



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 justify conjectures.
- G.2B Make conjectures about angles, lines, polygons, circles, and three-dimensional figures and determine the validity of the conjectures, stressing first 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 algebraic 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 Develop, 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. Expects both to identify right triangles and find missing side lengths in right triangles. (G.2B) (G.3A, G.3B, G.3C, G.3E); (G.5C); (G.11C)
- GLEs:** L.P.1, 1B, 1H, 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

Chao Zhang



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