Teacher: Walczyk Course: Geometry Period(s): 2*&3 Week of: Dates: 2/26/18

Unit Title: Reasoning and Proof/Parallel & Perpendicular Lines
State Standards: G.GCO.8/G.GCO.1, G.GCO.8, G.GGPE.5
*Period 2 is one block behind due to an assembly.
All plans are subject to change. Student progress will be monitored and adjustments will be made. NOTE:CS = Chapter Section. Example CS1.2 is Chapter 1 Section 2 in the textbook.

	Standards	Goals As a result of this lesson the student will be able to:	Instructional Plan Activities (aligned, sequenced, build, time)	Student Work (Thinking & Problem Solving, Real World)	Assessment (aligned, rubrics, >2, written)	Grouping Method	Materials	Accommodations (IEP, 504, ESOL)
Monday	G.GCO.8	Prove and apply in mathematical and real-world contexts, theorems about lines and angles including the following: a) Vertical angles are congruent	Test Prep – Review practice proofs, practice test, and proof activity. Have students copy proofs into notebook to ensure accurate study tool. Students pair and quiz each other for test prep.	Actively participate in review of proofs. Ensure accurate proofs are in notebook for study tool. Active quizzing with partner for quiz prep. Study for quiz tomorrow.	Class discussion participation. Questioning. Walk room during individual work to ensure understanding during notebook prep and quizzing activity.	Whole class, Individual Small group	Completed student proof activity	Applies to IEP/504/ESOL Priority seating Modeling, pair with appropriate peer
Tuesday	G.GCO.8	Prove and apply in mathematical and real-world contexts, theorems about lines and angles including the following: b) Vertical angles are congruent	Chapter 2 Quiz	Chapter 2 Quiz	Performance on Chapter 2 Quiz	Individual.	Chapter 2 Quiz	Applies to IEP/504/ESOL Priority seating Retest in resource if needed
Wednesday	G.GCO.1, G.GCO.8	Define angle, perpendicular, parallel line, line segment, and skew in terms of the undefined notions of point, line and plane. Prove, and apply in mathematical and real-world contexts, theorems about lines and angles, including the following: b) When a transversal crosses parallel lines, alternate interior angles & alternate exterior angles are congruent while consecutive interior angles are supplementary, d) Perpendicular lines form four right angles	Warm up problems CS 3.1 – Identify Pairs of Lines and Angles CS 3.2 – Use Parallel Lines and Transversals	Complete warm up problems Take notes and participate in lesson problems to reinforce concepts. • Identify angle pairs formed by 2 intersecting lines. • Identify angles formed by a transversal and their relationships. Complete classwork	Walk room during warm up to assist if needed Class discussion participation. Questioning. Walk room during individual work to ensure understanding during classwork.	Whole class, Individual. Small group	CS3.1/3.2 warm up problems and class notes, CS3.1/3.2 worksheets	Applies to IEP/504/ESOL Priority seating Modeling, pair with appropriate peer
Thursday	G.GCO.1, G.GCO.8	Define angle, perpendicular, parallel line, line segment, and skew in terms of the undefined notions of point, line and plane. Prove, and apply in mathematical and real-world contexts, theorems about lines and angles, including the following: c) When a transversal crosses parallel lines, alternate interior angles & alternate exterior angles are congruent while consecutive interior angles are supplementary, Perpendicular lines form four right angles	Warm up problems CS 3.3 – Prove Lines are Parallel	Complete warm up problems Take notes and participate in lesson problems to reinforce concepts. • Use angle relationships to prove lines are parallel. Complete classwork	Walk room during warm up to assist if needed Class discussion participation. Questioning. Walk room during individual work to ensure understanding during classwork.	Whole class, Individual Small group	CS33 warm up problems and class notes, CS3.3 worksheets	Applies to IEP/504/ESOL Priority seating, Modeling,

Friday	G.GCO.1, G.GCO.8	Define angle, perpendicular, parallel line, line segment, and skew in terms of the undefined notions of point, line and plane. Prove, and apply in mathematical and real-world contexts, theorems about lines and angles, including the following: d) When a transversal crosses parallel lines, alternate interior angles & alternate exterior angles are congruent while consecutive interior angles are supplementary, Perpendicular lines form four right angles	Dance, Dance, Transversal Activity (DDTA) Aleks on-line skills builder	Actively participate in DDTA to reinforce angle pairs and their relationships. Complete Aleks online skills builder	Assess participation and accuracy during DDTA. Correct if necessary. Walk room during Aleks to assist where needed.	Whole class, Individual	Large paper to cover desks Markers Dance, Dance, Transversal program Computers	Applies to IEP/504/ESOL Priority seating, Modeling, Group with higher level partners