

Lesson Plan

Brian Armstrong
Geometry

Week of: August 7 - 9

Daily Agenda	Monday August 5	Tuesday August 6	Wednesday August 7	Thursday August 8	Friday August 9
Critical Vocabulary:					
Learning Target			I can work collaboratively in a group while thinking critically to solve problems.	I can work collaboratively in a group while thinking critically to solve problems.	I can work collaboratively in a group while thinking critically to solve problems.
Standards					
Instructional Method(s)			Discussion Workshop Model Reflection	Discussion - Mini Lesson Workshop Model Reflection	Discussion - Mini Lesson Workshop Model Reflection
Strategies/ Activities			Welcome! Find Your Group - Cards Index Card - Name, Class Period, Birthday Intro to Mrs. Ridley Quiz and You Create a Quiz 1-100 Game Exit Slip - What do you want Mrs. Ridley to know about you as a mathematician? Do you believe math is invented or discovered?	Wagon Wheel: Invented or Discovered Math? 31-derful Game Tower of Cards Reflection: What can you do as a student and Mrs. Ridley as a teacher to ensure this is a great year?	Name Game Zoom Activity Reflection - I used to think... Now I know...
Intended Homework					Signed Syllabus
Formative Assessment			Exit Slip	Picture This! Wagon Wheel Tower of Cards 31-derful Game Reflection	Zoom Activity Reflection
Summative Assessment Tentative Date: August 31					
Modifications/Accommodations as Needed: Prompting, cueing, modeling, paraphrasing, individual assistance, extra time, oral directions, peer tutoring					

All plans are subject to change

Lesson Plan

Brian Armstrong
Geometry

Week of: August 12 - 16

Daily Agenda	Monday August 12	Tuesday August 13	Wednesday August 14	Thursday August 15	Friday August 16
Critical Vocabulary: point, line, plane, skew lines, angle, ray, segment, distance					
Learning Target	I can work collaboratively in a group while thinking critically to solve problems.	I can work collaboratively in a group while thinking critically to solve problems.	I can define and draw representations of geometric terms.	I can define and draw representations of geometric terms.	I can solve for unknown values using segment addition.
Standards			KY.HS.G.1 Know and apply precise definitions of the language of Geometry. a. Understand properties of line segments, angles and circle. b. Understand properties of and differences between perpendicular and parallel lines.	KY.HS.G.1 Know and apply precise definitions of the language of Geometry. a. Understand properties of line segments, angles and circle. b. Understand properties of and differences between perpendicular and parallel lines.	KY.HS.G.1 Know and apply precise definitions of the language of Geometry. a. Understand properties of line segments, angles and circle. b. Understand properties of and differences between perpendicular and parallel lines.
Instructional Method(s)	Discussion Workshop Model Reflection	Discussion Workshop Model Reflection	Discussion Workshop Model Reflection	Discussion - Mini Lesson Workshop Model Reflection	Discussion - Mini Lesson Workshop Model Reflection
Strategies/ Activities	Creating Classroom Expectations Activity Reflection - What do you think will be the most difficult expectation to follow and what will be the easiest? Why?	Broken Squares What problems do you encounter in group work? Discussion Creating Solutions Gallery Walk Reflection - What do you believe to be the biggest challenge with your group?	Discuss Syllabus Unit 1 Pre-Assessment - Grade and Track in Folders Sign Language Hook Napkin with Group Activity Reflection - Where are you in your thinking?	Calculator Numbers Inferring with Matching Mini Lesson: Vocabulary Always, Sometimes, Never Reflection - Formative 1 and What changed in your understanding of basic Geometry vocabulary?	Flashback Mini Lesson Segment Addition Postulate with Tower of Terror Word Problem Relay Race Game Task Cards Exit Slip - Reflection with Formative 2
Intended Homework					
Formative Assessment	Classroom Expectations Activity Reflection	Gallery Walk Reflection	Napkin Activity Ask the Expert Reflections	Fun Sheet Back to Back Quizlet Reflection	Relay Race Task Cards Reflection
Summative Assessment Tentative Date: August 31					
Modifications/Accommodations as Needed: Prompting, cueing, modeling, paraphrasing, individual assistance, extra time, oral directions, peer tutoring					

Daily Agenda	Monday August 20	Tuesday August 21	Wednesday August 22	Thursday August 23	Friday August 24
Critical Vocabulary: Angle, Vertex, Acute, Right, Obtuse, Straight, Congruent, Interior, Exterior, Adjacent Angles,					
Learning Target Students will...	I can determine angle measures using angle addition.	I can apply the distance and midpoint formulas to real-world and mathematical problems.	I can apply midpoint and distance formula to real-world and mathematical problems.	I can apply midpoint and distance formula to real-world and mathematical problems.	I can determine segment lengths using segment addition and the distance formula.
Standards	KY.HS.G.1 Know and apply precise definitions of the language of Geometry. a. Understand properties of line segments, angles and circle. b. Understand properties of and differences between perpendicular and parallel lines.	KY.HS.G.23 Find measurements among points within the coordinate plane. a. Use points from the coordinate plane to find the coordinates of a midpoint of a line segment and the distance between the endpoints of a line segment. b. Find the point on a directed line segment between two given points that partitions the segment in a given ratio.	KY.HS.G.23 Find measurements among points within the coordinate plane. a. Use points from the coordinate plane to find the coordinates of a midpoint of a line segment and the distance between the endpoints of a line segment. b. Find the point on a directed line segment that partitions the segment in a given ratio.	KY.HS.G.23 Find measurements among points within the coordinate plane. a. Use points from the coordinate plane to find the coordinates of a midpoint of a line segment and the distance between the endpoints of a line segment. b. Find the point on a directed line segment between two given points that partitions the segment in a given ratio.	KY.HS.G.23 Find measurements among points within the coordinate plane. a. Use points from the coordinate plane to find the coordinates of a midpoint of a line segment and the distance between the endpoints of a line segment. b. Find the point on a directed line segment between two given points that partitions the segment in a given ratio.
Instructional Method(s)	Discussion - Mini Lesson Workshop Model Reflection	Discussion - Mini Lesson Workshop Model Reflection	Discussion - Mini Lesson Workshop Model Reflection	Discussion - Mini Lesson Workshop Model Reflection	Discussion - Mini Lesson Workshop Model Reflection
Strategies/ Activities	Flashback Mini Lesson - Angle Addition and Types of Angles Think, Pair, Share: Practice Problem Task Cards - Formative 2 Reflection	Flashback Concept Quiz 1 - Basic Vocabulary Mini Lesson - Midpoint Practice Problems Partner Worksheet - F1 Reflection	Flashback - Midpoint Standard Quiz Basic Vocabulary Reflection Mini Lesson - Distance and Midpoint Formula Stations Maze - F2 Reflection	Flashback Mini Lesson Sum Em Up Activity Reflecton	Flashback Concept Quiz Distance and Midpoint, Basic Vocabulary Partition segments: mini lesson and practice
Intended Homework					
Formative Assessment	Teacher Observation Flashback Task Cards Reflection	Teacher Observation Flashback Partner Worksheet Reflection	Teacher Observation Flashback Stations Maze Reflection	Teacher Observation Flashback Sum Em Up Reflection	Teacher Observation Flashback Quiz Reflection
Summative Assessment Tentative Date: August 31					
Modifications/Accommodations as Needed: Prompting, cueing, modeling, paraphrasing, individual assistance, extra time, oral directions, peer tutoring					

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Lesson Plan

Unit 1: Foundations of Geometry

Daily Agenda	Monday August 27	Tuesday August 28	Wednesday August 29	Thursday August 30	Friday August 31
Critical Vocabulary: Point, line, plane, ray, collinear, noncollinear, coplanar, noncoplanar, intersect, parallel, skew, endpoint, between, angle, vertex, acute, right, obtuse, straight, congruent, interior, exterior, adjacent angles, bisects, segment bisector, angle bisector, midpoint					
Learning Target	I can informally perform constructions using string, reflective devices, paper folding, and/or dynamic geometric software. I can use tools and methods to precisely copy a segment and an angle.	I can use tools and methods to construct perpendicular lines and bisectors. I can use tools and methods to construct a line parallel to a given line through a point not on the line.	I can apply basic geometry vocabulary, midpoint and distance formulas, and constructions to solve problems.	I can apply basic geometry vocabulary, midpoint and distance formulas, and constructions to solve problems.	I can apply basic geometry vocabulary, midpoint and distance formulas, and constructions to solve problems.
Standards	KY.HS.G.8 Create and apply geometric constructions. a. Make formal geometric constructions with a variety of tools and methods. b. Apply basic construction procedures to construct more complex figures.	KY.HS.G.8 Create and apply geometric constructions. a. Make formal geometric constructions with a variety of tools and methods. b. Apply basic construction procedures to construct more complex figures.	KY.HS.G.8 Create and apply geometric constructions. a. Make formal geometric constructions with a variety of tools and methods. b. Apply basic construction procedures to construct more complex figures.	KY.HS.G.8 Create and apply geometric constructions. a. Make formal geometric constructions with a variety of tools and methods. b. Apply basic construction procedures to construct more complex figures.	KY.HS.G.8 Create and apply geometric constructions. a. Make formal geometric constructions with a variety of tools and methods. b. Apply basic construction procedures to construct more complex figures.
Instructional Method(s)	Discussion Technology Graphic Organizer	Discussion Technology Writing Journal	Discussion Technology Trip Project	Discussion Cooperative Learning Technology	Discussion Cooperative Learning Technology
Strategies/Activities	Flashback Concept Quiz Review and Reflection Constructions Mini Lesson https://betterlesson.com/lesson/408720/what-are-geometric-constructions Constructions Activity - F1 Reflection	Flashback Mini Lesson: Constructions Constructions Stations Activity - Work Time Constructions F2 Reflection	Flashback Constructions Activity - Quiz Grade Practice Study Guide and Grade F3 (all 3 concepts) Reflection	Flashback Study Guide Stations Review Reflection	Flashback Unit Test Unit Test Reflection
Intended Homework					
Formative Assessment	Think, Pair, Share Reflection	Task Cards Reflection	Study Guide Practice Reflection	Stations Reflection	Test
Summative Assessment Tentative Date: August 31					
Modifications/Accommodations as Needed: Prompting, cueing, modeling, paraphrasing, individual assistance, extra time, oral directions, peer tutoring					

