

	Standards	Goals As a result of this lesson the student will be able to:	Instructional Strategies What the teacher will do to ensure the student meets the goals:	Activities The student will:	Homework & Assessment Student achievement will be measured by:
Monday	CO.09	Prove theorems about lines and angles.	ESOL Accommodations: Follow oral instructions to design math graphs using manipulatives and illustrated examples in small groups. Cooperative learning, extended time for completion of assignments, rephrase directions as needed, small group extended learning, and reduce number of questions on or alternate forms of assessments as needed. PowerPoint Notes, Interactive assignments such as vocabulary cards, electronic game, and Edmodo. Project based learning to ensure mastery of concepts.	<p>_____ Essential Question: TE</p> <p>_____ Alternative Lesson</p> <p>Openers: Electronic Classroom</p> <p>_____ Classroom Activity: Worksheet 3-3</p> <p>_____ Examples 1–4: PE</p> <p>_____ Extra Examples 1–4 with</p> <p>Key Questions: TE</p>	Vocabulary Check Worksheet 3-3 Assignment on Angles HW: Pages 157- 158: 3- 21.

Tuesday	GPE.5	Prove the slope criteria about parallel and perpendicular lines by testing various equations and manipulating Gizmos.	<p>ESOL Accommodations: Follow oral instructions to design math graphs using manipulatives and illustrated examples in small groups. Cooperative learning, extended time for completion of assignments, rephrase directions as needed, small group extended learning, and reduce number of questions on or alternate forms of assessments as needed. PowerPoint Notes, Interactive assignments such as vocabulary cards, electronic game, and Edmodo. Project based learning to ensure mastery of concepts.</p>	<p>Essential Question: TE ____Alternative Lesson Openers: Electronic Classroom ____Classroom Activity: Worksheet 3-4 ____ Animated Math: How to Compare Slopes</p>	<p>Worksheet 3-4 HW: Pages 167- 168: 3- 25.</p>
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Wednesday	GPE.5	Prove the slope criteria about parallel and perpendicular lines by testing various equations and manipulating Gizmos.	<p>ESOL Accommodations: Follow oral instructions to design math graphs using manipulatives and illustrated examples in small groups. Cooperative learning, extended time for completion of assignments, rephrase directions as needed, small group extended learning, and reduce number of questions on or alternate forms of assessments as needed. PowerPoint Notes, Interactive assignments such as vocabulary cards, electronic game, and Edmodo. Project based learning to ensure mastery of concepts.</p>	<p>_____Alternative Lesson Openers: Electronic Classroom Diagnostic Exam _____Classroom Activity: Worksheet 3-5 _____ Animated Math: How to Compare Slopes</p>	<p>Worksheet 3-5 HW: Pages 176: 3- 22.</p>
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Thursday	CO.9	Prove theorems about perpendicular lines. Review for Unit 3 Exam.	<p>ESOL Accommodations: Follow oral instructions to design math graphs using manipulatives and illustrated examples in small groups. Cooperative learning, extended time for completion of assignments, rephrase directions as needed, small group extended learning, and reduce number of questions on or alternate forms of assessments as needed.</p> <p>PowerPoint Notes, Interactive assignments such as vocabulary cards, electronic game, and Edmodo. Project based learning to ensure mastery of concepts.</p>	<p>____ Essential Question: TE ____ Alternative Lesson Openers: Electronic Classroom ____ Classroom Activity: HRW Review Assignments ____ Examples 1–4: PE ____ Extra Examples 1–4 with Key Questions: TE</p>	Worksheet 3-6 HW: Pages 186- 187: 2-27.
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Friday	CO.09	Prove theorems about lines and angles.	<p>ESOL Accommodations: Follow oral instructions to design math graphs using manipulatives and illustrated examples in small groups. Cooperative learning, extended time for completion of assignments, rephrase directions as needed, small group extended learning, and reduce number of questions on or alternate forms of assessments as needed. PowerPoint Notes, Interactive assignments such as vocabulary cards, electronic game, and Edmodo. Project based learning to ensure mastery of concepts.</p>	<p>_____ Essential Question: TE Unit Test #3</p>	<p>Unit 3 Exam Article Reviews</p>
	GPE.5	Prove the slope criteria about parallel and perpendicular lines			

* All plans are subject to change. Student progress will be monitored and adjustments will be made.