

## DAILY LESSON PLAN

<b>Week of:</b> March 19 <sup>th</sup>	<b>Date:</b> 3/23/07	<b>Grade:</b>	<b>Subject:</b> Geometry <b>MATH</b>												
<b>General Topic:</b>	Congruent Triangles														
<b>Today's Topic:</b>	Using the SSS, SAS, ASA, AAS postulates to show triangle congruence.														
<b>Expected Student Learning Outcomes</b>	<u>What will students know and be able to do as a result of today's lesson?</u> Use the SSS, SAS, ASA, AAS postulates to prove that specified triangles are congruent. As well as understand the postulate.														
<b>Standards Addressed:</b>  10. G.1	<u>Which learning standard from the MA Frameworks or WPS curriculum does today's lesson address?</u> 1. Number Sense 2. Patterns, Relations & Functions 3. Geometry & Measurement 4. Statistics & Probability														
<b>School Improvement Plan</b>	<u>Which (if any) literacy strategy does today's lesson address?</u> <b>LEARN TO READ/READ TO LEARN</b> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%; border-right: 1px solid black;">Pre-Reading</th> <th style="width: 33%; border-right: 1px solid black;">Guided Reading</th> <th>Post Reading</th> </tr> </thead> <tbody> <tr> <td style="border-right: 1px solid black;">___ Preview Text</td> <td style="border-right: 1px solid black;">___ Make connections</td> <td>___ Low Stakes Writing</td> </tr> <tr> <td style="border-right: 1px solid black;">___ Ask Questions</td> <td style="border-right: 1px solid black;">___ Visualize</td> <td>___ Projects</td> </tr> <tr> <td style="border-right: 1px solid black;">___ Activate Prior Knowledge</td> <td style="border-right: 1px solid black;">___ Think aloud strategy</td> <td>___ Presentations</td> </tr> </tbody> </table> <hr style="border-top: 1px dashed black;"/> <b>LEARN TO WRITE/WRITE TO LEARN</b> ___ "I wonder" log entries      ___ Letters      ___ Metacognitive Logs ___ Exit slips      ___ 2 Column notes  ___ Solve problems using linear equations/inequalities ___ Apply algebraic and graphical methods to solutions			Pre-Reading	Guided Reading	Post Reading	___ Preview Text	___ Make connections	___ Low Stakes Writing	___ Ask Questions	___ Visualize	___ Projects	___ Activate Prior Knowledge	___ Think aloud strategy	___ Presentations
Pre-Reading	Guided Reading	Post Reading													
___ Preview Text	___ Make connections	___ Low Stakes Writing													
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<b>Outline of Lesson Activities:</b> (to be posted on classroom agenda)	Discuss HW pg. 177 # 7-13 Do worksheet # 1-12 Notes: Congruent Triangles <div style="display: flex; align-items: center;"> <div style="margin-right: 10px;">                     SSS                      SAS                      ASA                 </div> <div style="font-size: 2em;">}</div> <div>                     chart &amp; examples                 </div> </div> Do worksheet with class. # 1-4 HW pg. 190 # 6-9														
<b>Assessment:</b>	<u>How will you assess students' understanding of today's lesson?</u> Test - Quiz - Verbal Questioning - Group Work - Homework (written or reading) - Project Presentation - Portfolios - Other :														

March 23, 2007

geometry

Lesson 4.2 & 4.3

Triangle Congruence

Monday & Tues

HL & Isosceles theorem

DISCUSS HW pg 117 # 7-13

Give work sheet (individual work)?


Discuss work sheet.

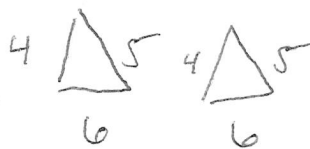
↳ lead into  $\Delta$  congruence

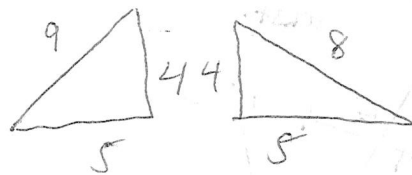
- In congruent polygons you must show all pairs of corresponding side are = and all pairs of corresponding angles are =.

