Jane Long Academy Lesson Plan Template with Unpacking the Standards

 2015 – 2016

Course: Geometry

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| Teacher: Andrea Valencia-Hernandez | Lesson Plan Week of: WEEK #6 September 28-30 October 1-2 |
|  |  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
|  |  |  |  |  |  |  |
| **Pre-Planning: Unpacking the Standards** | **TEKS:**(R) - Readiness Standard(S) -Supporting Standard | **GEOM.6B** Prove two triangles are congruent by applying the Side-Angle-Side, Angle-Side-Angle, Side-Side-Side, Angle-Angle-Side, and Hypotenuse-Leg congruence conditions. **GEOM.6C** Apply the definition of congruence, in terms of rigid transformations, to identify congruent figures and their corresponding sides and angles. **GEOM.6D** Verify theorems about the relationships in triangles, including proof of the Pythagorean Theorem, the sum of interior angles, base angles of isosceles triangles, midsegments, and medians and apply these relationships to solve problems.  | **GEOM.6B** Prove two triangles are congruent by applying the Side-Angle-Side, Angle-Side-Angle, Side-Side-Side, Angle-Angle-Side, and Hypotenuse-Leg congruence conditions. **GEOM.6C** Apply the definition of congruence, in terms of rigid transformations, to identify congruent figures and their corresponding sides and angles. **GEOM.6D** Verify theorems about the relationships in triangles, including proof of the Pythagorean Theorem, the sum of interior angles, base angles of isosceles triangles, midsegments, and medians and apply these relationships to solve problems.  | **GEOM.6B** Prove two triangles are congruent by applying the Side-Angle-Side, Angle-Side-Angle, Side-Side-Side, Angle-Angle-Side, and Hypotenuse-Leg congruence conditions. **GEOM.6C** Apply the definition of congruence, in terms of rigid transformations, to identify congruent figures and their corresponding sides and angles. **GEOM.6D** Verify theorems about the relationships in triangles, including proof of the Pythagorean Theorem, the sum of interior angles, base angles of isosceles triangles, midsegments, and medians and apply these relationships to solve problems.  | **GEOM.6B** Prove two triangles are congruent by applying the Side-Angle-Side, Angle-Side-Angle, Side-Side-Side, Angle-Angle-Side, and Hypotenuse-Leg congruence conditions. **GEOM.6C** Apply the definition of congruence, in terms of rigid transformations, to identify congruent figures and their corresponding sides and angles. **GEOM.6D** Verify theorems about the relationships in triangles, including proof of the Pythagorean Theorem, the sum of interior angles, base angles of isosceles triangles, midsegments, and medians and apply these relationships to solve problems.  | **GEOM.6B** Prove two triangles are congruent by applying the Side-Angle-Side, Angle-Side-Angle, Side-Side-Side, Angle-Angle-Side, and Hypotenuse-Leg congruence conditions. **GEOM.6C** Apply the definition of congruence, in terms of rigid transformations, to identify congruent figures and their corresponding sides and angles. **GEOM.6D** Verify theorems about the relationships in triangles, including proof of the Pythagorean Theorem, the sum of interior angles, base angles of isosceles triangles, midsegments, and medians and apply these relationships to solve problems.  |
| **Verb(s)**- What verbs define the actions students will need to take when mastering this objective? | Prove, apply, verify, analyze, organize, explain, describe, communicate, and investigate. | Prove, apply, verify, analyze, organize, explain, describe, communicate, and investigate. | Prove, apply, verify, analyze, organize, explain, describe, communicate, and investigate. | Prove, apply, verify, analyze, organize, explain, describe, communicate, and investigate. | Prove, apply, verify, analyze, organize, explain, describe, communicate, and investigate. |
| **Concept** -What am I teaching? -What do the students need to know? | How to determine if triangles are congruent?  | How to determine if triangles are congruent? | How to determine if triangles are congruent?  | How to determine if triangles are congruent? | How to determine if triangles are congruent?  |
| **Context*****Readiness:**** Connections from previous grade level.
* To what degree will this impact learning two years down the road?

