

| | 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: |
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| Monday | VM.8 | Add, subtract, and multiply matrices of appropriate dimensions. | <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 games, and MDC activities. Project based learning to ensure mastery of concepts.</p> | <p>_____ Essential Question: TE _____ Alternative Lesson Openers: Electronic Classroom _____ Examples 1–4: PE _____ Extra Examples 1–4 with Key Questions: TE _____ Classroom Activity: Worksheet 9-2</p> | <p>Worksheet 9-2 HW: Pages 576- 577: 3- 28</p> |

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| Tuesday | CO.5 | Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using graph paper, tracing paper, or geometry software. | <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 games, and MDC activities. Project based learning to ensure mastery of concepts.</p> | <p>____ Essential Question: TE ____ Alternative Lesson Openers: Electronic Classroom ____ Examples 1–4: PE ____ Extra Examples 1–4 with Key Questions: TE ____ Classroom Activity: Worksheet 9-3</p> | <p>Worksheet 9-3 HW: Pages 585- 586: 3- 24</p> |
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| Wednesday | CO.5 | <p>Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using graph paper, tracing paper, or geometry software.</p> | <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 games, and MDC activities. Project based learning to ensure mastery of concepts.</p> | <p>____ Essential Question: TE ____ Alternative Lesson Openers: Electronic Classroom ____ Examples 1–4: PE ____ Extra Examples 1–4 with Key Questions: TE ____ Classroom Activity: Worksheet 9-4</p> | <p>Worksheet 9-4 HW: Pages 594- 595: 3- 28</p> |
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| Thursday | CO.5 | Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using graph paper, tracing paper, or geometry software. | <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 games, and MDC activities. Project based learning to ensure mastery of concepts.</p> | <p>____ Essential Question: TE ____ Alternative Lesson Openers: Electronic Classroom ____ Examples 1–4: PE ____ Extra Examples 1–4 with Key Questions: TE ____ Classroom Activity: Worksheets 9-5 and 9-6</p> | <p>Worksheets 9-5 and 9-6 HW: Pages 613- 614: 3- 20</p> |
| | CO.3 | Given a rectangle, parallelogram, trapezoid, or polygon, describe the rotations and reflections. | | | |

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| Friday | SRT.1 | Verify experimentally the properties of dilations given by a center and a scale factor. | <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 games, and MDC activities. Project based learning to ensure mastery of concepts.</p> | <p>____ Essential Question: TE ____ Alternative Lesson Openers: Electronic Classroom ____ Examples 1–4: PE ____ Extra Examples 1–4 with Key Questions: TE ____ Classroom Activity: Worksheet 9-7</p> | <p>Worksheet 9-7 HW: Pages 621- 622: 3- 25</p> |
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* All plans are subject to change. Student progress will be monitored and adjustments will be made.