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Lesson Plan

Brian Armstrong
Geometry
Unit 2: Angles and Lines

Daily Agenda	Monday September 2	Tuesday September 3	Wednesday September 4	Thursday September 5	Friday September 6
Critical Vocabulary: Point, line, plane, ray, collinear, noncollinear, coplanar, noncoplanar, intersect, parallel, skew, endpoint, between, angle, vertex, acute, right, obtuse, straight, congruent, interior, exterior, adjacent angles, bisects, segment bisector, angle bisector, midpoint					

Learning Target			I can use points from the coordinate plane to find the distance between the endpoints of a line segment.	I can use points from the coordinate plane to find the distance between the endpoints of a line segment.	I can use points from the coordinate plane to find the distance between the endpoints of a line segment.
Standards			KY.HS.G.23 Find measurements among points within the coordinate plane. a. Use points from the coordinate plane to find the coordinates of a midpoint of a line segment and the distance between the endpoints of a line segment. b. Find the point on a directed line segment between two given points that partitions the segment in a given ratio.	KY.HS.G.23 Find measurements among points within the coordinate plane. a. Use points from the coordinate plane to find the coordinates of a midpoint of a line segment and the distance between the endpoints of a line segment. b. Find the point on a directed line segment between two given points that partitions the segment in a given ratio.	KY.HS.G.23 Find measurements among points within the coordinate plane. a. Use points from the coordinate plane to find the coordinates of a midpoint of a line segment and the distance between the endpoints of a line segment. b. Find the point on a directed line segment between two given points that partitions the segment in a given ratio.
Instructional Method(s)			Discussion Technology Trip Project	Discussion Cooperative Learning Technology	Discussion Cooperative Learning Technology
Strategies/ Activities			RTI: Partition Segments Small Groups Flashback Unit 1 Reflection Begin Distance and Midpoint Trip Project	Flashback Distance and Midpoint Trip Project Reflection	Flashback Unit 2 Preassessment and Record Data Finish Project Reflection
Intended Homework					
Formative Assessment			Trip Project Flashback Reflection	Trip Project Reflection	Trip Project Preassessment
Summative Assessment Tentative Date: September 24					
Modifications/Accommodations as Needed: Prompting, cueing, modeling, paraphrasing, individual assistance, extra time, oral directions, peer tutoring					

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Lesson Plan

Brian Armstrong

Geometry

Unit 2: Angles and Lines

Daily Agenda	Monday September 9	Tuesday September 10	Wednesday September 11	Thursday September 12	Friday September 13
Critical Vocabulary: Parallel Lines, Skew lines, Transversal, Corresponding angles, Alternate interior/exterior angles, Same-side (Consecutive) interior/exterior angles, Perpendicular Lines					
Learning Target I can...	*I can apply the concept that corresponding angles are congruent when two parallel lines	*I can apply the concept that , corresponding , alternate interior and exterior angles are congruent	*I can apply the concept that , corresponding , alternate interior and exterior angles are congruent	*I can justify reasoning about lines and angles using postulates, theorems, and definitions. (KY.HS.G.7)	*I can prove theorems about lines and angles. (KY.HS.G.7)

	are cut by a transversal and converse.	when two parallel lines are cut by a transversal and converse. (KY.HS.G.6)	when two parallel lines are cut by a transversal and converse. (KY.HS.G.6)		
Standards	KY.HS.G.6 Apply theorems for lines, angles, triangles, parallelograms	KY.HS.G.6 Apply theorems for lines, angles, triangles, parallelograms	KY.HS.G.6 Apply theorems for lines, angles, triangles, parallelograms	KY.HS.G.7 Prove theorems about geometric figures. a. Construct formal proofs to justify theorems for lines, angles and triangles.	KY.HS.G.7 Prove theorems about geometric figures. a. Construct formal proofs to justify theorems for lines, angles and triangles.
Instructional Method(s)	Discussion Technology Cooperative Learning	Discussion Technology Cooperative Learning	Discussion Cooperative Learning Technology	Discussion Technology Cooperative Learning	Discussion Cooperative Learning Technology
Strategies/ Activities	Flashback Schema Discovery Activity - Nspire Reflection	Flashback Mini Lesson Vocabulary Jigsaw Dance Dance Transversal Relay Race - F1 Reflection	Flashback Mini Lesson Scavenger Hunt - F2 Parallel Line Land Problems Partner Paper Reflection	Flashback Concept Quiz Following a Recipe... Mini Lesson Parallel Thinking Debate Reflection	Flashback Quiz Reflection Jigsaw Fill in the Blank Proofs Exit Slip and Reflection - F2
Intended Homework					
Formative Assessment	Teacher Observation Nspire Activity Reflection	Teacher Observation DDT Relay Race Reflection	Teacher Observation Scavenger Hunt Parallel Line Land Partner Paper	Teacher Observation Parallel Thinking Debate Reflection	Teacher Observation Project Reflection
Summative Assessment Tentative Date: September 24					
Modifications/Accommodations as Needed: Prompting, cueing, modeling, paraphrasing, individual assistance, extra time, oral directions, peer tutoring					

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Lesson Plan

Brian Armstrong
Geometry
Unit 2: Angles and Lines

Daily Agenda	Monday September 16	Tuesday September 17	Wednesday September 18	Thursday September 19	Friday September 20
Critical Vocabulary: Parallel Lines, Skew lines, Transversal, Corresponding angles, Alternate interior/exterior angles, Same-side (Consecutive) interior/exterior angles, Perpendicular Lines					
Learning Target I can...	*I can use slope to solve geometric problems. (KY.HS.G.22)	*I can justify the relationship between lines as being parallel or perpendicular using slope. (KY.HS.G.22)	I can write an equation of a line parallel or perpendicular to a given line that passes through a given point. (KY.HS.G.22)	I can write an equation of a line parallel or perpendicular to a given line that passes through a given point. (KY.HS.G.22)	*I can write an equation of a line parallel or perpendicular to a given line that passes through a given point. (KY.HS.G.22)
Standards	KY.HS.G.22 Justify and apply the slope criteria for parallel and perpendicular lines and use them to solve geometric problems.	KY.HS.G.22 Justify and apply the slope criteria for parallel and perpendicular lines and use them to solve geometric problems.	KY.HS.G.22 Justify and apply the slope criteria for parallel and perpendicular lines and use them to solve geometric problems.	KY.HS.G.22 Justify and apply the slope criteria for parallel and perpendicular lines and use them to solve geometric problems.	KY.HS.G.22 Justify and apply the slope criteria for parallel and perpendicular lines and use them to solve geometric problems.
Instructional Method(s)	Discussion Technology Cooperative Learning	Discussion Technology Cooperative Learning	Discussion Cooperative Learning Technology	Discussion Technology Cooperative Learning	Discussion Cooperative Learning Technology
Strategies/ Activities	Flashback Concept Quiz 2 Intro to Parallel and Perpendicular Discovery Reflection	Flashback Quiz Reflection Parallel Lines - Mini Lesson Partner Paper Reflection	Flashback Perpendicular Lines - Mini Lesson Partner Paper - F1 Reflection	Flashback Mini Lesson: Parallel and Perpendicular Math Lib - F2 Reflection	Flashback Mini Lesson Finish Math Lib Concept Quiz 2 Reflection
Intended Homework					
Formative Assessment	Teacher Observation Discovery Activity Reflection	Teacher Observation Scavenger Hunt Reflection	Teacher Observation Partner Paper Teacher Check	Teacher Observation Math Lib Reflection	Teacher Observation Practice Problems Reflection
Summative Assessment Tentative Date: September 24					

Modifications/Accommodations as Needed: Prompting, cueing, modeling, paraphrasing, individual assistance, extra time, oral directions, peer tutoring