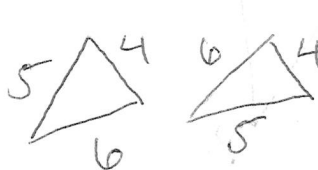
- \* There are shortcuts to prove  $\Delta$  congruence

1. SSS - Side Side Side

  $\rightarrow$  Congruent because all corresponding sides are = to each other

  $\rightarrow$  same  $\uparrow$

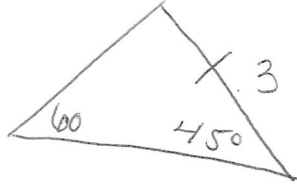
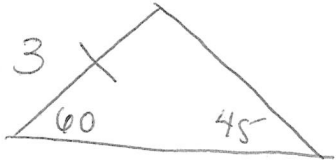
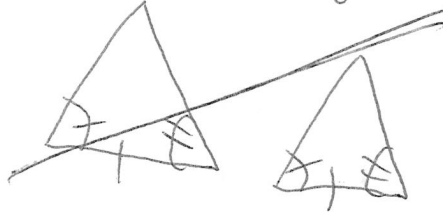
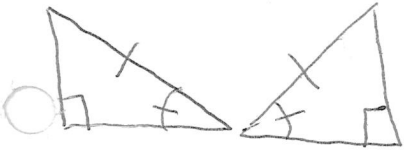
  $\rightarrow$  Not congruent

 are they  $\cong$ ? yes.

 ? yes.

• If the lengths of the sides of a  $\Delta$  are fixed, there is just one shape it can have, so they are =.

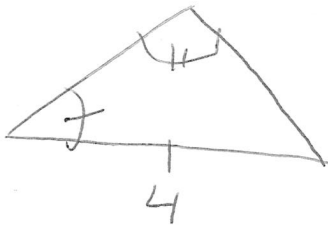
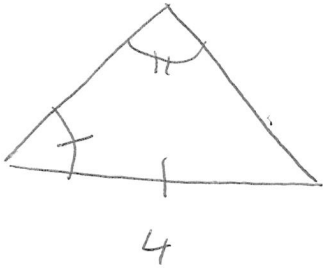
AAS - angle, angle, side (convert to ASA bc when we know 2 angles of a  $\Delta$  are  $\cong$  then the 3rd angle is  $\cong$ )



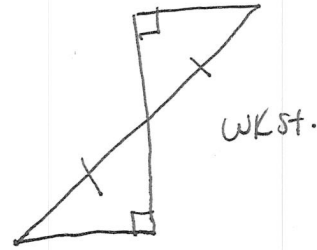
~~Congruent~~ ~~From~~ corresponding side ~~do not~~

$$\frac{60}{45} \\ \hline 105$$

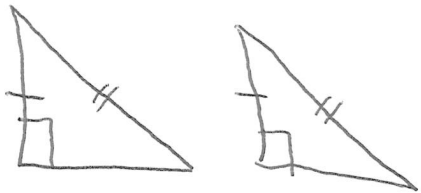
$$\frac{180}{105} \\ \hline 3rd \angle = 75^\circ$$



→ yes



HL → hypotenuse Leg (only w/ right  $\Delta$ )

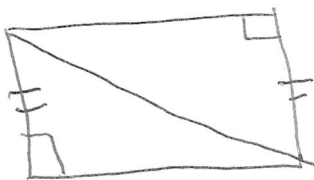


Congruent

hypotenuse - longest side, across from the largest  $\angle = 90^\circ$



NOT (NOT corresponding leg)

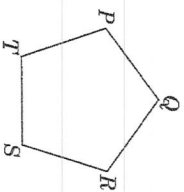
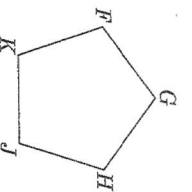


Congruent

GROUPWORK: pg. 183 6-11 pg. 190 #6-9

## Practice

Pentagon  $FGHJK$  is congruent to pentagon  $PQRST$ . Name the corresponding parts of the pentagons. The first one is done for you.



1.  $\overline{FG} \cong \underline{\hspace{1cm}}$   $\overline{PQ}$  \_\_\_\_\_
2.  $\overline{GH} \cong \underline{\hspace{1cm}}$
3.  $\overline{HJ} \cong \underline{\hspace{1cm}}$
4.  $\overline{ST} \cong \underline{\hspace{1cm}}$
5.  $\overline{TP} \cong \underline{\hspace{1cm}}$
6.  $\angle F \cong \underline{\hspace{1cm}}$
7.  $\angle G \cong \underline{\hspace{1cm}}$
8.  $\angle R \cong \underline{\hspace{1cm}}$
9.  $\angle S \cong \underline{\hspace{1cm}}$
10.  $\angle K \cong \underline{\hspace{1cm}}$

Draw and label two congruent polygons for each statement.

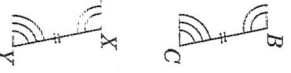
11. Parallelogram  $MNPQ$  is congruent to parallelogram  $RSTU$ .
12. Hexagon  $PQRSTU$  is congruent to hexagon  $JKLMNO$ .

## Apply the Idea

13. Look back at the figures Ned used for his stained-glass design on page 108. Label two congruent polygons and write a statement to describe the congruence.

## Write About It

14. If two polygons are congruent, must they also be regular polygons? Why or why not?



## DAILY LESSON PLAN

Week of:	Date	Grade	Subject									
March 25 <sup>th</sup>	3/26/07		Geometry									
General Topic:	Congruent Triangles											
Today's Topic:	Using Triangle Congruence.											
Expected Student Learning Outcomes	<p><u>What will students know and be able to do as a result of today's lesson?</u></p> <p>Use congruence of corresponding parts to prove congruence of triangles. Develop and use the Isosceles Triangle Theorem.</p>											
Standards Addressed:	<p><u>Which learning standard from the MA Frameworks or WPS curriculum does today's lesson address?</u></p> <p>1. Number Sense    <b>3.</b> Geometry &amp; Measurement            2. Patterns, Relations &amp; Functions                      4. Statistics &amp; Probability</p>											
10.G.1												
School Improvement Plan	<p><u>Which (if any) literacy strategy does today's lesson address?</u></p> <p><b>LEARN TO READ/READ TO LEARN</b></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; border-right: 1px solid black; padding: 5px;"> <b>Pre-Reading</b>  <input type="checkbox"/> Preview Text  <input type="checkbox"/> Ask Questions  <input type="checkbox"/> Activate Prior Knowledge               </td> <td style="width: 33%; border-right: 1px solid black; padding: 5px;"> <b>Guided Reading</b>  <input type="checkbox"/> Make connections  <input type="checkbox"/> Visualize  <input type="checkbox"/> Think aloud strategy               </td> <td style="width: 33%; padding: 5px;"> <b>Post Reading</b>  <input type="checkbox"/> Low Stakes Writing  <input type="checkbox"/> Projects  <input type="checkbox"/> Presentations               </td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <p><b>LEARN TO WRITE/WRITE TO LEARN</b></p> <table style="width: 100%; padding: 5px;"> <tr> <td><input type="checkbox"/> "I wonder" log entries</td> <td><input type="checkbox"/> Letters</td> <td><input type="checkbox"/> Metacognitive Logs</td> </tr> <tr> <td><input type="checkbox"/> Exit slips</td> <td><input type="checkbox"/> 2 Column notes</td> <td></td> </tr> </table> <p><input type="checkbox"/> Solve problems using linear equations/inequalities  <input type="checkbox"/> Apply algebraic and graphical methods to solutions</p>			<b>Pre-Reading</b> <input type="checkbox"/> Preview Text <input type="checkbox"/> Ask Questions <input type="checkbox"/> Activate Prior Knowledge	<b>Guided Reading</b> <input type="checkbox"/> Make connections <input type="checkbox"/> Visualize <input type="checkbox"/> Think aloud strategy	<b>Post Reading</b> <input type="checkbox"/> Low Stakes Writing <input type="checkbox"/> Projects <input type="checkbox"/> Presentations	<input type="checkbox"/> "I wonder" log entries	<input type="checkbox"/> Letters	<input type="checkbox"/> Metacognitive Logs	<input type="checkbox"/> Exit slips	<input type="checkbox"/> 2 Column notes	
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<input type="checkbox"/> Exit slips	<input type="checkbox"/> 2 Column notes											
Outline of Lesson Activities: (to be posted on classroom agenda)	<p>MCAS Question            DISCUSS HW pg. 190 # 6-9            Complete worksheet #5-7 as examples            Notes: AAS, HL, Isosceles theorem            pick New groups            group work: worksheet            DISCUSS CLASSWORK            DO pg. 191 # 10-12            HW pg. 191 # 10-15</p>											
Assessment:	<p><u>How will you assess students' understanding of today's lesson?</u></p> <p>Test - Quiz - (Verbal Questioning + Group Work + Homework (written or reading)) -            Project Presentation - Portfolios -            Other:</p>											

