Agendas for the Week: *March 11th – March 15th, 2013 Geometry Honors – 5th Period*

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|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
|  | **Objective(s):** SWBAT  - Understand what is meant by the area of a polygon, understand the area postulates, know and use the formula for the area of a rectangle.  **NGSSS:**  MA.912.G.2.5 Explain the derivation and apply formulas for perimeter and area of polygons (triangles, quadrilaterals, pentagons, etc.) Use A= ½ aP  **SECTION 11.1** | **Objective(s):** SWBAT  - Know and use the formulas for the areas of parallelograms, triangles, and rhombuses.  **NGSSS:**  MA.912.G.2.5 Explain the derivation and apply formulas for perimeter and area of polygons (triangles, quadrilaterals, pentagons, etc.) Use A= ½ aP  **SECTION 11.2** | **Objective(s):** SWBAT  - Know and use the formula for the area of a trapezoid.  **NGSSS:**  MA.912.G.2.5 Explain the derivation and apply formulas for perimeter and area of polygons (triangles, quadrilaterals, pentagons, etc.) Use A= ½ aP  **SECTION 11.3** | **Objective(s):** SWBAT  - Know and use the formula for the areas of regular polygons.  **NGSSS:**  MA.912.G.2.5 Explain the derivation and apply formulas for perimeter and area of polygons (triangles, quadrilaterals, pentagons, etc.) Use A= ½ aP  **QUIZ on SECTIONS 11.1-11.3**  **Begin teaching 11.4** | **Objective(s):** SWBAT  - Know and use the formula for the areas of regular polygons.  **NGSSS:**  MA.912.G.2.5 Explain the derivation and apply formulas for perimeter and area of polygons (triangles, quadrilaterals, pentagons, etc.) Use A= ½ aP  **SECTION 11.4 cont.** |
| **P**  **L**  **A**  **N** | **Engage:**  Warm-up on 30-60-90 triangles and 45-45-90 triangles using the Pepper game. The teacher will draw two triangles: a 30-60-90 and a 45-45-90 triangle. All the students will start off standing. The teacher will pick a triangle, label a side, and then ask a student to find the length of another side in the same triangle. If the student answers correctly, they may sit down. The teacher will continue in this manner until everybody is seated, going from one triangle to the other, and coming up with new numbers for the triangles as needed. [They will be using this concept many times throughout chapter 11 when trying to find the heights, bases, and apothems; thus, reviewing this should benefit the students.] | Go over HW  Review how to find the base, altitude, and height of a rectangle, parallelogram, and triangle.  After reviewing the base-altitude-height concepts, the teacher will ask the students to open their geometry textbook and turn to page 429. The teacher will explain to the students that being able to read and comprehend the textbook allows you to catch up on your own if you are absent and allows you to not be so dependent on the teacher when acquiring knowledge. Today’s lesson will focus on making sure students can read the textbook and learn from it themselves.  The teacher will tell the students to take out a sheet of paper and form a K-W-L chart. (The teacher will have an example on the board.)  **Pre-reading Practices**  What is the title of this section? What do you already know about Parallelograms? Triangles? Rhombuses? (Write down what you know under the “K” column.)  Skim through the lesson (pages 429-430). Look at the pictures and headings. [Give them 2 minutes to look through the pages.] Do you see any major headings or big ideas? Name me them. [The three theorems.]  Based on the title of this section, the headings, and the pictures, what do you think this lesson is about? (Write down what you want to know under the “W” column.) | **Engage:**  Review homework questions. | The teacher will make a quiz to be administered.  Go over HW  Pepper game review for finding the areas of rectangles, parallelograms, triangles, rhombuses, and trapezoids. (Students may use a calculator while standing.)  Quiz on sections 11.1-11.3  **Pre-reading Practice**  What is the title of this section? What do you already know about regular polygons?  Skim through the lesson (pages 440-442). Look at the pictures and headings. [Give them 2 minutes to look through the pages.] Do you see any major headings or big ideas? Name me them. [Theorem 11-6 as well as the bolded vocabulary.]  **During reading practices**  The teacher will then pass out the QAR (Question-Answer-Relationship) worksheet/activity. They will need to use their textbook in order to complete the activity.  \*QAR is a strategy to help students enhance their metacognitive skills. Teachers help students learn where to find answers to four different types of questions: 1) *right there* questions are answered verbatim in the text, 2) *think and search* questions require students to make links between related ideas in the text, 3) *author and you* questions combine prior knowledge with information in the text so that students must bring personal experiences to beat to answer the question, and 4) *on your own* questions are relevant to the text but can be answered without reading the text if the student has the appropriate background knowledge. (pgs. 144-145, Mathematical Literacy) | Review Quiz  Go over HW |
| Power point presentation on section 11.1.  The students will solve problems from the textbook after the power point. | **During reading practices**  “*Pair read* activity – Students read in pairs, taking turns to read a short portion of the text aloud to each other. At the end of each reading segment, the non-reading member summarizes (*reteaches*) what has been read aloud to the other. With this strategy, students must speak mathematics correctly as well as listen to mathematics speech. As they reteach what they heard to the other member, they indicate their comprehension and identify aspects of the concepts that are still unclear.” (pg. 144, Mathematical Literacy)  At the beginning of this portion of the lesson, the teacher will explain the Pair Read activity. Furthermore, the teacher will model it aloud with another student using theorem 11-2 and going over its example before they all begin. The students will do theorems 11-3 and 11-4 themselves, going over the examples that go along with them.  After the students go through all the theorems, the teacher will present the power-point that summarizes the 3 theorems and includes many problems. | **Explore**  “Areas of Trapezoids” worksheets  The students will discover the formula for the area of a trapezoid by first finding the area using triangles.  **Explain**  A student will come up to show how they derived the formula for the area of a trapezoid.  The teacher may present a power point to elucidate the concepts if needed.  **Elaborate**  “We just saw how the areas of triangles are used to find the areas of trapezoids. How are the areas of triangles used to find the areas of rectangles and rhombuses?” | Power point presentation on section 11.4.  The students will solve problems from the textbook after the power point. |
| **Evaluate and Summary:**  Exit Slip for formative assessment  Homework: pg. 426 #1-36 even | **Evaluate and Summary:**  **Postreading Practices**  The students will complete the “L” column in the KWL charts by stating what they learned after reading through section 11.2. They may answer the questions posed under their “W” column, i.e. what is the area of a parallelogram, triangle, and rhombus?  The teacher will collect the KWL charts as their class work for the day.  Exit Slip for formative assessment  Homework: pg. 431 #1-40 even | **Evaluate and Summary:**  Exit Slip for formative assessment  Homework: pg. 436 # 2-30 even | **Evaluate and Summary:**  Exit Slip for formative assessment  Homework: pg. 443 # 1-13 | **Evaluate and Summary:**  Exit Slip for formative assessment  Homework: pg. 443 # 14 - 22 |
| **Resources:** | ELMO, , Student Worksheets, Power point for teacher  Textbook, Calculator | ELMO, Student Workbook, Student Worksheets, Textbook, -Calculator, Pre-made KWL charts (optional), Power point | ELMO, , Student Worksheets, PPT | ELMO, , Student Worksheets, quizzes | ELMO, Student Worksheets, powerpoint |