Teacher: Marc Belfer Course: Geometry Period(s): 4 Week of: May 14- 18, 2018

	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.1	Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.	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.	_____Essential Question: TE _____Alternative Lesson Openers: Electronic Classroom _____Examples 1–4: PE _____Extra Examples 1–4 with Key Questions: TE _____Classroom Activity: Circles Project	Circles Project- Introduction to Key Terms

Tuesday	CO.1	Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.	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.	_____Essential Question: TE _____Alternative Lesson Openers: Electronic Classroom _____Examples 1–4: PE _____Extra Examples 1–4 with Key Questions: TE _____Classroom Activity: Worksheet 10-1	Worksheet 10-1 HW: Pages 645- 646: 3- 20

Wednesday	CO.1	Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.	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.	_____Essential Question: TE _____Alternative Lesson Openers: Electronic Classroom _____Examples 1–4: PE _____Extra Examples 1–4 with Key Questions: TE _____Classroom Activity: Geometry Writing District Exam Worksheet 10-2	Geometry Writing District Exam Worksheet 10-2 HW: Pages 651- 652: 3- 17

Thursday	C.2	Identify and describe relationships among inscribed angles, radii, and chords.	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.	_____Essential Question: TE _____Alternative Lesson Openers: Electronic Classroom _____Examples 1–4: PE _____Extra Examples 1–4 with Key Questions: TE _____Classroom Activity: Worksheet 10-3	Worksheet 10-3 HW: Pages 657- 658: 3- 20

Friday	C.3	Construct the inscribed and circumscribed circles of a triangle, and prove properties of angles for a quadrilateral inscribed in a circle.	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.	_____Essential Question: TE _____Alternative Lesson Openers: Electronic Classroom _____Examples 1–4: PE _____Extra Examples 1–4 with Key Questions: TE _____Classroom Activity: Worksheet 10-4	Worksheet 10-4 HW: Pages 665- 667: 3- 25

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