March 26<sup>th</sup> 2007

Ch 4.3 & 4.4

Geometry

MCAS? pg. 29 #5-7

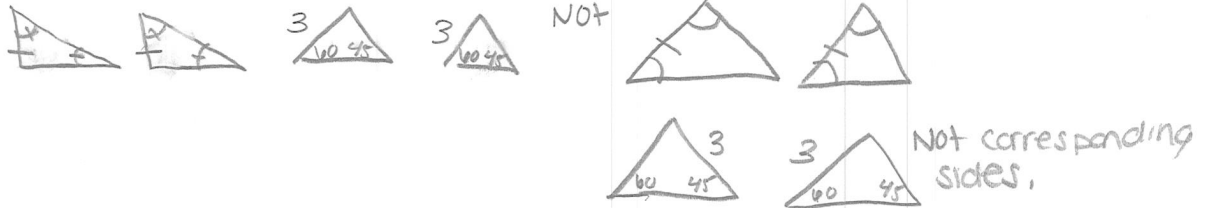
Discuss HW: Pg. 190 #6-9

Complete worksheet #5-7 as examples.

Notes:

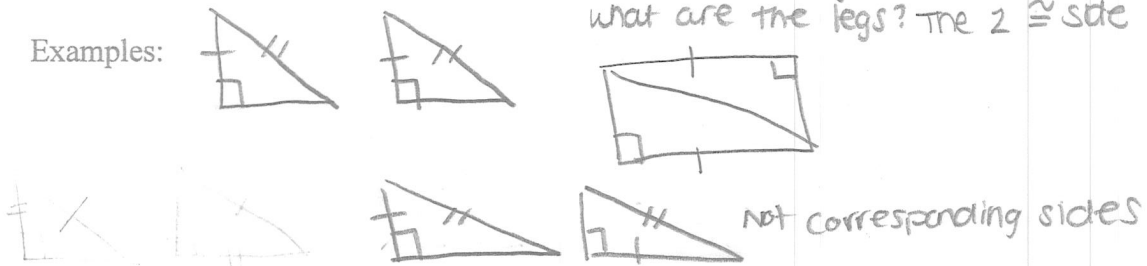
**AAS:** If 2 angles and one side that is not between them in one triangle are congruent to the corresponding 2 angles and the side not between them in another triangle, then the triangles are congruent.

Examples:



**HL:** If the hypotenuse and the leg of a right triangle are congruent to the hypotenuse and the corresponding leg of another triangle then the two triangles are congruent.

