | Measurement and the geometry of size. The student uses tools to determine measurements of geometric figures and extends measurement concepts to find perimeter, area, and volume in problem situations. |
| G.4.01 | Sketch, material, and use the Pythagorean Theorem. |
| G.4.11 | Similarity and the geometry of shape. The student applies the concepts of similarity to justify properties of figures and solve problems. |
| G.4.12 | Recognize, apply, and justify triangle similarity relationships, such as right triangle ratios, trigonometric ratios, and Pythagorean triples using a variety of methods. |

Getting Ready for Instruction

Performance Indicator(s):

- Analyze patterns to derive and make conjectures about the Pythagorean Theorem and Pythagorean Triples. Extend both to identify right triangles and find missing side lengths in right triangles. (G.2.01, G.3.01, G.3.02, G.3.03, G.4.01, G.4.11, G.4.12)

Key Understandings and Guiding Questions:

- The Pythagorean Theorem, its converse, and Pythagorean Triples can be used to identify right triangles and calculate the measurement of their sides.
 - How is similarity used to generate Pythagorean Triples?
 - How can the converse of the Pythagorean Theorem be used to classify triangles by angles?
 - How can Pythagorean triples be used to solve right triangles?

Vocabulary of Instruction:

- | | | |
|-----------------------|-------------------------|-----------------------|
| • Pythagorean Theorem | • leg of right triangle | • Pythagorean triples |
| • right triangle | • hypotenuse | |

Materials:

- | | | |
|-----------------------|-------------------|--------------|
| • transparency marker | • colored pencils | • grid paper |
| • dot grid paper | • compass | |

Geometry Systems Algebra 2 Hs Mathematics Unit 10

Lesson 01

M Tight

A decorative graphic consisting of a light blue horizontal bar with a rounded right end, and a red circular shape with a gradient, partially obscured by the bar.

Geometry Systems Algebra 2 Hs Mathematics Unit 10 Lesson 01:

Unveiling the Energy of Verbal Artistry: An Mental Sojourn through **Geometry Systems Algebra 2 Hs Mathematics Unit 10 Lesson 01**

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