



LearnZillion

LearnZillion Illustrative Mathematics 6-8 Math

About LearnZillion

LearnZillion is Illustrative Mathematics' certified curriculum and professional development partner. We provide the materials, tools, and support districts need to roll out the curriculum.

LearnZillion Illustrative Mathematics 6-8 Math empowers teachers to shift math classes from workbook time to discussion-and-problem solving time. With easy-to-use lesson plans, student materials, and built-in teacher guidance, LearnZillion's implementation removes barriers for teachers. Instead of spending hours prepping lesson materials, teachers can focus on understanding the math and differentiating to meet all their students' needs.

Each lesson includes ready-to-present, student-facing visuals accompanied by teaching notes. The teaching notes highlight practical teaching moves that keep the lesson on track and provide advice on how to meet students at different levels. As a result, LearnZillion eliminates the need for additional teacher prep work, ensuring that teachers have time to address the most important components of Illustrative Mathematics' problem-based curriculum.

In addition, LearnZillion has integrated digitized Illustrative Mathematics assessments and practice items so that teachers can receive auto-scored formative feedback on student mastery, and students can practice answering tech-enabled questions.

LearnZillion Illustrative Mathematics 9-12 Math is coming soon.

Mathematical Foundations of the Curriculum

Illustrative Mathematics 6–8 Math is a problem-based core curriculum rooted in content and practice standards to foster learning and achievement for all. Students learn by doing math, solving problems in mathematical and real-world contexts, and constructing arguments using precise language. High-leverage routines guide teachers in understanding concepts and procedures so that they can better facilitate student learning.

Professional Learning

We work closely with districts' math coaches and teachers in deepening their understanding of the curriculum and building their skills through year-long embedded instructional support, delivered in person and virtually.

Our professional learning engagements improve your team's ability to deliver lessons and assessments and support meaningful practice shifts that lead to improved student outcomes.

Implementation Support

We provide the following materials, tools, and support:

Print:

High-quality student workbooks delivered directly to your district or school



Cloud-based software:

Formats that:

- Move teachers from reactionary to strategic every day
- Ensure professional development guidance is embedded in the curriculum so that it is reinforced daily
- Empower teachers to turn strategy into action



LESSON PLAN ☆

Lesson 8: Area of Triangles

From Illustrative Mathematics

Created by Illustrative Mathematics, adapted by LearnZillion

Standards 6.G.A.1

Quick assign

[Preview assignment >](#)

Print

Actions ▾

Lesson plan

Additional materials

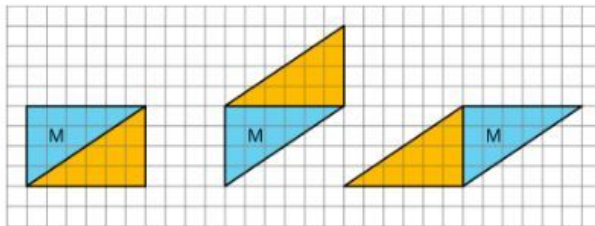
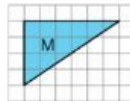
About this lesson

Card 2 of 14

8.1 Warm-Up ▾

Full screen

Here is Triangle M. Han made a copy of Triangle M and composed three different parallelograms using the original M and the copy, as shown below.



What do you notice? What do you wonder?

Teaching notes

Pacing: 10 minutes for entire Warm-Up

The Warm-Up spans three cards. This is card 1 of 3.

Instructional routine:

- Notice and Wonder
- Think Pair Share

Launch

- Display the images of the triangle and the three parallelograms for all to see.
- Give students a minute to observe them.
- Ask them to be ready to share at least one thing they notice and one thing they wonder.
- Give students a minute to share their observations and questions with a partner.

Notice and Wonder

Read more about the instructional routine Notice and Wonder

Print

Actions ▾

What:

Students are shown some media or a mathematical representation. The prompt to students is "What do you notice? What do you wonder?" Students are given a few minutes to write down things they notice and things they wonder. After students have had a chance to write down their responses, the teacher asks several students to share things they noticed and things they wondered; these are recorded by the teacher for all to see. Usually, the teacher steers the conversation to wondering about something mathematical that the class is about to focus on.