***Supporting:**** What Readiness Standards or concepts from the Readiness Standards does it support?
* How does it support the Readiness Standards?
 | The student is expected to make conjectures about angles, lines, polygons, circles, and three dimensional figures and determine validity of the conjectures, choosing from a variety of approaches such as coordinate, transformational. Or axiomatic. | The student is expected to formulate and test conjectures about the properties and attributes of polygons and their component parts based on explorations and concrete models. | The student is expected to make conjectures about angles, lines, polygons, circles, and three dimensional figures and determine validity of the conjectures, choosing from a variety of approaches such as coordinate, transformational. Or axiomatic. | The student is expected to formulate and test conjectures about the properties and attributes of polygons and their component parts based on explorations and concrete models. | The student is expected to make conjectures about angles, lines, polygons, circles, and three dimensional figures and determine validity of the conjectures, choosing from a variety of approaches such as coordinate, transformational. Or axiomatic. |
| **I will know my students have mastered this standard when they can….** | When my students determine if triangles are congruent using triangle congruence postulates.  | When my students determine if triangles are congruent using triangle congruence postulates. |  | When my students determine if triangles are congruent using triangle congruence postulates.  | When my students determine if triangles are congruent using triangle congruence postulates. |
| **I will assess the standard by…..** | Check for Understanding:* Fist to Five
* Color Cards
* Essential Questioning
* Kahoot
* Exit Ticket
* Four Corners
 | Check for Understanding:* Fist to Five
* Color Cards
* Essential Questioning
* Kahoot
* Exit Ticket
* Four Corners
 | Check for Understanding:* Fist to Five
* Color Cards
* Essential Questioning
* Kahoot
* Exit Ticket
* Four Corners
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* Exit Ticket
* Four Corners
 | Check for Understanding:* Fist to Five
* Color Cards
* Essential Questioning
* Kahoot
* Exit Ticket
* Four Corners
 |
| **Vocabulary**(Academic and Content) | AAS, ASA, Congruence, corresponding angles, corresponding sides, included angle, included side, SAS, SSS, Similar. | AAS, ASA, Congruence, corresponding angles, corresponding sides, included angle, included side, SAS, SSS, Similar. | AAS, ASA, Congruence, corresponding angles, corresponding sides, included angle, included side, SAS, SSS, Similar. | AAS, ASA, Congruence, corresponding angles, corresponding sides, included angle, included side, SAS, SSS, Similar. | AAS, ASA, Congruence, corresponding angles, corresponding sides, included angle, included side, SAS, SSS, Similar. |
| **Lesson Topic** (Content Objective) | I can determine if triangles are congruent using triangle congruence postulates.  | I can determine if triangles are congruent using triangle congruence postulates.  | I can determine if triangles are congruent using triangle congruence postulates.  | I can determine if triangles are congruent using triangle congruence postulates.  | I can determine if triangles are congruent using triangle congruence postulates.  |
| **ELPS** (Language Objective) | The student is expected to write using newly acquired basic vocabulary and content based grade-level vocabulary. | I can write the reason why triangles are congruent.CG5. | The student is expected to write using newly acquired basic vocabulary and content based grade-level vocabulary. | The student is expected to write using newly acquired basic vocabulary and content based grade-level vocabulary. | I can write the reason why triangles are congruent.CG5. |
| **Lesson Cycle** | **Engage:** **Warm-Up/Opening (min)** | How much is enough | How much is enough | Review | **Review** | Review |
| **Explore:****INM/Review (min):** | How much is enough II? | How much is enough II? | Scavenger | Scavenger | Scavenger |
| **Explain:****Guided Practice (min):** | Triangle congruence Folded Notes. | Are they congruent? Notes page | Compare and contrast | Compare and contrast | Compare and contrast |
| **Elaborate:****Independent Practice (min):** | Overlapping Triangles. | Overlapping Triangles. | Write down at least 5 sentences on how you determined the equations of lines that were **parallel** and **perpendicular**to the line given and passing through the point given | Write down at least 5 sentences on how you determined the equations of lines that were **parallel** and **perpendicular**to the line given and passing through the point given  | Write down at least 5 sentences on how you determined the equations of lines that were **parallel** and **perpendicular**to the line given and passing through the point given |
| **Evaluate:****Closing ( min.):** | Triangle congruence. | Triangle congruence. | Test | Test | Test |
| **Reinforcement** | **Materials/ Resources:** | Region 4 book, copies, rulers, color pencils, pencils.  | Region 4 book, copies, rulers, color pencils, pencils.  | Region 4 book, copies, rulers, makers, color pencils, pencils. | Region 4 book, copies, rulers, color pencils, pencils.  | Region 4 book, copies, rulers, makers, color pencils, pencils. |
| **Homework** | Triangle congruence.Finish work | Triangle congruence. |  | Practice  |  |
| **MODIFICATIONS and/or ACCOMODATIONS:***-Gifted and Talented**-ELL/ ESL**-Special Education* |  |  |  |  |  |