Examples:

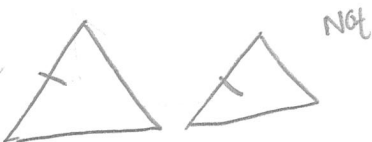
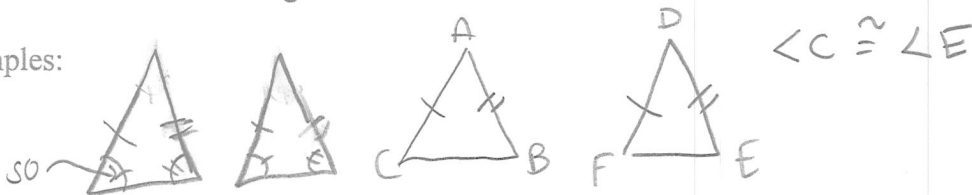


what is the hypotenuse? side opposite the rt  $\angle$ .  
what are the legs? the 2  $\cong$  side

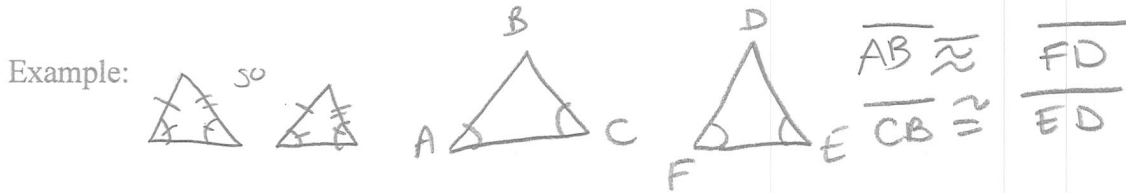
**What is an isosceles triangle?** A triangle with at least 2 equal sides.

**Isosceles Triangle Theorem:** If 2 sides of a triangle are congruent, then the angles opposite those sides are congruent.

Examples:



**Converse:** If two angles of a triangle are congruent, then the sides opposite those angles are congruent.



Pick new groups (cards)

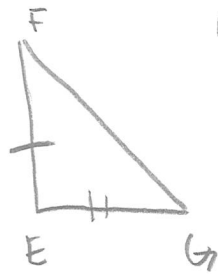
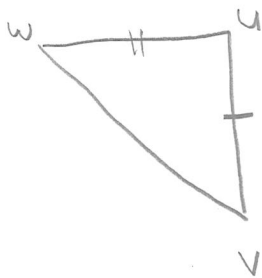
Group work: worksheet on sss, sas, asa, aas, hl, & isosceles theorem

