Teacher's Name: Olutope Aghedo		Subject Area: Geometry		
Date: 10/24-29/2014	Room #: 611		CLT Time: 3 rd Period	
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				

Content Objective (TEKS)		Language Objective (ELPS)	
		ELPS C.1b Monitor oral and written	
GEOM.2B Make conjectures about		language production and employ	
angles, lines, polygons, circles, and		self-corrective techniques or other	
three-dimensional figures and		resources.	
determine the validity of	the	 ELPS C.1e Internalize new basic and 	
conjectures, choosing from a variety of		academic language by using and reusing	
approaches such as coordinate,		it in meaningful ways in speaking and	
transformational, or axiomatic.		writing activities that build concept and	
GEOM.5C Apply properties of		language attainment.	
transformations: reflections,		 ELPS C.2d Monitor understanding of 	
translations, rotations, and glide		spoken language during classroom	
reflections to make connections		instruction and interactions and seek	
between mathematics and the real		clarification as needed.	
world, such as tessellations.		 ELPS C.3e Share information in 	
GEOM.7A Use one- and		cooperative learning interactions.	
two-dimensional coordinate systems to		 ELPS C.3h Narrate, describe, and 	
represent points, lines, rays, line		explain with increasing specificity and	
segments, and figures.		detail as more English is acquired.	
GEOM.10A Use congruence		 ELPS C.5g Narrate, describe, and 	
transformations to make conjectures		explain with increasing specificity and	
and justify properties of geometric		detail to fulfill content area writing needs	
figures including figures represented on		as more English is acquired.	
a coordinate plane.			
Lesson Cycle (How will I lead my students to mastery?)			
Warm up (<u>7 </u> min)	Students will solve two problems applying quadrilateral properties.		

Engage/hook (<u>15</u> min)	The student will match reflection, rotation, dilation and translation with a visual representation of isometry transformations.
Model (<u>15</u> min)	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 (<u>15</u> min)	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 (<u>10</u> min)	Summary of the lesson.
Exit Ticket (<u>8</u> min)	Students will be given three transformations and be asked to determine whether each is a translation, rotation, or reflection.

Notes: Transformations will cover 3 class periods