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| **Math Department Lesson Plan Template** | | | |
| Teacher’s Name: Mrs. Ali | | Subject Area: Geometry | |
| Date: 10.24-10.29.2014 | Room #: 610 | | CLT Time: 10: 00 am (odd day) |
| **College and Career Readiness Standards(CCRS):**  CCRS 3.A1 Identify and represent the features of plane and space figures.  CCRS 3.A2 Make, test, and use conjectures about one-, two-, and three-dimensional  figures and their properties.  CCRS 3.B1. Identify and apply transformations to figures.  CCRS 3.B3 Use congruence transformations and dilations to investigate congruence,  similarity, and symmetries of plane figures.  CCRS 10.B1 Use multiple representations to demonstrate links between  mathematical and real world situations | | | |

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| **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.5C Apply properties of  transformations: reflections,  translations, rotations, and glide  reflections to make connections  between mathematics and the real  world, such as tessellations.  GEOM.7A Use one- and  two-dimensional coordinate systems to  represent points, lines, rays, line  segments, and figures.  GEOM.10A Use congruence  transformations to make conjectures  and justify properties of geometric  figures including figures represented on  a coordinate plane. | | ELPS C.1b Monitor oral and written  language production and employ  self-corrective techniques or other  resources.  • 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.3e Share information in  cooperative learning interactions.  • ELPS C.3h Narrate, describe, and  explain with increasing specificity and  detail as more English is acquired.  • ELPS C.5g Narrate, describe, and  explain with increasing specificity and  detail to fulfill content area writing needs  as more English is acquired. |
| **Lesson Cycle (*How will I lead my students to mastery?)*** | | |
| **Warm up (7 min)** | Students will solve two problems applying quadrilateral properties. | |
| **Engage/hook (15min)** | The student will match reflection, rotation, dilation and translation  with a visual representation of isometry transformations. | |
| **Model (15min)** | The teacher will discuss image and preimage, how shapes stay congruent and ask students to describe a given isometry transformation. Teacher will model how to perform each transformation. The teacher will also introduce dilation and tessellation transformations. | |
| **Guided Practice (15min)** | The teacher will use questions and cues to elicit prior knowledge of translation, discuss image and preimage. The teacher will instruct students to describe a given transformation and which type or (composition) occurred. | |
| **Independent Practice** | (20 min) Students will complete a handout on transformations. Students will create a tessellation | |
| **Closure (10min)** | Summary of the lesson. | |
| **Exit Ticket (8min)** | Students will be given three transformations and be asked to determine whether each is a translation, rotation, or reflection. | |

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| **Notes: Transformations will cover 3 class periods** |