Teacher's Name: Mr. Dancer		Subject Area: Geometry
Date: 10/30-31/2014	Room #: 612	CLT Time: 3rd Period

College and Career Readiness Standards(CCRS):
CCRS 3.A2 Make, test, and use conjectures about one-, two-, and three-dimensional figures and their properties.
CCRS 3.D1 Make and validate geometric conjectures.
CCRS 4.C3 Determine indirect measurements of figures using scale drawings, similar figures.
CCRS 10.A2 Connect mathematics to the study of other disciplines.
CCRS 10.B1 Use multiple representations to demonstrate links between mathematical and real world situations.

Content Objective (TEKS)	Language Objective (ELPS)
GEOM.3B Construct and justify statements about geometric figures including triangles, quadrilaterals, regular polygons, and circles, and their properties. Geom.2.A: use constructions to explore attributes of geometric figures and to make conjectures about geometric relationships Geom.10.A: use congruence transformations to make conjectures and justify properties of geometric figures including figures represented on a coordinate plane	ELPS C.1d Speak using learning strategies such as requesting assistance, employing non-verbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known). • ELPS C.2d Monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed. • ELPS C.3f Ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments. • ELPS C.4f Use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language.

Lesson Cycle (*How will I lead my students to mastery?*)	
Warm up (7 min)	Students will be given a picture of 2 sets of pictures to determine which transformation took place.
Engage/hook (15min)	Teacher will trigger prior knowledge about the derivation of interior angles of polygons and especially quadrilateral

Model (15min)	The teacher will lead students through a presentation on quadrilaterals; specific types and solving for missing angles within quadrilaterals.
Guided Practice (15min)	The teacher will randomly select students to solve problems involving the finding the values of angles within quadrilaterals.
Independent Practice	(20 min) Students will begin to work on a worksheet on quadrilateral classification, and solving for angles.
Closure (10min)	Summary of the lesson.
Exit Ticket (8min)	Students will be asked to classify two different quadrilaterals from pictures.

Notes: