



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 ratios, 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 attributes. The student analyzes geometric relationships in order to make and verify conjectures.
- G.2B Make conjectures about angles, lines, polygons, circles, and three-dimensional figures and determine the validity of the conjectures, reasoning from a variety of approaches such as coordinate, transformational, or automatic.
- G.3 Geometric patterns. The student uses a variety of representations to describe geometric relationships and solve problems.
- G.3B Use inductive 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 solids.
- G.3C Identify and apply patterns from right triangles to solve measurement problems, including special right triangles (30-60-90 and 45-45-90) and triangles whose sides are Pythagorean triples.
- G.4 Congruence and the geometry of size. The student uses tools to determine measurements of geometric figures and deduce measurement concepts to find perimeter, area, and volume in problem situations.
- G.4C Define, extend, and use the Pythagorean Theorem.
- G.5 Similarity and the geometry of shape. The student applies the concepts of similarity to justify properties of figures and solve problems.
- G.5C Derive, 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. Rely on both to identify right triangles and find missing side lengths in right triangles. (G.2B) (G.3A, G.3B, G.3C, G.3E); (G.11C)
GLEB (LPB); 1B, 1A, 2B, 2C, 3A, 4F, 5C

Key Understandings and Guiding Questions:

- The Pythagorean Theorem, its converse, and Pythagorean Triples can be used to identify right triangles and calculate the measurements 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 triple |
| • right triangle | • hypotenuse | |

Materials:

- | | | |
|-----------------------|-------------------|--------------|
| • transparency marker | • colored pencils | • grid paper |
| • grid paper | • calculator | |

Geometry Hs Mathematics Unit Lesson 01

Roman Wölfel



Geometry Hs Mathematics Unit Lesson 01:

Department of the Army Pamphlet, 1949 **Teaching and Learning High School Mathematics** Charlene E. Beckmann, Denise R. Thompson, Rheta N. Rubenstein, 2009-11-02 Too many high school students faced with mathematics in courses at the level of algebra and beyond find themselves struggling with abstract concepts and unwilling to pursue further study of mathematics When students curtail their course taking in mathematics they may be impacting their college and career options Thus high school mathematics teachers have the responsibility to help students recognize the value and importance of mathematics while also designing instruction that makes mathematics accessible to all students Ball and Bass 2000 as well as other mathematics educators have recognized that mathematics teachers not only need to know mathematics content and mathematics pedagogy i e teaching strategies but they also need to know how these ideas are integrated This mathematical knowledge for teaching is the knowledge that teachers of mathematics need and it differs from the knowledge that research or applied mathematicians must know This text is designed to provide teachers with insights into this mathematical knowledge for teaching Teaching and Learning High School Mathematics is likely different from many other texts that you have used It integrates both content and pedagogy to help you develop and build your own understanding of teaching The text is designed to help you develop deep conceptual understanding of fundamental mathematics Ma 1999 so that you are able to approach mathematics from multiple perspectives with many tools Such flexibility in teaching is essential if teachers are to help all students become mathematically proficient Throughout this book you are encouraged to work in cooperative teams This strategy is designed to help you develop a mathematics learning community and build a professional network that will be a valuable resource during your professional career Hopefully you will experience the benefits of engaging in rich mathematical discussions with peers and consider how to encourage such learning environments in your own classrooms Lesson planning is another element pervasive throughout this text To help teachers plan for effective student centered lessons the Question Response Support QRS Guide is introduced in Lesson 1.1 and used throughout the remainder of the lessons The QRS Guide is a tool on which teachers may record tasks or questions Q for students expected and observed student responses R and teacher support S in the form of additional just enough questions to support students in their progress on the task In each unit teachers expand their repertoire of teaching and learning elements and strategies and incorporate these elements as they plan additional lesson segments In Unit 4 lesson planning is formally introduced as teachers put together elements from previous units into complete cohesive lesson plans *Mathematics Unit Planning in a PLC at Work®*, High School Sarah Schuhl, Timothy D. Kanold, Bill Barnes, Darshan M. Jain, Matthew R. Larson, Brittany Mazingo, 2020-12-31 Champion student mastery of essential mathematics content in grades 9-12 Part of the Every Student Can Learn Mathematics series this guidebook provides high school teachers with a framework for collectively planning units of study in a professional learning community PLC The authors share tools and protocols for unwrapping standards

generating unit calendars developing rigorous lessons and many other essential team actions Use this resource to discover practical insight into collaborative planning and inspiring detailed models of unit planning in action Understand how to collaboratively plan units for high school mathematics Study the seven unit planning elements and learn how to incorporate each in unit designs Review the role of the PLC at Work process in enhancing student learning and teacher collaboration Observe model units for Algebra 1 geometry and Algebra 2 Receive tools and templates for effective unit planning Contents Introduction by Timothy D Kanold Part 1 Mathematics Unit Planning and Design Elements Chapter 1 Planning for Student Learning of Mathematics in High School Chapter 2 Unit Planning as a Collaborative Mathematics Team Part 2 Transformations on the Coordinate Plane Unit Examples for Algebra 1 Geometry and Algebra 2 Chapter 3 Algebra 1 Unit Graphs of Quadratic Functions Chapter 4 Geometry Unit Transformations and Congruence Chapter 5 Algebra 2 Unit Graphs of Trigonometric Functions Epilogue Mathematics Team Operations Appendix A Create a Proficiency Map Appendix B Checklist and Questions for Mathematics Unit Planning

General Extension Division Record ,1924 *Resources in Education* ,1998 A Manual of the Wausau Public Schools Wausau (Wis.). Board of Education,1914 **The Marine Corps Institute Handbook** Marine Corps Institute (U.S.),1951 **DOD Pam** United States. Office of Armed Forces Information and Education, **Bulletin ...** American School (Chicago, Ill.),1927 **Correspondence Courses Offered by Colleges and Universities Through the United States Armed Forces Institute** United States Armed Forces Institute,1949 **Research in Education** ,1973 Directory of Distance Learning Opportunities Modoc Press, Inc.,2003-02-28 This book provides an overview of current K 12 courses and programs offered in the United States as correspondence study or via such electronic delivery systems as satellite cable or the Internet The Directory includes over 6 000 courses offered by 154 institutions or distance learning consortium members Following an introduction that describes existing practices and delivery methods the Directory offers three indexes Subject Index of Courses Offered by Level Course Level Index Geographic Index All information was supplied by the institutions Entries include current contact information a description of the institution and the courses offered grade level and admission information tuition and fee information enrollment periods delivery information equipment requirements credit and grading information library services and accreditation

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