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Lesson Plan

Brian Armstrong

Geometry

Unit 2: Angles and Lines

Daily Agenda	Monday September 23	Tuesday September 24	Wednesday September 25	Thursday September 26	Friday September 27
Critical Vocabulary: Parallel Lines, Skew lines, Transversal, Corresponding angles, Alternate interior/exterior angles, Same-side (Consecutive) interior/exterior angles, Perpendicular Lines					
Learning Target I can...	Apply properties of parallel lines and angles to solve problems.	Apply properties of parallel lines and angles to solve problems.	Apply properties of parallel lines and angles to solve problems.		
Standards	KY.HS.G.22 Justify and apply the slope criteria for parallel and perpendicular lines and use them to solve geometric problems. KY.HS.G.6 Apply theorems for lines, angles, triangles, parallelograms KY.HS.G.7 Prove theorems about geometric figures. a. Construct formal proofs to justify theorems for lines, angles and triangles.	KY.HS.G.22 Justify and apply the slope criteria for parallel and perpendicular lines and use them to solve geometric problems. KY.HS.G.6 Apply theorems for lines, angles, triangles, parallelograms KY.HS.G.7 Prove theorems about geometric figures. a. Construct formal proofs to justify theorems for lines, angles and triangles.	KY.HS.G.22 Justify and apply the slope criteria for parallel and perpendicular lines and use them to solve geometric problems. KY.HS.G.6 Apply theorems for lines, angles, triangles, parallelograms KY.HS.G.7 Prove theorems about geometric figures. a. Construct formal proofs to justify theorems for lines, angles and triangles.	KY.HS.G.22 Justify and apply the slope criteria for parallel and perpendicular lines and use them to solve geometric problems. KY.HS.G.6 Apply theorems for lines, angles, triangles, parallelograms KY.HS.G.7 Prove theorems about geometric figures. a. Construct formal proofs to justify theorems for lines, angles and triangles.	KY.HS.G.22 Justify and apply the slope criteria for parallel and perpendicular lines and use them to solve geometric problems. KY.HS.G.6 Apply theorems for lines, angles, triangles, parallelograms KY.HS.G.7 Prove theorems about geometric figures. a. Construct formal proofs to justify theorems for lines, angles and triangles.
Instructional Method(s)	Discussion Technology Cooperative Learning	Discussion Technology Cooperative Learning	Discussion Cooperative Learning Technology	Discussion Technology Cooperative Learning	Discussion Cooperative Learning Technology
Strategies/Activities	Flashback Practice Test Reflection	Flashback Review Stations Reflection	Unit 2 Test	Algebra Review	Algebra Review
Intended Homework					

Formative Assessment	Teacher Observation Quiz Reflection	Teacher Observation Study Guide Reflection	Teacher Observation Test Reflection		
Summative Assessment Tentative Date: September 25					
Modifications/Accommodations as Needed: Prompting, cueing, modeling, paraphrasing, individual assistance, extra time, oral directions, peer tutoring					

Lesson Plan

Brian Armstrong

Geometry

Unit 2: Deductive Reasoning, Transversals, and Coordinate Geometry

Daily Agenda	Monday September 10	Tuesday September 11	Wednesday September 12	Thursday September 13	Friday September 14
Critical Vocabulary: Parallel Lines, Skew lines, Transversal, Corresponding angles, Alternate interior/exterior angles, Same-side (Consecutive) interior/exterior angles, Perpendicular Lines					
Learning Target Students will...	Examine equations to determine whether lines are parallel or perpendicular.	Write equations of lines parallel to given equations.	Write equations of lines perpendicular to given equations.	Write equations of lines parallel and perpendicular to given equations.	Write equations of lines parallel and perpendicular to given equations.
Common Core	G.GPE.5 Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems.	G.GPE.5 Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems.	G.GPE.5 Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems.	G.GPE.5 Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems.	G.GPE.5 Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems.
Instructional Method(s)	Discussion Technology	Discussion Technology	Discussion	Discussion Technology	Discussion

	Cooperative Learning	Cooperative Learning	Cooperative Learning Technology	Cooperative Learning	Cooperative Learning Technology
Strategies/ Activities	Flashback Intro to Parallel and Perpendicular Lines - Mini Lesson Discovery Activity Reflection	Flashback Parallel Lines - Mini Lesson Partner Paper Reflection	Flashback Perpendicular Lines - Mini Lesson Partner Paper Reflection	Flashback Mini Lesson: Parallel and Perpendicular Math Lib Reflection	Flashback Mini Lesson - Proving with Modeling Finish Math Lib Practice Problems Reflection
Intended Homework					
Formative Assessment	Teacher Observation Discovery Activity Reflection	Teacher Observation Scavenger Hunt Reflection	Teacher Observation Partner Paper Teacher Check	Teacher Observation Math Lib Reflection	Teacher Observation Practice Problems Reflection
Summative Assessment Tentative Date: September 21					
Modifications/Accommodations as Needed: Prompting, cueing, modeling, paraphrasing, individual assistance, extra time, oral directions, peer tutoring					

All plans are subject to change

Lesson Plan

Brian Armstrong
Geometry
Unit 3: Transformations

Lesson Plan
Week of: September 24 - 28

Daily Agenda	Monday September 24	Tuesday September 25	Wednesday September 26	Thursday September 27	Friday September 28
Critical Vocabulary: Transformation, Reflection, Rotation, Dilation, Translation, Image, Pre-Image					
Learning Target	Students will create and describe transformations.	Students will reflect polygons over the x-axis, y-axis, $y = x$, and $y = -x$.	Students will graph the image of the polygon after a glide reflection and rotation.	Students will graph the image of a polygon after a dilation.	Students will graph the image of the polygon after a transformation.
Common Core	G.CO.2 Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not	G.CO.2 Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance	G.CO.2 Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance	G.CO.2 Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance	G.CO.2 Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance

	(e.g., translation versus horizontal stretch). G.CO.3 Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself. G.CO.5 Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another. G.CO.6 Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.	and angle to those that do not (e.g., translation versus horizontal stretch). G.CO.3 Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself. G.CO.5 Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another. G.CO.6 Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.	and angle to those that do not (e.g., translation versus horizontal stretch). G.CO.3 Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself. G.CO.5 Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another. G.CO.6 Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.	and angle to those that do not (e.g., translation versus horizontal stretch). G.CO.3 Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself. G.CO.5 Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another. G.CO.6 Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.	and angle to those that do not (e.g., translation versus horizontal stretch). G.CO.3 Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself. G.CO.5 Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another. G.CO.6 Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.
Instructional Method(s)	Classroom Discourse Thinking Strategies Community Workshop	Classroom Discourse Thinking Strategies Community Workshop	Classroom Discourse Thinking Strategies Community Workshop	Classroom Discourse Thinking Strategies Community Workshop	Classroom Discourse Thinking Strategies Community Workshop
Strategies/ Activities	Tentatively: Outside Project Vocabulary Daily Flashback Silent Conversation - What do we know about transformations? Mini Lesson Create your own - Reflection, Rotation, and Translation Partner Work Reflection	Daily Flashback Reflections Discovery - Group Work Reflection	Daily Flashback Patty Paper Investigation Practice Problems - Think, Pair, Share Reflection	Daily Flashback Dilations Discovery - Group Work Reflection	Daily Flashback Word Wall Project Reflection
Intended Homework					
Formative Assessment	Teacher Observation Silent Conversation Partner Work Reflection	Teacher Observation Group Work Reflection	Teacher Observation Think Pair Share Reflection	Teacher Observation Group Work Reflection	Teacher Observation Word Wall Project Reflection
Summative Assessment Tentative Date: October 17					
Modifications/Accommodations as Needed: Prompting, cueing, modeling, paraphrasing, individual assistance, extra time, oral directions, peer tutoring					

All plans are subject to change

Lesson Plan

Week of: October 7 - 11

Brian Armstrong
Geometry
Unit 3: Transformations

Daily Agenda	Monday October 7 No School Bullitt Day	Tuesday October 8	Wednesday October 9	Thursday October 10	Friday October 11
Critical Vocabulary: Transformation, Reflection, Rotation, Dilation, Translation, Image, Pre-Image					

Learning Target		I can transform polygons.	I can graph the image of the polygon after a reflection.	I can graph the image of the polygon after a reflection.	I can graph the image of the polygon after a reflection.
Standards		KY.HS.G.4 Understand the effects of transformations of geometric figures. a. Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure. b. Specify a sequence of transformations that will carry a given figure onto another. c. Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure. Given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.	KY.HS.G.4 Understand the effects of transformations of geometric figures. a. Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure. b. Specify a sequence of transformations that will carry a given figure onto another. c. Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure. Given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.	KY.HS.G.4 Understand the effects of transformations of geometric figures. a. Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure. b. Specify a sequence of transformations that will carry a given figure onto another. c. Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure. Given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.	KY.HS.G.4 Understand the effects of transformations of geometric figures. a. Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure. b. Specify a sequence of transformations that will carry a given figure onto another. c. Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure. Given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.
Instructional Method(s)		Classroom Discourse Thinking Strategies Community Workshop	Classroom Discourse Thinking Strategies Community Workshop	Classroom Discourse Thinking Strategies Community Workshop	Classroom Discourse Thinking Strategies Community Workshop
Strategies/ Activities		Daily Flashback Unit 2 Test Corrections Transformation Pre Test and Tracking our Data Reflection	Daily Flashback Pre-test Silent Conversation Reflection	Daily Flashback Mini Lesson - Reflections Discovery with Patty Paper Reflection	Daily Flashback Reflections Practice Problems
Intended Homework					
Formative Assessment		Teacher Observation Test Corrections Reflection	Teacher Observation Group Work Reflection	Teacher Observation Group Work Reflection	Teacher Observation Practice Problems Reflection
Summative Assessment Tentative Date: October 22					
Modifications/Accommodations as Needed: Prompting, cueing, mI can graph the image of a polygon after a rotation,odeling, paraphrasing, individual assistance, extra time, oral directions, peer tutoring					

All plans are subject to change

Brian Armstrong
Pre AP Geometry
Unit 3: Transformations

Week of: October 15 - 19

Daily Agenda	Monday October 14	Tuesday October 15	Wednesday October 16	Thursday October 17	Friday October 18
Critical Vocabulary: Transformation, Reflection, Rotation, Dilation, Translation, Image, Pre-Image					

