



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 squares that exhibit unique integer relations, 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.B	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 algebraic.
G.3	Geometric patterns. The student uses a variety of representations to describe geometric relationships and solve problems.
G.3.B	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.BB	Identify and apply patterns from right triangles to solve non-routine 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.4B	Derive, extend, and use the Pythagorean Theorem.
G.4.B	Identify and the geometry of shape. The student applies the concepts of similarity to justify properties of figures and solve problems.
G.4.BB	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):

- 1. 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.2B, G.3A, G.3B, G.3C, G.3D, G.4B)
- Common Core State Standards for Mathematics** LPS: 1B, 1F, 2E, 2F, 3A, 4E, 5C

Key Understandings and Guiding Questions:

- 1. 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 Triple |
| • right triangle | • hypotenuse | |

Materials:

- | | | |
|-----------------------|-------------------|--------------|
| • transparency marker | • colored pencils | • grid paper |
| • graph paper | • scissors | |

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O García

A decorative graphic element consisting of a light blue horizontal bar with a rounded right end, and a red circular glow behind it.

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Resources in Education ,1973-05 *Research in Education* ,1973 *Everyday Mathematics 4 Grade Teacher's Lesson Guide Volume 2* Max Bell,2004 Contains easy to follow three part daily lesson plans This assists teachers in focusing on lesson objectives providing ongoing practice for all students and addressing individual student needs for a variety of populations A unit organizer provides learning goals planning and assessment support content highlights a materials chart suggestions for problem solving cross curricular links and options for individualizing Each guide is grade level specific

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of High School Mathematics Jasper O. Hassler, 1926 Catalogue of the Montana State Normal College Western Montana
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Cedarville University (Cedarville, Ohio), 1930

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