Discuss

Do pg. 191 # 10-12

HW: Pg. 191 # 13-20

pg. 191 # 10-12



10. hyp =  $\overline{WV}$  &  $\overline{FG}$

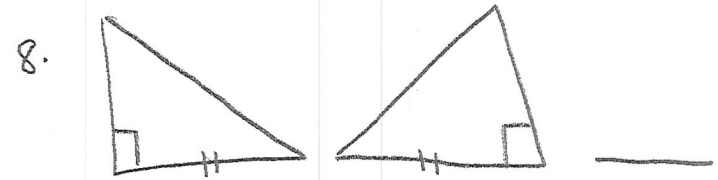
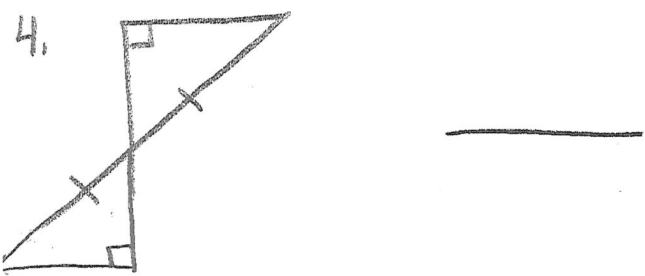
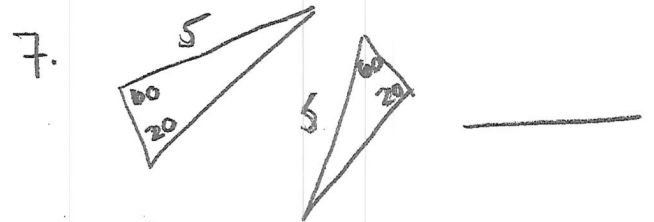
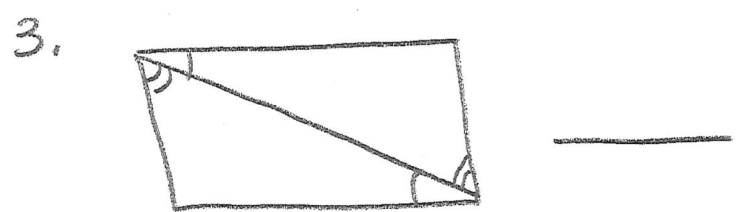
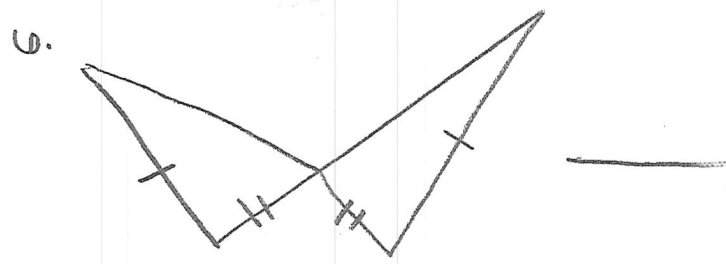
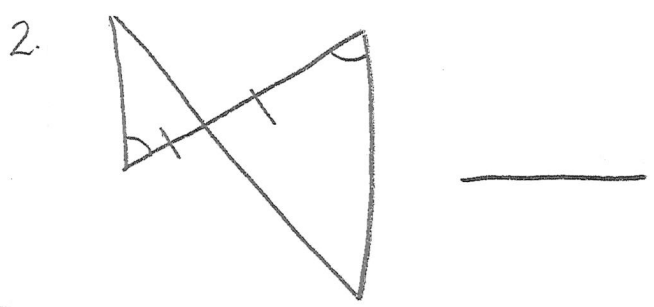
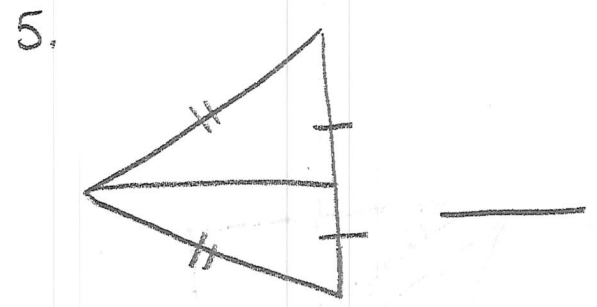
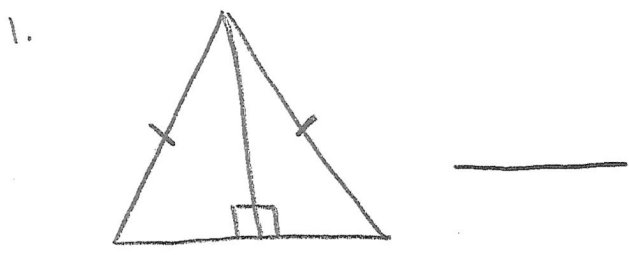
11. legs:  $\overline{WU}, \overline{UV}$  &  $\overline{EF}, \overline{EG}$

12. yes by SAS

$\angle U$  &  $\angle E$  are  $90^\circ$

Name: \_\_\_\_\_

State the Rule that would prove the following pairs of triangles congruent.