Learning Target	I can graph the image of a polygon after a rotation.	I can graph the image of a polygon after a rotation.	I can graph the image of a polygon after a translation.	I can graph the image of a polygon after a translation.	I can graph the image of a polygon after a series of transformations.
Standards	KY.HS.G.2 Representing transformations in the plane.	KY.HS.G.2 Representing transformations in the plane.	KY.HS.G.2 Representing transformations in the plane.	KY.HS.G.2 Representing transformations in the plane.	KY.HS.G.2 Representing transformations in the plane.
Instructional Method(s)	Classroom Discourse Thinking Strategies Community Workshop	Classroom Discourse Thinking Strategies Community Workshop	Classroom Discourse Thinking Strategies Community Workshop	Classroom Discourse Thinking Strategies Community Workshop	Classroom Discourse Thinking Strategies Community Workshop
Strategies/Activities	Daily Flashback Rotation Discovery Reflection	Flashback Rotations Practice Reflection	Flashback Rotations Quiz Translations Mini Lesson Reflection	Flashback Translations Practice - Ask the Expert Reflection	Daily Flashback Concept Quiz Relay Race Reflection
Intended Homework					
Formative Assessment	Discovery Reflection	Teacher Observation Game Reflection	Teacher Observation Test Reflection	Teacher Observation Teacher Check Reflection	Teacher Observation Task Cards Reflection

Summative Assessment Tentative Date: October 22

Modifications/Accommodations as Needed: Prompting, cueing, modeling, paraphrasing, individual assistance, extra time, oral directions, peer tutoring

****All plans are subject to change****

Lesson Plan

Week of: October 21 - 25

Brian Armstrong
Pre AP Geometry
Unit 3: Transformations

Daily Agenda	Monday October 21	Tuesday October 22	Wednesday October 23	Thursday October 24	Friday October 25
Critical Vocabulary: e					
Learning Target	I can apply properties of transformations to solve problems.	I can apply properties of transformations to solve problems.	I can apply properties of transformations to solve problems.		
Standards	KY.HS.G.4 Understand the effects of transformations of geometric figures. a. Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure. b. Specify a sequence of transformations that will carry a given figure onto another. c. Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure. Given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.				
Instructional Method(s)					
Strategies/Activities	Review Quiz Unit 3 Review	Unit 3 Test	Unit 3 Test Reflection - Google Forms Unit 4 Pretest		
Intended Homework					

Formative Assessment	Review Check	Test	Reflection and Pretest		
Summative Assessment Tentative Date: October 22					

All plans are subject to change

Lesson Plan

Brian Armstrong

Week of: November 7 - 9

Geometry
Unit 4: Similarity

Daily Agenda	Monday	Tuesday	Wednesday November 7	Thursday November 8	Friday November 9
Critical Vocabulary: Triangle, Scalene, Isosceles, Equilateral, Acute, Right, Obtuse, Equiangular, Congruent Figures, Corresponding parts					
Learning Target			I can classify triangles and find interior angle measures.	I can classify triangles and find interior and exterior angle measures.	I can discover and apply properties of isosceles and equilateral triangles to solve problems.
Common Core			KY.HS.G.	G.C.10 Prove theorems about triangles.	G.C.10 Prove theorems about triangles.
Instructional Method(s)			Discussion Technology Cooperative Learning	Discussion Technology Cooperative Learning	Discussion Technology Cooperative Learning

Strategies/ Activities			Daily Flashback Types of Triangles Mini Lesson Interior and Exterior Angles Practice Problems - Matching Activity Reflection	Daily Flashback Isosceles and Equilateral Triangles - Mini Lesson Practice Problems Reflection	Daily Flashback Mini Lesson Practice Problems - Balloon Pop Reflection
Intended Homework					
Formative Assessment			Teacher Observation Matching Activity Exit Slip	Teacher Observation Practice Problems Reflection	Teacher Observation Balloon Pop Reflection
Summative Assessment Tentative Date: December 12					
Modifications/Accommodations as Needed: Prompting, cueing, modeling, paraphrasing, individual assistance, extra time, oral directions, peer tutoring					

All plans are subject to change

Lesson Plan

Sara Ridley

Week of: November 12 - 16

Geometry
Unit 5: Triangles

Daily Agenda	Monday November 12	Tuesday November 13	Wednesday November 14	Thursday November 15	Friday November 16
Critical Vocabulary: Triangle, Scalene, Isosceles, Equilateral, Acute, Right, Obtuse, Equiangular, Congruent Figures, Corresponding parts					
Learning Target	I can apply properties of midsegments to solve problems.	I can apply properties of midsegments to solve problems.	I can apply properties of congruent figures to solve problems..	I can show that triangles are congruent using	I can show that triangles are congruent using

				congruent triangle theorems.	congruent triangle theorems.
Common Core	G.C.10 Prove theorems about triangles.	G.C.10 Prove theorems about triangles.	G.C.10 Prove theorems about triangles.	G.C.10 Prove theorems about triangles.	G.C.10 Prove theorems about triangles.
Instructional Method(s)	Discussion Technology Cooperative Learning	Discussion Technology Cooperative Learning	Discussion Technology Cooperative Learning	Discussion Technology Cooperative Learning	Discussion Technology Cooperative Learning
Strategies/ Activities	Daily Flashback Midsegment Guided Notes Partner Practice	Daily Flashback Midsegment Math Lib	Daily Flashback Congruent Figures Guided Notes Task Cards	Daily Flashback Guided Notes Congruent Triangles Packet	Daily Flashback Mini Lesson - Review Packet Congruent Triangles Task Cards Cut, Sort, and Paste Reflection
Intended Homework					
Formative Assessment	Teacher Observation Partner Pairs	Teacher Observation Math Lib	Teacher Observation Task Cards	Teacher Observation Congruent Triangles Practice	Teacher Observation Practice - Task Cards, Cut, Sort, and Paste Reflection
Summative Assessment Tentative Date: December 12					

Modifications/Accommodations as Needed: Prompting, cueing, modeling, paraphrasing, individual assistance, extra time, oral directions, peer tutoring

****All plans are subject to change****

Lesson Plan

Sara Ridley

Week of: November 19 - 23

Geometry
Unit 5: Triangles

Daily Agenda	Monday November 19	Tuesday November 20	Wednesday November 21	Thursday November 22	Friday November 23
Critical Vocabulary: Triangle, Scalene, Isosceles, Equilateral, Acute, Right, Obtuse, Equiangular, Congruent Figures, Corresponding parts					
Learning Target	I can prove theorems about triangles.	I can prove theorems about triangles.			
Common Core	G.C.10 Prove theorems about triangles.	G.C.10 Prove theorems about triangles.			
Instructional Method(s)	Discussion Technology Cooperative Learning	Discussion Technology Cooperative Learning	Discussion Technology Cooperative Learning	Discussion Technology Cooperative Learning	Discussion Technology Cooperative Learning

Strategies/ Activities	Daily Flashback Mini Lesson -- Guided Notes Worksheet Set (Proofs) with Teacher Check	Daily Flashback Mini Lesson - CPCTC Fill in the Blanks - Peel and Stick Activity			
Intended Homework					
Formative Assessment	Teacher Observation Teacher Check	Teacher Observation Fill in the Blank Proofs Activity			
Summative Assessment Tentative Date: December 12					
Modifications/Accommodations as Needed: Prompting, cueing, modeling, paraphrasing, individual assistance, extra time, oral directions, peer tutoring					

All plans are subject to change

Lesson Plan

Sara Ridley
Geometry
Unit 5: Triangles

Week of: November 26 - 30

Daily Agenda	Monday November 26	Tuesday November 27	Wednesday November 28	Thursday November 29	Friday November 30
Critical Vocabulary: Triangle, Scalene, Isosceles, Equilateral, Acute, Right, Obtuse, Equiangular, Congruent Figures, Corresponding parts					
Learning Target	I can prove theorems about triangles.	I can prove theorems about triangles.	I can prove theorems about triangles.	I can apply properties of similar figures to solve problems.	I can apply properties of similar figures to solve problems.

Common Core	G.C.10 Prove theorems about triangles.	G.C.10 Prove theorems about triangles.	G.C.10 Prove theorems about triangles	G.C.10 Prove theorems about triangles	G.C.10 Prove theorems about triangles
Instructional Method(s)	Discussion Technology Cooperative Learning	Discussion Technology Cooperative Learning	Discussion Technology Cooperative Learning	Discussion Technology Cooperative Learning	Discussion Technology Cooperative Learning
Strategies/ Activities	Daily Flashback Mini Lesson --Court Room Activity	Daily Flashback Court Room Activity	Daily Flashback Court Room Activity	Daily Flashback Similar Figures Mini Lesson Puzzle Reflection	Daily Flashback Mini Lesson Math Lib Reflection
Intended Homework					
Formative Assessment	Teacher Observation Court room Activity	Teacher Observation Court room Activity	Teacher Observation Court Room Activity	Teacher Observation Puzzle	Teacher Observation Math Lib
Summative Assessment Tentative Date: December 12					
Modifications/Accommodations as Needed: Prompting, cueing, modeling, paraphrasing, individual assistance, extra time, oral directions, peer tutoring					

All plans are subject to change

Lesson Plan

Sara Ridley
Geometry
Unit 5: Triangles

Week of: December 3 - 7

Daily Agenda	Monday December 3	Tuesday December 4	Wednesday December 5	Thursday December 6	Friday December 7
Critical Vocabulary: Triangle, Scalene, Isosceles, Equilateral, Acute, Right, Obtuse, Equiangular, Congruent Figures, Corresponding parts					

