Teacher's Name: Mr. Dancer		Subject Area: Geometry
Date: 10.6-10.92013	Room #: 612	CLT Time: 3rd. Period

College and Career Readiness Standards(CCRS):
CCRS 3.A2 Make, test, and use conjectures about one-, two-, and three-dimensional figures and their properties.
CCRS 3.D1 Make and validate geometric conjectures.

Content Objective (TEKS)	Language Objective (ELPS)
GEOM.2B 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 coordinate, transformational, or axiomatic GEOM.5B Analyze numeric 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. GEOM.10B Justify and apply triangle congruence relationships in proofs including flow proofs, transformational proofs, paragraph proofs, coordinate proofs, and two-column proofs.	ELPS C.1e Internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment. ELPS C.2d Monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed. ELPS C.3h Narrate, describe, and explain with increasing specificity and detail as more English is acquired

Lesson Cycle (*How will I lead my students to mastery?)*	
Warm up (7 min)	Students will be given 3 pairs of triangles and will be asked to determine what will prove the triangles to be congruent.
Engage/hook (15min)	Teacher will introduce Proofs to students examining what assumptions can be made from comparing previous knowledge learned about congruency with pictures and statements identifying lines, angles, and polygons with other lines, angles and polygons. Teacher will explain how to derive enough information to "Prove" congruency or reject it.
Model (15min)	Teacher will model how to match the corresponding sides and/or angles of each of these postulate while explaining the postulate.
Guided Practice (15min)	The teacher will focus on triangle congruence and what information will assist to Prove congruence using definitions, postulates, and theorems previously learned. Students will

	follow along and participate in determine which of the following will show 2 triangles to be congruent.
Independent Practice	(20 min) If time remains, students will complete an activity of which they will determine if 2 triangles are or can be proven to be congruent. They will practice completing missing information in proofs and in creating proofs
Closure (10min)	Summary of the lesson.
Exit Ticket (8min)	Students will complete an exit ticket of which they will fill in the blanks about Triangle Congruency in Proofs form

Notes: This will be a 2 day lesson