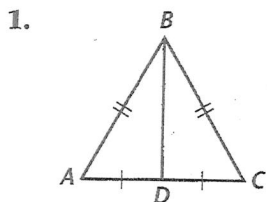




# Practice & Apply

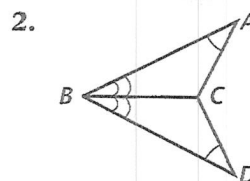
## 4.2 Exploring Triangle Congruence

In Exercises 1–4, explain whether each pair of triangles can be proved congruent using one of the three congruence postulates. If so, write an appropriate congruence statement and name the postulate that supports it. If not, explain why.



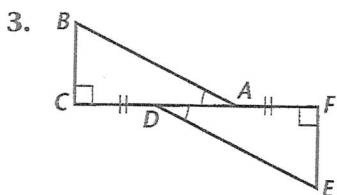
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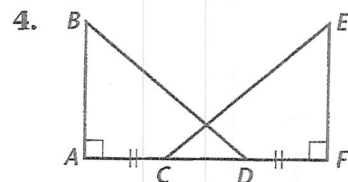
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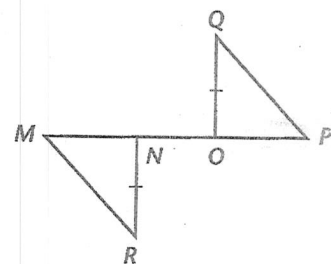
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\_\_\_\_\_

\_\_\_\_\_

Exercises 5–7 refer to the diagram that shows  $\triangle MNR$  and  $\triangle POQ$  in which  $\overline{RN} \cong \overline{QO}$ .



5. If  $\overline{RN}$  and  $\overline{QO}$  are each perpendicular to  $\overline{MP}$ , name the angles in the triangles that must be congruent. Why?

\_\_\_\_\_

6. If  $\overline{MO} \cong \overline{PN}$ , which sides of the triangles must be congruent? Why?

\_\_\_\_\_

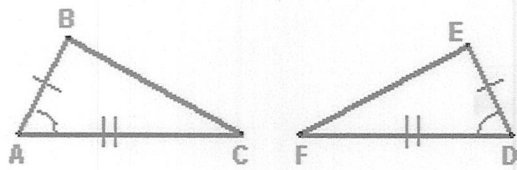
7. What conclusion can you draw about the triangles? Write the postulate that supports your conclusion.

\_\_\_\_\_

DAILY LESSON PLAN

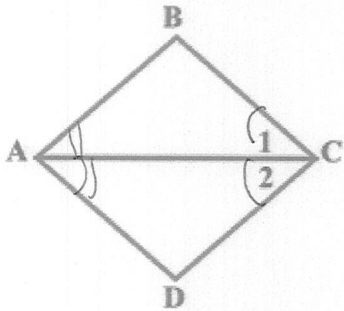
Week of: <u>March 25<sup>th</sup></u>	Date: <u>3/27/07</u>	Grade: _____	Subject: <u>geometry</u>	<b>MATH</b>
General Topic: <u>Congruent Triangles</u>				
Today's Topic: <u>Using Triangle congruence</u>				
Expected Student Learning Outcomes <u>10.G.1</u>	<u>What will students know and be able to do as a result of today's lesson?</u> <u>Reviewing triangle congruence postulates and using them to prove triangles are congruent</u>			
Standards Addressed:	<u>Which learning standard from the MA Frameworks or WPS curriculum does today's lesson address?</u> 1. Number Sense                              3. Geometry & Measurement 2. Patterns, Relations & Functions      4. Statistics & Probability			
School Improvement Plan	<u>Which (if any) literacy strategy does today's lesson address?</u> <u>LEARN TO READ/READ TO LEARN</u> Pre-Reading                              Guided Reading                              Post Reading ____ Preview Text                              ____ Make connections                              ____ Low Stakes Writing ____ Ask Questions                              ____ Visualize                              ____ Projects ____ Activate Prior Knowledge                              ____ Think aloud strategy                              ____ Presentations  <u>LEARN TO WRITE/WRITE TO LEARN</u> ____ "I wonder" log entries                              ____ Letters                              ____ Metacognitive Logs ____ Exit slips                              ____ 2 Column notes  ____ Solve problems using linear equations/inequalities ____ Apply algebraic and graphical methods to solutions			
Outline of Lesson Activities: (to be posted on classroom agenda)	<u>MCAS - 2 Triangle problems, 1 supp. &lt; problem</u> <u>Discuss HW pg. 191 # 10-15</u> <u>worksheet # 8-10 correct</u> <u>Group work: worksheet → correct answers</u> <u>Individual work: practice Quiz</u> <u>Discuss</u> <u>HW: Finish practice Quiz</u>			
Assessment:	<u>How will you assess students' understanding of today's lesson?</u> <u>Test - Quiz - Verbal Questioning - Group Work - Homework (written or reading) -</u> <u>Project Presentation - Portfolios -</u> <u>Other:</u>			