Learning Target	I can apply properties of similar triangles to prove triangles similar..	I can apply properties of similar triangles to prove triangles similar..	I can apply properties of similar and congruent triangles to solve problems.	I can apply properties of similar and congruent triangles to solve problems.	I can apply properties of similar and congruent triangles to solve problems.
Common Core	G.C.10 Prove theorems about triangles.	G.C.10 Prove theorems about triangles.	G.C.10 Prove theorems about triangles	G.C.10 Prove theorems about triangles	G.C.10 Prove theorems about triangles
Instructional Method(s)	Discussion Technology Cooperative Learning	Discussion Technology Cooperative Learning	Discussion Technology Cooperative Learning	Discussion Technology Cooperative Learning	Discussion Technology Cooperative Learning
Strategies/ Activities	Daily Flashback Mini Lesson - Task Cards	Daily Flashback Mini Lesson Finish Task Cards	Daily Flashback Study Guide Reflection	Daily Flashback Study Guide Reflection	Daily Flashback Test Reflection
Intended Homework					
Formative Assessment	Teacher Observation Court room Activity	Teacher Observation Court room Activity	Teacher Observation Court Room Activity	Teacher Observation Puzzle	Teacher Observation Math Lib
Summative Assessment Tentative Date: December 7					
Modifications/Accommodations as Needed: Prompting, cueing, modeling, paraphrasing, individual assistance, extra time, oral directions, peer tutoring					

All plans are subject to change

Lesson Plan

Sara Ridley
Geometry

Week of: December 10 - 14

Daily Agenda	Monday December 10	Tuesday December 11	Wednesday December 12	Thursday December 13	Friday December 14
Critical Vocabulary: All Geometry Vocabulary					

Learning Target	I can apply concepts learned in Geometry to solve problems.	I can apply concepts learned in Geometry to solve problems.	I can apply concepts learned in Geometry to solve problems.	I can apply concepts learned in Geometry to solve problems.	I can apply concepts learned in Geometry to solve problems.
Common Core	All Geometry A Content	All Geometry A Content	All Geometry A Content	All Geometry A Content	All Geometry A Content
Instructional Method(s)	Discussion Technology Cooperative Learning	Discussion Technology Cooperative Learning	Discussion Technology Cooperative Learning	Discussion Technology Cooperative Learning	Discussion Technology Cooperative Learning
Strategies/ Activities	Daily Flashback Unit 1 Review	Daily Flashback Unit 2 Review	Daily Flashback Unit 3 Review	Daily Flashback Unit 4 Review	Daily Flashback Unit 5 Review
Intended Homework					
Formative Assessment	Teacher Observation Review	Teacher Observation Review	Teacher Observation Review	Teacher Observation Review	Teacher Observation Review
Summative Assessment Tentative Date: December 17, 18, 19					
Modifications/Accommodations as Needed: Prompting, cueing, modeling, paraphrasing, individual assistance, extra time, oral directions, peer tutoring					

All plans are subject to change

Lesson Plan

Sara Ridley
Geometry

Week of: December 17-21

Daily Agenda	Monday December 17	Tuesday December 18	Wednesday December 19	Thursday December 20	Friday December 21
Critical Vocabulary: All Geometry Vocabulary					

Learning Target	I can apply concepts learned in Geometry to solve problems.	I can apply concepts learned in Geometry to solve problems.	I can apply concepts learned in Geometry to solve problems.		
Common Core	All Geometry A Content	All Geometry A Content	All Geometry A Content		
Instructional Method(s)	Discussion Technology Cooperative Learning	Discussion Technology Cooperative Learning	Discussion Technology Cooperative Learning		
Strategies/ Activities	Final Exam	Final Exam	Final Exam		
Intended Homework					
Formative Assessment	Final Exam	Final Exam	Final Exam		
Summative Assessment Tentative Date: December 17, 18, 19					
Modifications/Accommodations as Needed: Prompting, cueing, modeling, paraphrasing, individual assistance, extra time, oral directions, peer tutoring					

All plans are subject to change
Lesson Plan

Sara Ridley
Geometry
Unit 6: Right Triangles and Trigonometry

Daily Agenda	Monday January 6	Tuesday January 7	Wednesday January 8	Thursday January 9	Friday January 10
Critical Vocabulary: Right Triangle, Leg, Hypotenuse, Pythagorean Theorem, Converse of Pythagorean Theorem					
Learning Target Students will...		Students will apply the Pythagorean Theorem and its converse to math and real-world problems.	Students will apply the Pythagorean Theorem and its converse to math and real-world problems.	Students will apply the Pythagorean Theorem and its converse to math and real-world problems.	Students will apply the Pythagorean Theorem and its converse to math and real-world problems.

Standards		KY.HS.G.12 Understand properties of right triangles.	KY.HS.G.12 Understand properties of right triangles.	KY.HS.G.12 Understand properties of right triangles.	KY.HS.G.12 Understand properties of right triangles.
Instructional Method(s)		Discussion Technology Cooperative Learning	Discussion Technology Cooperative Learning	Discussion Technology Cooperative Learning	Discussion Technology Cooperative Learning
Strategies/ Activities		Daily Flashback Welcome Back! Pre-Assessment and Tracking Your Data Pythagorean Theorem Intro (see google drive) Mini Lesson with Practice Notes Exit Slip and Reflection	Daily Flashback Coloring Activity - Formative 1 Reflection	Daily Flashback Math Lib Reflection	Daily Flashback Group Practice Word Problems - Poster Presentations Formative 2 Reflection
Intended Homework					
Formative Assessment		Teacher Observation Math Lib Reflection	Teacher Observation Coloring Activity	Teacher Observation Math Lib	Teacher Observation Poster Presentation Reflection
Summative Assessment Tentative Date: February 7					
Modifications/Accommodations as Needed: Prompting, cueing, modeling, paraphrasing, individual assistance, extra time, oral directions, peer tutoring					

All plans are subject to change

Lesson Plan
Sara Ridley
Geometry
Unit 6: Right Triangles

Daily Agenda	Monday January 13	Tuesday January 14	Wednesday January 15	Thursday January 16	Friday January 17
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Critical Vocabulary:
 Right triangles
 Pythagorean Theorem
 Trigonometry
 Special Right Triangles

Learning Target Students will...	I can apply the Pythagorean theorem to solve real world and mathematical problems.	I can apply the Pythagorean theorem to solve real world and mathematical problems.	I can apply properties of right triangles to solve problems.	I can apply properties of right triangles to solve problems.	I can apply properties of right triangles to solve problems.
Standards	KY.HS.G.12 Understand properties of right triangles.	KY.HS.G.12 Understand properties of right triangles.	KY.HS.G.12 Understand properties of right triangles.	KY.HS.G.12 Understand properties of right triangles.	KY.HS.G.12 Understand properties of right triangles.
Instructional Method(s)	Discussion Technology Cooperative Learning	Discussion Technology Cooperative Learning	Discussion Technology Cooperative Learning	Discussion Technology Cooperative Learning	Discussion Technology Cooperative Learning
Strategies/ Activities	Daily Flashback Mini Lesson - see Pythagorean Theorem on Drive Scavenger Hunt Reflection	Daily Flashback Finish Scavenger Hunt Pythagorean Theorem Concept Quiz Reflection	Daily Flashback SohCahToa - See Trig Flipchart Intro to Trig - Met SohCahToa practice problems Reflection	Daily Flashback Mini Lesson - See Right Triangles Slides SUnit 8 HW 3 Worksheet Reflection	Daily Flashback Mini Lesson Sum Em Up - Formative 1 Reflection
Intended Homework					
Formative Assessment	Teacher Observation Scavenger Hunt Reflection	Teacher Observation Scavenger Hunt Reflection	Teacher Observation Practice Problems Reflection	Teacher Observation Worksheet Reflection	Teacher Observation Sum Em UP Reflection
Summative Assessment Tentative Date: February 7					
Modifications/Accommodations as Needed: Prompting, cueing, modeling, paraphrasing, individual assistance, extra time, oral directions, peer tutoring					

All plans are subject to change

Lesson Plan
 Sara Ridley
 Geometry
 Unit 6: Right Triangles

Daily Agenda	Monday January 20	Tuesday January 21	Wednesday January 22	Thursday January 23	Friday January 24
Critical Vocabulary: Right triangles Pythagorean Theorem Trigonometry					
Learning Target		I can apply properties of right triangles to solve problems.	I can apply properties of right triangles to solve problems.	I can apply properties of right triangles to solve problems.	I can apply properties of right triangles to solve problems.

