

Teacher's Name: Mrs.Ali		Subject Area: Geometry	
Date: 11.5-11.6.2014	Room #: 610	CLT Time: 10: 00 am (odd day)	
<b>College and Career Readiness Standards(CCRS):</b> CCRS 3.A2 Make, test, and use conjectures about one-, two-, and three-dimensional figures and their properties. CCRS 3.A3 Recognize and apply right triangle relationships including basic trigonometry. CCRS 3.D1 Make and validate geometric conjectures. CCRS 4.C3 Determine indirect measurements of figures using scale drawings, similar figures, the Pythagorean theorem, and basic trigonometry. CCRS 10.A2 Connect mathematics to the study of other disciplines. CCRS 10.B1 Use multiple representations to demonstrate links between mathematical and real world situations.			

Content Objective (TEKS)	Language Objective (ELPS)
<p>GEOM.3B Construct and justify statements about geometric figures including triangles, quadrilaterals, regular polygons, and circles, and their properties.</p> <p>GEOM.2A: Use constructions to explore attributes of geometric figures and to make conjectures about geometric relationships.</p> <p>GEOM.10.A: Use congruence transformations to make conjectures and justify properties of geometric figures including figures represented on a coordinate plane.</p>	<p>ELPS C.1d Speak using learning strategies such as requesting assistance, employing non-verbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known).</p> <ul style="list-style-type: none"> <li>• ELPS C.2d Monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed.</li> <li>• ELPS C.3f Ask and give information ranging from using a very limited bank of high-frequency, highneed, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments.</li> <li>• ELPS C.4f Use visual and contextual support and support from peers and teachers to read gradeappropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language.</li> </ul>
<b>Lesson Cycle (<i>How will I lead my students to mastery?</i>)</b>	

<b>Warm up (7 min)</b>	Students will be shown different types and qualities of quadrilaterals and asked to categorize them.
<b>Engage/hook (15min)</b>	Teacher will trigger prior knowledge about quadrilaterals and students will glue an information guide within their composition notebook.
<b>Model (15min)</b>	Students will review the qualities that make up the different types of quadrilaterals learned in the preceding lesson.
<b>Guided Practice (15min)</b>	The teacher will randomly select students to solve problems on solving for the angles and side lengths within the quadrilateral
<b>Independent Practice</b>	.(20 min) Students will complete a handout on quadrilaterals
<b>Closure (10min)</b>	Summary of the lesson.
<b>Exit Ticket (8min)</b>	Students will take a short quiz on quadrilaterals by identifying the quadrilaterer based on information only on notecards.

**Notes:**