

Name: Harlie Phares

LESSON PLAN GUIDE

TEKS: (C2)

G.4A Logical Argument and Constructions. The student uses the process skills with inductive reasoning to understand geometric relationships. The student is expected to: (A) distinguish between undefined terms, definitions, postulates, conjectures, and theorems.

Grade: 9th and 10th

Subject: Geometry

Objective: (C3)

During the lesson, the students will collaborate in groups of 3 or 4 to describe the meanings and differences between undefined terms, definitions, postulates, conjectures, and theorems.

Specific __ Measurable __ Attainable __ Relevant __ Time __

Task Analysis: (C4) What lang. must be taught:

undefined terms, definitions, postulates, conjectures, and theorems.

What skills must be taught:

How to compare and contrast the new terms. How to give examples of each.

Strategy to teach Language: (C4)

Personal Dictionary. This will allow the students to keep a running guide of terms and definitions in their notes that they can always refer to.

Assessment: (C5)

Paper Pencil Tests: Matching quiz. With yes and no examples for them to decipher through. This Formative Assessment will not be graded but they will get to discuss their answers with their group. Then turn in their work.

Strategies for Success: (C6)

Think-Pair-Share. The students get to have time to look over/work on their assignment. Then they can pair up and share how they got the answers and help the other student where needed.

Learning Styles Addressed: (C6)

Visual – I will show a video that teaches the different terms and gives visual aids.

Auditory – I will be actively repeating the definitions and having the students repeat them.

Kinesthetic – The students will be participating in group work and moving around the room to check their answers with their peers.

Element of Technology: (C6)

Show an interactive video on the different terms and example of the terms. Allow the students to try and answer the questions before they are announced in the video.

Resources / Materials needed: (C6)

I will need an interactive video.
The students will need a personal journal to write all of the definitions in.
I will need to create the matching quiz and take-home homework.

Higher Order Questions to ask: (C6)

1. How would you define each of these terms in your own words?
2. How would you be able to differentiate between each of the terms? Can you compare and contrast them?
3. What is the significance of these different terms? Is it important that they have different meanings?

Hook: (C7)

Start with the interactive video to get them moving and excited about the lesson. I will tell them why it is important to know the difference between these terms. I will tell them how helpful these terms will be throughout the unit.

Closure: (C7)

3-2-1: 3 things they learned, 2 things they have a question about, 1 thing they want the instructor to know – post-its, index cards, etc. This will be their exit slip.

1. Teacher Input / Direct Instruction / Modeling: (C6)

I will begin with an interactive learning video to get the students engaged. Then I will go through a few examples with them. All the while they will have the definitions of the terms right in front of them, in their personal journals. I will give them a lot of examples that I will help them go through then I will let them try and match the terms themselves.

2. Student Activities / Guided Practice: (C6)

They will have a matching quiz as a formative assessment. The students will work on it independently, then once they are finished, they will meet with their group to see which answers they got wrong. They will use this information to see which terms they still need to review.

3. Independent Practice: (C6)

I will be sending them home with a short homework page with a section for them to write their own definition, give an example of each, and be able to match the terms to examples and definitions.

Modifications / Accommodations: (E6)

- Reduce the number of examples for them to match in the matching quiz.
- Print out the definition of the terms and print out the PowerPoint.
- Extend the due date for the homework.
- Allow them to come to my desk to work on the matching quiz.

Comprehensible Input Techniques: (R6)

- **Building Background:** *Personal Dictionaries* are created as an individual vocabulary and spelling resource for students.
- **Interaction:** *Grouping Configurations-Flexible Small Groups:* to promote multiple perspectives, and to encourage collaboration.

Notes:

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DELIVERY PLAN (C8)

OBJECTIVE:

Rigor

During the lesson, the students will collaborate in groups of 3 or 4 to describe the meanings and differences between undefined terms, definitions, postulates, conjectures, and theorems. They will complete a matching quiz and have some take-home homework to check their understanding. It is important for the students to learn and understand these terms because they will be used all throughout the unit.

OPENING:

Retrieval

My call the attention will be “Howdy!” After this the students will understand that it is time to listen and put all eyes on me! Then I will begin the interactive video to get the students engaged in the new lesson and terms.

TEACHER INPUT:

Relevance

We will pull out our journals and add these new concepts to our Definitions Section. Having them write the definitions themselves will be one way for them to help remember the terms. During the lesson I will provide a bunch of different examples to broaden their understanding of the terms.

MODEL:

Routing

I will talk about the expectations I will want to see for their group work. The most important will be that they must all participate, be respectful, and listen to their team members. I will demonstrate how to look at a question, think it through, and compare the different terms to be able to choose the correct answer.

GUIDED PRACTICE: *Retaining / Rehearsing*

During this group working time, I will be walking around the room to check the student’s individual understandings of the terms. I will stop at each table and ask some Higher Order Thinking questions for them to discuss. After circling through all the groups, I will pass out the Matching Quiz.

INDEPENDENT PRACTICE:

This will be the Matching Quiz. I will use this as a Formative Assessment to show me how well they understood the lesson. I would have already gone through multiple examples in class for them to refer to.

CHECK FOR UNDERSTANDING: *Recognizing*

After the quiz, the students will sit with their groups again to peer grade their quizzes. From this the students will be able to see which terms they still need to review or get a better understanding of. I will allow them to ask questions during this time to me or to their peers.

ASSESSMENT:

Formative Assessment: Matching Quiz. I will also be sending them home with a homework sheet for them to complete to show their understandings of these concepts. In the homework the students will be giving each term a definition in their own words. They will also create their own examples for each term and be able to match the terms to their given definitions or examples.

RESOURCES / MATERIALS:

An interactive video. The students Journals with their new definitions. A matching quiz, and a homework assignment.

CLOSURE:

Re-exposure

I will have each group share what their favorite term was and why. Then as an Exit Slip the students will give me a 3-2-1 sheet on a scrap of paper. They will tell me 3 things they learned from the lesson, 2 things they are still questioning, and 1 thing they want me as the instructor to know.