Standards		KY.HS.G.12 Understand properties of right triangles.	KY.HS.G.12 Understand properties of right triangles.	KY.HS.G.12 Understand properties of right triangles.	KY.HS.G.12 Understand properties of right triangles.
Instructional Method(s)		Discussion Technology Cooperative Learning	Discussion Technology Cooperative Learning	Discussion Technology Cooperative Learning	Discussion Technology Cooperative Learning
Strategies/ Activities	No School	Daily Flashback Inverse Finding Angles - Mini Lesson Worksheet	Daily Flashback Mini Lesson - Finding Both Practice Problems - Formative 2 Reflection	Daily Flashback #1-7 Word Problems with Groups Reflection	Daily Flashback Review Trig - Topic 4 and 5 Worksheet et Reflection
Intended Homework					
Formative Assessment		Teacher Observation Worksheet Reflection	Teacher Observation Practice Problems Reflection	Teacher Observation Word Problems Reflection	Teacher Observation Topic 4 and 5 Worksheet Reflection
Summative Assessment Tentative Date: February 7					
Modifications/Accommodations as Needed: Prompting, cueing, modeling, paraphrasing, individual assistance, extra time, oral directions, peer tutoring					

All plans are subject to change

Lesson Plan
Sara Ridley
Geometry
Unit 6: Right Triangles

Daily Agenda	Monday January 27	Tuesday January 28	Wednesday January 29	Thursday January 30	Friday January 31
Critical Vocabulary: Right triangles Pythagorean Theorem Trigonometry Special Right Triangles					
Learning Target Students will...	Students will use trigonometric ratios to solve for side lengths and angle measures in right triangles.	Students will use trigonometric ratios to solve for side lengths and angle measures in right triangles.	Students will use trigonometric ratios to solve for side lengths and angle measures in right triangles.	Students will use trigonometric ratios to solve for side lengths and angle measures in right triangles.	Students will use trigonometric ratios to solve for side lengths and angle measures in right triangles.
Standards	KY.HS.G.12 Understand properties of right triangles.	KY.HS.G.12 Understand properties of right triangles.	KY.HS.G.12 Understand properties of right triangles.	KY.HS.G.12 Understand properties of right triangles.	KY.HS.G.12 Understand properties of right triangles.
Instructional Method(s)	Discussion Technology Cooperative Learning	Discussion Technology Cooperative Learning	Discussion Technology Cooperative Learning	Discussion Technology Cooperative Learning	Discussion Technology Cooperative Learning

Strategies/ Activities	Daily Flashback Trig Word Problems Reflection	Daily Flashback Trig Review Stations Reflection	Daily Flashback Concept Quiz 2 Reflection	Daily Flashback 11 Question Practice Reflection	Daily Flashback Review Day! What are you missing? Reflection
Intended Homework					
Formative Assessment	Teacher Observation Word Problems Reflection	Teacher Observation Review Stations Reflection	Teacher Observation Quiz Reflection	Teacher Observation Practice Problems Reflection	Teacher Observation Review Any Missing Work Reflection
Summative Assessment Tentative Date: February 7					
Modifications/Accommodations as Needed: Prompting, cueing, modeling, paraphrasing, individual assistance, extra time, oral directions, peer tutoring					

All plans are subject to change

Lesson Plan
Sara Ridley
Geometry
Unit 6: Right Triangles

Daily Agenda	Monday February 3	Tuesday February 4	Wednesday February 5	Thursday February 6	Friday February 7
Critical Vocabulary: Right triangles Pythagorean Theorem Trigonometry Special Right Triangles					
Learning Target Students will...	Students will make sense of and persevere in solving real world right triangle problems	Students will make sense of and persevere in solving real world right triangle problems	Students will make sense of and persevere in solving real world right triangle problems.	Students will make sense of and persevere in solving real world right triangle problems.	Students will make sense of and persevere in solving real world right triangle problems.
Standards	KY.HS.G.12 Understand properties of right triangles.	KY.HS.G.12 Understand properties of right triangles.	KY.HS.G.12 Understand properties of right triangles.	KY.HS.G.12 Understand properties of right triangles.	KY.HS.G.12 Understand properties of right triangles.

Instructional Method(s)	Discussion Technology Cooperative Learning	Discussion Technology Cooperative Learning	Discussion Technology Cooperative Learning	Discussion Technology Cooperative Learning	Discussion Technology Cooperative Learning
Strategies/ Activities	Daily Flashback Trig Stations Reflection	Daily Flashback Mini Lesson Practice Problems Reflection	Daily Flashback Practice Test - Formative 3 Identifying Areas of Help Reflection	Daily Flashback Game with Practice Test - What are you struggling with? Reflection	Daily Flashback Unit Test Reflection
Intended Homework					
Formative Assessment	Teacher Observation Trig Stations Reflection	Teacher Observation Practice Problems Reflection	Teacher Observation Practice Test Reflection	Teacher Observation Group Game Reflection	Teacher Observation Unit Test Reflection
Summative Assessment Tentative Date: February 7					
Modifications/Accommodations as Needed: Prompting, cueing, modeling, paraphrasing, individual assistance, extra time, oral directions, peer tutoring					

All plans are subject to change

Lesson Plan

Sara Ridley
10-14 _____ Geometry
Unit 7: Polygons

Week of: ___ February

Daily Agenda	Monday February 10	Tuesday February 11	Wednesday February 12	Thursday February 13	Friday February 14
Critical Vocabulary: Polygon, Triangle, Quadrilateral, Pentagon, Hexagon, Heptagon, Octagon, Nonagon, Decagon, Dodecagon, Hendecagon/Undecagon, Convex, Concave, Equilateral, Equiangular, Regular, Diagonal, Interior Angles					
Learning Target	I can reflect on my knowledge of parallelograms and polygons to drive my instruction in unit 7.	I can look for and make use of the structure of parallelograms.	I can look for and make use of the structure of parallelograms.	I can prove quadrilaterals are parallelograms.	I can apply Geometry vocabulary to write a Valentine's poem.
Standards	KY.HS.G.6 Apply theorems for parallelograms.	KY.HS.G.6 Apply theorems for parallelograms.	KY.HS.G.6 Apply theorems for parallelograms.	KY.HS.G.6 Apply theorems for parallelograms.	All Geometry Standards Covered
Instructional Method(s)	Discussion Technology Cooperative Learning	Discussion Techno	Discussion Technology Cooperative Learning	Discussion Technology Cooperative Learning	Discussion Technology Cooperative Learning
Strategies/ Activities	Daily Flashback Unit Test Reflection Unit 7 Pretest and Graphing our Scores Reflection	Daily Flashback Mini Lesson - What do we know about parallelograms? Partner Challenge Reflection	Daily Flashback Mini Lesson - Parallelograms Walk around the Room - Check #1 Reflection	Daily Flashback Mini Lesson: Proving Parallelograms Proving Parallelograms - Flipgrid Reflection	Daily Flashback Quiz 1 Valentine's Poem
Intended Homework					

Formative Assessment	Pretest Reflection	Teacher Observation Partner Challenge Reflection	Teacher Observation Gallery Walk Reflection	Teacher Observation Practice Problems Reflection	Teacher Observation Poem Reflection
Summative Assessment Tentative Date: March 7					
Modifications/Accommodations as Needed: Prompting, cueing, modeling, paraphrasing, individual assistance, extra time, oral directions, peer tutoring					

All plans are subject to change

Lesson Plan

Sara Ridley
Geometry
Unit 7: Polygons

Week of: February 17 - 22

Daily Agenda	Monday February 17 No School	Tuesday February 18	Wednesday February 19	Thursday February 20	Friday February 21
Critical Vocabulary: Polygon, Regular, Nonregular, Special Quadrilaterals					
Learning Target		I can use coordinates to prove simple geometric theorems algebraically.	I can use coordinates to prove simple geometric theorems algebraically.	I can use coordinates to prove simple geometric theorems algebraically.	I can use coordinates to prove simple geometric theorems algebraically.
Standards		KY.HS.G.21 Use coordinates to justify and prove simple geometric theorems algebraically.	KY.HS.G.21 Use coordinates to justify and prove simple geometric theorems algebraically.	KY.HS.G.21 Use coordinates to justify and prove simple geometric theorems algebraically.	KY.HS.G.21 Use coordinates to justify and prove simple geometric theorems algebraically.
Instructional Method(s)		Discussion Technology Cooperative Learning	Discussion Technology Cooperative Learning	Discussion Technology Cooperative Learning	Discussion Technology Cooperative Learning
Strategies/Activities		Daily Flashback - Parallelograms Concept Quiz 1 Review Activating Schema - Quadrilateral Sort Group Practice - What type of quadrilateral do you have? Reflection	Daily Flashback Court Room Geometry Reflection	Daily Flashback Court Room Activity Presentations - Check 1 More Practice Reflection	Daily Flashback Review Concept Quiz 2 Reflection
Intended Homework					
Formative Assessment		Teacher Observation Sort Reflection	Teacher Observation Court Room Activity Reflection	Teacher Observation Court Room Activity Reflection	Teacher Observation Concept Quiz 2 Reflection
Summative Assessment Tentative Date: March 3					
Modifications/Accommodations as Needed: Prompting, cueing, modeling, paraphrasing, individual assistance, extra time, oral directions, peer tutoring					