Where:

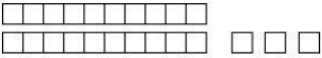
Appears frequently in warm-ups but also appears in launches to classroom activities.

Integrated digital assessments and district, school, and class reporting for insights into usage and classroom performance

Card 2 of 8

Problem 1

This diagram shows three small squares and two rectangles composed of 10 small squares.



1. Jada says this diagram can represent 230. What does a small square represent for Jada? Type the answer in the box.

2. Name a number greater than 230 that this diagram can also represent.

Type the answer in the box.

Teaching notes Print all

Solution:

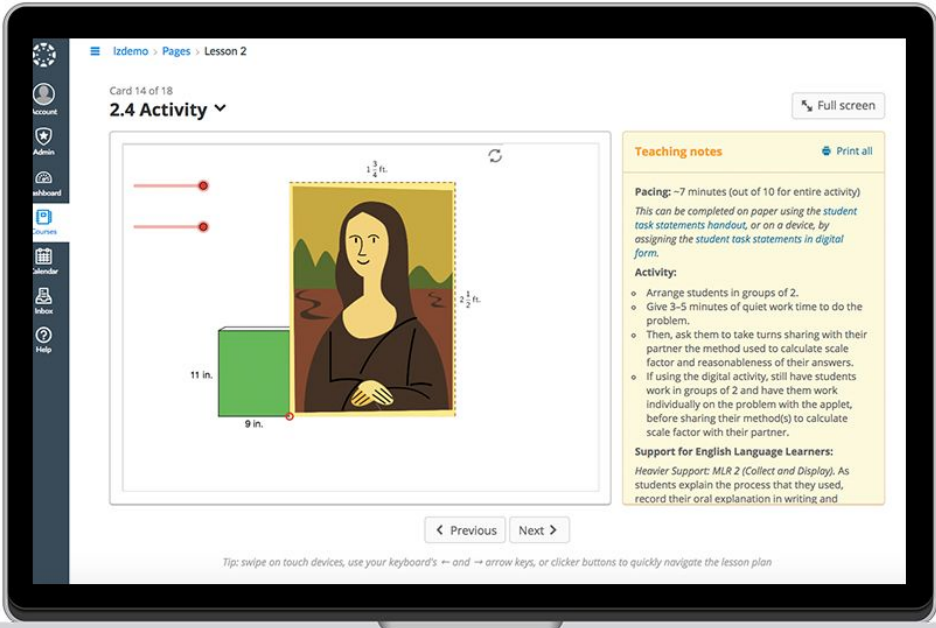
- 10
- Answers vary. Sample responses: 2,300; 23,000; 230,000; 460
- 0.1
- Answers vary. Sample responses: 0.23; 0.023; 0.0023; 1.15

Narrative:

- This problem reintroduces students to base-ten diagrams, which are used throughout this unit.
- Students should understand that the unit square can have any value, but each strip of ten squares will have ten times this value.
- They should also understand that shifting digits to the left: for example, 230 vs 2300, means that

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Digital interactives powered by Geogebra and Desmos and seamless LMS and SIS integration



Card 14 of 18

2.4 Activity

Teaching notes Print all

Pacing: ~7 minutes (out of 10 for entire activity)

This can be completed on paper using the student task statements handout, or on a device, by assigning the student task statements in digital form.

Activity:

- Arrange students in groups of 2.
- Give 3–5 minutes of quiet work time to do the problem.
- Then, ask them to take turns sharing with their partner the method used to calculate scale factor and reasonableness of their answers.
- If using the digital activity, still have students work in groups of 2 and have them work individually on the problem with the applet, before sharing their method(s) to calculate scale factor with their partner.

Support for English Language Learners:

Heavier Support: MLR 2 (Collect and Display). As students explain the process that they used, record their oral explanation in writing and

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Tip: swipe on touch devices, use your keyboard's ← and → arrow keys, or clicker buttons to quickly navigate the lesson plan

Explore the curriculum and its supports at learnzillion.com/p/illustrative-mathematics