Name Geometry Team Course Geometry Periods All Date Feb 12-16

| Monday/Tuesday  |   |  |  |  |
|---|---|--|--|--|
| <b>Objective:</b><br>SWBAT find the area and<br>perimeter of polygon  | <ul> <li>Activities:</li> <li>Do now *CFU<br/>Check their work.</li> <li>Model some<br/>Questions *CFU<br/>Thumbs up</li> <li>Work sheet in<br/>Group* CFU Group<br/>Presentation</li> <li>Exit ticket (CFU)</li> </ul> | Methodology         x Application       x Lecture/ Notes         x Audio/ Visual       x Coop. Learning         Demonstration       Thinking Maps         Written       Review/ Reteach         x Independent Study       Other         x Manipulatives/ Hands-on       Anipulatives/ Hands-on |  |  |
| <b>Language Objective:</b><br>SWBAT exercise TPS prior to<br>class presentation.  | <b>HOTS:</b><br>What are the steps of finding the area of any polygon?  | Assessment:<br>x Teacher Evaluation Portfolio<br>x Peer/ Self-Evaluation x Test/ Quiz<br>x Written/ Oral Presentation<br>x Other   |  |  |
| Blooms:<br>x Remembering x Analyzing<br>x Understanding x Evaluating<br>x Applying x Creating<br>Modifications:<br>Group support/ peer assistance<br>Differential Instruction,<br>Extended time, Calculator and<br>Technology | <b>Content Specific Notes</b> :<br>Geometry 8a, 8E, 8F and 11D  | Materials/ Resources   |  |  |

| <b>Objective:</b><br>Students will be able to find the area of composite figure.   | Wednesday/Thursday<br>Activities:<br>• Do now *CFU<br>Check their work.<br>• Model some<br>Questions *CFU<br>Thumbs up<br>• Work sheet in<br>Group* CFU Group<br>Presentation<br>• Exit ticket (CFU) | Methodology         x       Application       x       Lecture/ Notes         x       Audio/ Visual       x       Coop. Learning         Demonstration       Thinking Maps         Written       Review/ Reteach         x       Independent Study       Other         x       Manipulatives/ Hands-on         -on |
|--|--|---|
| Students will be able to define the method of doing the work verbally and in writing   | HOIS:<br>How do you find the area<br>of living room without<br>furniture?  | Assessment:<br>x Teacher Evaluation Portfolio<br>Peer/ Self-Evaluation x Test/ Quiz<br>x Written/ Oral Presentation Other   |
| Blooms:<br>Remembering x Analyzing<br>x Understanding x Evaluating<br>x Applying Creating<br>Modifications:<br>Give extra time, break the<br>composite figure into different<br>parts to find area separately. | <b>Content Specific Notes</b> :<br>Geometry 8A, 8E, 8F,and 11D   | Materials/ Resources  |
|  |  |   |

|  | Friday/ Monday   |  |
|--|--|--|
|  | Filday/ Monday   |  |
| Objective:   | Activities:  | Methodology  |
| Surface Area – Students build and<br>draw three-dimensional figures,<br>deconstruct them to draw a net,<br>and calculate the total and lateral<br>surface areas. | <ul> <li>Students will complete a DO<br/>NOW matching key vocabualry<br/>and definitions for 3-D solids<br/>(edge, vertex, face, etc.). Teacher<br/>will go over the vocabulary to be<br/>sure it is thoroughly understood.</li> <li>eacher will introduce 3-D figure project for<br/>the week to be presented Friday, March 28<br/>and Monday March 31. Each student be<br/>given the directions for the project and the<br/>directions will be discussed as a class.</li> <li>Teacher will introduce nets and<br/>review area of composite figures<br/>with students for them to be able<br/>to get the area of their assigned 3-<br/>D solid from the net.</li> <li>Teacher will randomly assign a 3-<br/>D solid for each group</li> <li>Students will</li> <li>Name of the solid.</li> <li>The characteristics.</li> <li>Number of faces</li> <li>Shapes of the faces</li> <li>Shape of the base</li> <li>Real world example (Bring in a<br/>real world example (Bring in a<br/>real world example from home; if you do<br/>not have a real world example of your 3-D<br/>solid, create one)3.</li> <li>REGULAR CLASSESThe net:</li> <li>Measure the dimensions of your<br/>net to the nearest tenth of a centimeter.</li> <li>Using the net, find the area of<br/>your solid.</li> <li>Fold the net into its 3-D figure.3.<br/>*CFU their project</li> </ul> | X Application Lecture/ Notes<br>Audio/ Visual X Coop. Learning<br>Demonstration Thinking Maps<br>Written Review/ Reteach<br>Independent Study Other<br>X Manipulatives/ Hands-on |
| Language Objective:  | HOTS:  | Assessment:  |
| ELPS U.IC Use strategic learning   | How do you find the amount of  | Peer/ Self-Evaluation Test/ Ouiz   |
| mapping drawing memorizing   | offr?  | x Written/ Oral Presentation   |
| comparing  | gitt:  | Other  |
| contrasting, and reviewing to  |  |  |
| acquire basic and grade-level  |  |  |
| vocabulary.  |  |  |
| ELPS C.2e Use visual,  |  |  |
| contextual, and linguistic support   |  |  |
| to enhance and confirm   |  |  |
| understanding of increasingly  |  |  |
| comple   |  |  |
| anguage.   |  |  |
| comple<br>x and elaborated spoken<br>language.   |  |  |

| ELPS C.4f Use visual and<br>contextual support and support<br>from peers and teachers to read<br>grade<br>-appropriate content<br>area text, enhance and confirm<br>understanding, and develop<br>vocabulary, grasp of language<br>structures, and background<br>knowledge needed to comprehend<br>increasingly challenging<br>language. |                         |  |
|--|-------------------------|--|
| Blooms:  | Content Specific Notes: | Materials/ Resources                             |
| ☐ Remembering ☐ Analyzing<br>x ☐ Understanding x ☐ Evaluating  | Geometry 6B, 6C,        | ☐ Textbook ☐ Technology<br>☐ Worksheet x ☐ Other |
| x Applying x Creating  | 60,61,70,AND 110        |  |
| Modifications:   |                         |  |
| Give them extra time to  |                         |  |
| finish it. Pair them with  |                         |  |
| other student to support   |                         |  |
| them.  |                         |  |