All plans are subject to change

Lesson Plan

Sara Ridley
Geometry
Unit 7: Polygons

Week of: February 24-28

Daily	Monday	Tuesday	Wednesday	Thursday	Friday
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Agenda	February 24	February 25	February 26	February 27	February 28
Critical Vocabulary: Polygon, Regular, Nonregular, Special Quadrilaterals					
Learning Target	I can identify the shapes of 2-d cross sections of 3-d objects.	I can identify 3-d objects generated by rotations of 2-d objects.	I can calculate the area of polygons using coordinates.	I can calculate the area of polygons using coordinates.	I can apply properties of polygons to solve problems.
Standards	KY.HS.G.28 Identify the shapes of two-dimensional cross-sections of three-dimensional objects and identify three-dimensional objects generated by rotations of two-dimensional objects.	KY.HS.G.28 Identify the shapes of two-dimensional cross-sections of three-dimensional objects and identify three-dimensional objects generated by rotations of two-dimensional objects.	KY.HS.G.24 Use coordinates within the coordinate plane to calculate measurements of two dimensional figures.	KY.HS.G.24 Use coordinates within the coordinate plane to calculate measurements of two dimensional figures.	KY.HS.G.28 Identify the shapes of two-dimensional cross-sections of three-dimensional objects and identify three-dimensional objects generated by rotations of two-dimensional objects.
Instructional Method(s)	Discussion Technology Cooperative Learning	Discussion Technology Cooperative Learning	Discussion Technology Cooperative Learning	Discussion Technology Cooperative Learning	Discussion Technology Cooperative Learning
Strategies/ Activities	Daily Flashback Concept Quiz 2 Reflection Play Doh and Mini Lesson Cross Sections Practice Worksheet Reflection	Daily Flashback Mini Lesson - Rotations Practice Problems -LTF Activity Group Work - Check 1 Reflection	Daily Flashback Concept Quiz 3 Mini Lesson - Area Practice Problems Reflection	Daily Flashback Concept Quiz 3 Reflection More Area Practice Reflection	Daily Flashback Unit 7 Practice Test Reflection
Intended Homework					
Formative Assessment	Teacher Observation Quad Sort Reflection	Teacher Observation LTF Activity Reflection	Teacher Observation Scavenger Hunt Reflection	Teacher Observation Area Practice WS	Teacher Observation Practice Test Reflection
Summative Assessment Tentative Date: March 3					
Modifications/Accommodations as Needed: Prompting, cueing, modeling, paraphrasing, individual assistance, extra time, oral directions, peer tutoring					

All plans are subject to change

Lesson Plan

Week of: March 2-5

Sara Ridley
Geometry
Unit 7: Polygons

Daily Agenda	Monday March 2	Tuesday March 3	Wednesday March 4	Thursday March 5	Friday March 6 No School
Critical Vocabulary: Polygon, Regular, Nonregular, Special Quadrilaterals					
Learning Target	I can apply properties of polygons to solve problems.	I can apply properties of polygons to solve problems.			

Standards	KY.HS.G.21 Use coordinates to justify and prove simple geometric theorems algebraically.	KY.HS.G.21 Use coordinates to justify and prove simple geometric theorems algebraically.			
Instructional Method(s)	Discussion Technology Cooperative Learning	Discussion Technology Cooperative Learning			
Strategies/Activities	Daily Flashback Stations - Review Review Check Reflection	Daily Flashback Unit Testt Reflection			
Intended Homework					
Formative Assessment	Teacher Observation Review Review Check Reflection	Teacher Observation Test Reflection			
Summative Assessment Tentative Date: March 3					
Modifications/Accommodations as Needed: Prompting, cueing, modeling, paraphrasing, individual assistance, extra time, oral directions, peer tutoring					

All plans are subject to change

Lesson Plan

Week of: March 12 - 15

Sara Ridley
Geometry
Unit 5: Polygons

Daily Agenda	Monday	Tuesday March 12	Wednesday March 13	Thursday March 14	Friday March 15
Critical Vocabulary: Prism, Pyramid, Cylinder, Cone, Sphere, Lateral Area, Surface Area, Platonic solid, Volume					
Learning Target		Students will identify parts of a circle and solve mathematical problems using these parts.	Students will apply properties of tangents to solve problems.	Students will apply properties of Pi to solve problems.	Students will determine the measurements of arcs and chords.
Common Core/Quality Core		<i>G.C.2</i> Identify and describe relationships between inscribed angles, radii, and chords.	<i>G.C.2</i> Identify and describe relationships between inscribed angles, radii, and chords.	<i>G.C.2</i> Identify and describe relationships between inscribed angles, radii, and chords.	<i>G.C.2</i> Identify and describe relationships between inscribed angles, radii, and chords.
Instructional Method(s)		Discussion Cooperative Learning	Discussion Technology Cooperative Learning	Discussion Technology Cooperative Learning	Discussion Technology Cooperative Learning
Strategies/Activities		Daily Flashback Unit Reflection Circles Vocabulary Journal	Daily Flashback Properties of Tangents - Mini Lesson	Daily Flashback Pi Day Stations Reflection	Daily Flashback Mini Lesson - Arcs and Chords Group Practice Reflection

		Identifying Parts of a Circle Circles Relationships Exit Slip/ Reflection	Find Someone Who Practice Problems Reflection		
Intended Homework					
Formative Assessment		Teacher Observation Exit Slip Reflection	Teacher Observation Find Someone Who Reflection	Teacher Observation Pi Day Stations Reflection	Teacher Observation Teacher Check
Summative Assessment Tentative Date: April 19					
Modifications/Accommodations as Needed: Prompting, cueing, modeling, paraphrasing, individual assistance, extra time, oral directions, peer tutoring					

All plans are subject to change

Lesson Plan

Week of: March 18 - 22

Sara Ridley
Geometry
Unit 7: Circles

Daily Agenda	Monday March 18	Tuesday March 19	Wednesday March 20	Thursday March 21	Friday March 22
Critical Vocabulary: Arc, Chord, Inscribed Angle, Central Angle, Secant, Tangent					
Learning Target	Students will determine the measures of inscribed angles and segment lengths in circles..	Students will determine angle measurements when secants, tangents, and chords intersect.	Students will determine angle measurements when secants, tangents, and chords intersect.	Students will determine segment lengths when secants, tangents, and chords intersect.	Students will determine segment lengths when secants, tangents, and chords intersect.
Common Core/Quality Core	<i>G.C.2</i> Identify and describe relationships between inscribed angles, radii, and chords.	<i>G.C.2</i> Identify and describe relationships between inscribed angles, radii, and chords.	<i>G.C.2</i> Identify and describe relationships between inscribed angles, radii, and chords.	<i>G.C.2</i> Identify and describe relationships between inscribed angles, radii, and chords.	<i>G.C.2</i> Identify and describe relationships between inscribed angles, radii, and chords.
Instructional Method(s)	Discussion Cooperative Learning	Discussion Cooperative Learning	Discussion Cooperative Learning	Discussion Technology Cooperative Learning	Discussion Technology Cooperative Learning
Strategies/Activities	Daily Flashback Review Practice Partner Paper - Arcs and Central Angles Reflection	Daily Flashback Mini Lesson - Inscribed Angles Math Lib Reflection	Daily Flashback 10.4 Discussion - Mini Lesson Practice Group Problems - Whiteboard Game Reflection	Daily Flashback Mini Lesson - Arcs and Angles Scavenger Hunt Reflection	Daily Flashback Mini Lesson Practice Problems - Teacher Check Reflection
Intended Homework					
Formative Assessment	Teacher Observation Partner Paper Reflection	Teacher Observation Math Lib Reflection	Teacher Observation Whiteboard Game Reflection	Teacher Observation Scavenger Hunt Reflection	Teacher Observation Task Cards Practice Problems
Summative Assessment Tentative Date: April 19					
Modifications/Accommodations as Needed: Prompting, cueing, modeling, paraphrasing, individual assistance, extra time, oral directions, peer tutoring					

All plans are subject to change

Lesson Plan

Sara Ridley
Geometry
Unit 7: Circles

Week of: March 25 - 29

Daily Agenda	Monday March 25	Tuesday March 26	Wednesday March 27	Thursday March 28	Friday March 29
Critical Vocabulary: Arc, Chord, Inscribed Angle, Central Angle, Secant, Tangent					
Learning Target	Students will write equations of circles.	Students will write equations of circles.	Students will write equations of circles.	Students will write equations of circles.	Students will write equations of circles.
Common Core/Quality Core	G.GPE.1 Derive the equation of a circle.	G.GPE.1 Derive the equation of a circle.	G.GPE.1 Derive the equation of a circle.	G.GPE.1 Derive the equation of a circle.	G.GPE.1 Derive the equation of a circle.
Instructional Method(s)	Discussion Cooperative Learning	Discussion Cooperative Learning	Discussion Cooperative Learning	Discussion Cooperative Learning	Discussion Cooperative Learning
Strategies/Activities	Daily Flashback Essential Standard Quiz Review	Daily Flashback Essential Standard Quiz - Summative Assessment Grade 10.6 Discussion - Writing Equations of Circles (See Google Drive) Pg. 801 # 8-28 Practice Problems - Teacher Check	Daily Flashback Valentine Poem Project	Daily Flashback Writing Equations of Circles Picture Project	Daily Flashback CERT Quiz Writing Equations of Circles Picture Project
Intended Homework					
Formative Assessment	Teacher Observation Review	Teacher Observation Essential Standard Quiz Practice Problems	Teacher Observation Picture Project	Teacher Observation Picture Project	Teacher Observation Picture Project
Summative Assessment Tentative Date: April 19					
Modifications/Accommodations as Needed: Prompting, cueing, modeling, paraphrasing, individual assistance, extra time, oral directions, peer tutoring					

All plans are subject to change

Lesson Plan

Sara Ridley
Geometry
Unit 7: Circles

Week of: April 9 - 12

Daily Agenda	Monday April 8	Tuesday April 9	Wednesday April 10	Thursday April 11	Friday April 12
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Critical Vocabulary: Arc, Chord, Inscribed Angle, Central Angle, Secant, Tangent, Transformation					
Learning Target	Students will determine the circumference and arc length of a circle.	Students will determine the area of a circle and a sector.	Students will determine the arc length and area of a sector.	Students will apply properties of circles to solve problems.	Students will apply properties of circles to solve problems.
Common Core	G.C.2. Identify and describe relationships among inscribed angles, radii, and chords.	G.C.2. Identify and describe relationships among inscribed angles, radii, and chords.	G.C.2 Identify and describe relationships among inscribed angles, radii, and chords	G.C.2 Identify and describe relationships among inscribed angles, radii, and chords.	G. C.2. Identify and describe relationships among inscribed angles, radii, and chords.
Instructional Method(s)	Discussion Technology Cooperative Learning	Discussion Technology Cooperative Learning	Discussion Technology Cooperative Learning	Discussion Technology Cooperative Learning	Teacher Observation Unit Test
Strategies/ Activities	Daily Flashback Welcom Mini Lesson - 11.4 Sir Cumference and the First Round Table Maze Arc Measures and Lengths - Task Cards Reflection	Daily Flashback Welcome Back! Mini Lesson - 11.r Sir Cumference and the First Round Table Maze Task Cards Reflection	Daily Flashback Activate Schema - Arc Length, Area of Circle and Sector Example Stations Maze Reflection	Daily Flashback Essential Standard Reteach Reflection	Daily Flashback CERT Quiz Essnetial Standard Retake Practice Problems - Finish Stations Reflection
Intended Homework					
Formative Assessment	Teacher Observation Practice Problems	Teacher Observation Task Cards Reflection	Teacher Observation Practice Problems - Maze	Teacher Observation Practice Problems	Teacher Observation Practice Problems
Summative Assessment Tentative Date: April 19					
Modifications/Accommodations as Needed: Prompting, cueing, modeling, paraphrasing, individual assistance, extra time, oral directions, peer tutoring					

All plans are subject to change

Lesson Plan

Week of: April 15 - 19

Sara Ridley
Geometry
Unit 7: Circles

Daily Agenda	Monday April 15	Tuesday April 16	Wednesday April 17	Thursday April 18	Friday April 19
Critical Vocabulary: Arc, Chord, Inscribed Angle, Central Angle, Secant, Tangent, Transformation					
Learning Target	Students will apply properties of circles to solve problems.	Students will apply properties of circles to solve problems.	Students will apply properties of circles to solve problems.	Students will apply properties of circles to solve problems.	Students will apply properties of circles to solve problems.
Common Core	G.C.2. Identify and describe relationships among inscribed angles, radii, and chords.	G.C.2. Identify and describe relationships among inscribed angles, radii, and chords.	G.C.2 Identify and describe relationships among inscribed angles, radii, and chords	G.C.2 Identify and describe relationships among inscribed angles, radii, and chords.	G. C.2. Identify and describe relationships among inscribed angles, radii, and chords.

Instructional Method(s)	Discussion Technology Cooperative Learning	Discussion Technology Cooperative Learning	Discussion Technology Cooperative Learning	Discussion Technology Cooperative Learning	Teacher Observation Unit Test
Strategies/ Activities	Daily Flashback Mini Lesson - Word Problems Practice Problems Reflection	Daily Flashback Ask the Expert Reflection	Daily Flashback Review Test Reflection	Daily Flashback Small Group Review Reflection	Daily Flashback Unit Test Reflection
Intended Homework					
Formative Assessment	Teacher Observation Practice Problems	Teacher Observation Task Cards Reflection	Teacher Observation Practice Problems - Maze	Teacher Observation Practice Problems	Teacher Observation Practice Problems
Summative Assessment Tentative Date: April 19					
Modifications/Accommodations as Needed: Prompting, cueing, modeling, paraphrasing, individual assistance, extra time, oral directions, peer tutoring					

All plans are subject to change

Lesson Plan

Sara Ridley
Pre-AP Geometry
Unit 9: Surface Area, and Volume

Week of: April 22-26

Daily Agenda	Monday April 22	Tuesday April 23	Wednesday April 24	Thursday April 25	Friday April 26
Critical Vocabulary: Polygon, Quadrilateral, Parallelogram, Rhombus, Rectangle, Square, Trapezoid, Kite, Similar Polygon, Irregular, Regular, Geometric Probability, Prism, Pyramid, Cylinder, Cone, Sphere					
Learning Target	Students will create nets and construct Platonic solids.	Students will create nets and construct Platonic solids.	Students will calculate the surface area of 3-d solids.	Students will calculate the surface area of prisms and cylinders.	Students will calculate the surface area of pyramids and cones.
Common Core/Quality Core	G.MG.1 Use geometric shapes, their measures, and their properties to describe objects.	G.MG.1 Use geometric shapes, their measures, and their properties to describe objects.	G.MG.1 Use geometric shapes, their measures, and their properties to describe objects.	G.MG.1 Use geometric shapes, their measures, and their properties to describe objects.	G.MG.1 Use geometric shapes, their measures, and their properties to describe objects.
Instructional Method(s)	Discussion Technology	Discussion Technology	Classroom Discourse Thinking Strategies Community Workshop	Classroom Discourse Thinking Strategies Community Workshop	Classroom Discourse Thinking Strategies Community Workshop
Strategies/ Activities	Daily Flashback Platonic solids project Reflection	Daily Flashback Platonic solids project Reflection	Daily Flashback Mini Lesson Surface Area Stations Reflection	Daily Flashback Surface Area - Prisms and Cylinders Practice Problems - Teacher Check Reflection	Daily Flashback Surface Area - Pyramids and Cones Practice Problems - Teacher Check Reflection
Intended Homework					
Formative Assessment	Teacher Observation Project Reflection	Teacher Observation Group Activity	Teacher Observation Stations Reflection	Teacher Observation Teacher Check Reflection	Teacher Observation Teacher Check Reflection
Summative Assessment Tentative Date: March 28					

Modifications/Accommodations as Needed: Prompting, cueing, modeling, paraphrasing, individual assistance, extra time, oral directions, peer tutoring

All plans are subject to change

Week of: April 22-26

Pre-AP Geometry
Unit 9: Surface Area, and Volume

Daily Agenda	Monday April 29	Tuesday April 30	Wednesday May 1	Thursday May 2	Friday May 3
Critical Vocabulary: Polygon, Quadrilateral, Parallelogram, Rhombus, Rectangle, Square, Trapezoid, Kite, Similar Polygon, Irregular, Regular, Prism, Pyramid, Cylinder, Cone, Sphere					
Learning Target	Students will calculate the surface area of regular prisms and pyramids.	Students will calculate the volume of prisms and cylinders.	Students will calculate the volume of pyramids and cones.	Students will calculate the surface area and volume of spheres..	
Common Core/Quality Core	6.MG.1 Use geometric shapes, their measures, and their properties to describe objects.	6.MD 3 Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.	6.MD 3 Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.	6.MD 3 Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems..	
Instructional Method(s)	Discussion Technology	Classroom Discourse Thinking Strategies Community Workshop	Classroom Discourse Thinking Strategies Community Workshop	Classroom Discourse Thinking Strategies Community Workshop	
Strategies/ Activities	Daily Flashback Mini Lesson - Area of a Regular Polygon Scavenger Hunt Reflection	Daily Flashback Mini Lesson Surface Area Stations Reflection	Daily Flashback Surface Area - Prisms and Cylinders Practice Problems - Teacher Check Reflection	Daily Flashback Surface Area - Pyramids and Cones Practice Problems - Teacher Check Reflection	
Intended Homework					
Formative Assessment	Teacher Observation Scavenger Hunt Reflection	Teacher Observation Stations Reflection	Teacher Observation Teacher Check Reflection	Teacher Observation Teacher Check Reflection	
Summative Assessment Tentative Date: March 28					
Modifications/Accommodations as Needed: Prompting, cueing, modeling, paraphrasing, individual assistance, extra time, oral directions, peer tutoring					

All plans are subject to change

Daily Agenda	Monday May 6	Tuesday May 7	Wednesday May 8	Thursday May 9	Friday May 10
Critical Vocabulary: Prism, Pyramid, Cylinder, Cone, Sphere, Lateral Area, Surface Area, Platonic solid, Volume					
Learning Target	Students will calculate the surface area and volume of solids.	Students will calculate the surface area and volume of solids.	Students will calculate the surface area and volume of solids.	Students will calculate the surface area and volume of solids.	Students will calculate the surface area and volume of solids.
Common Core/Quality Core	G.GPE.7 Use coordinates to compute perimeters of polygons and areas of triangles and rectangles.	G.GPE.7 Use coordinates to compute perimeters of polygons and areas of triangles and rectangles.	G.GPE.7 Use coordinates to compute perimeters of polygons and areas of triangles and rectangles.	G.GPE.7 Use coordinates to compute perimeters of polygons and areas of triangles and rectangles.	G.GPE.7 Use coordinates to compute perimeters of polygons and areas of triangles and rectangles.
Instructional Method(s)	Classroom Discourse Thinking Strategies Community Workshop	Classroom Discourse Thinking Strategies Community Workshop	Classroom Discourse Thinking Strategies Community Workshop	Classroom Discourse Thinking Strategies Community Workshop	Classroom Discourse Thinking Strategies Community Workshop
Strategies/Activities	Daily Flashback Mini Lesson - Similar Solids Practice Problems - Chain Activity Reflection	Daily Flashback Mini Lesson - Grocery Store Activity Reflection	Daily Flashback Grocery Store Activity Reflection	Daily Flashback Review ALL - Whiteboard Activity Reflection	Daily Flashback Unit Test Reflection
Intended Homework					
Formative Assessment	Teacher Observation Teacher Check Reflection	Teacher Observation Grocery Store Reflection	Teacher Observation Grocery Store Reflection	Teacher Observation Review Reflection	Teacher Observation Test Reflection
Summative Assessment Tentative Date: May 10					

All plans are subject to change