# MCAS Questions



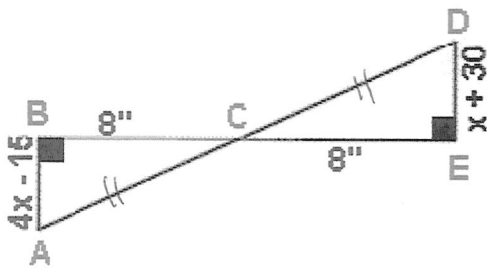
SAS

decide upon the proper method



ASA

marked in the diagram did you mark



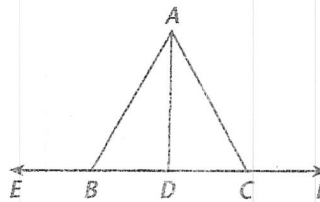
HL  
OR ASA



# Enrichment

## 4.3 Analyzing Triangle Congruence

Exercises 1–5 refer to the diagram shown.



1. Since  $\overleftrightarrow{EF}$  is a straight line,  $\angle EBA$  and  $\angle DBA$  are \_\_\_\_\_ and  $\angle FCA$  and  $\angle DCA$  are also \_\_\_\_\_.

2. If  $\angle EBA \cong \angle FCA$ , what other two angles are congruent? Why?

\_\_\_\_\_

3. If  $\overline{AD}$  is the median to  $\overline{BC}$ , which segments are congruent?

\_\_\_\_\_

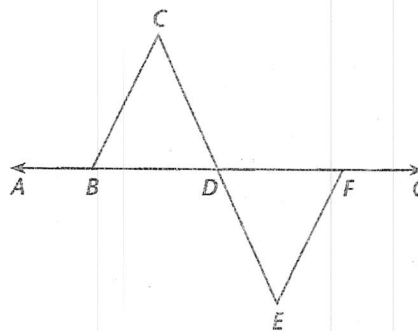
4. If  $\overline{AD}$  is also perpendicular to  $\overline{BC}$ , which angles are congruent?

\_\_\_\_\_

5. What conclusion can you draw about  $\triangle ABD$  and  $\triangle ACD$ ? Why?

\_\_\_\_\_

Exercise 6–10 refer to the diagram shown.



6. Since  $\overleftrightarrow{AG}$  is a straight line, then  $\angle ABC$  and  $\angle DBC$  are \_\_\_\_\_ and  $\angle GFE$  and  $\angle DFE$  are also \_\_\_\_\_.

7. If  $\angle ABC \cong \angle GFE$ , what other two angles are congruent? Why?

\_\_\_\_\_

8. Since  $\overleftrightarrow{CE}$  is a straight line as well as  $\overleftrightarrow{AG}$ , which two angles of the triangles are congruent? Why?

\_\_\_\_\_

9. If  $\overleftrightarrow{AG}$  bisects  $\overleftrightarrow{CE}$ , which segments are congruent? \_\_\_\_\_

10. What conclusion can you draw about  $\triangle CBD$  and  $\triangle EFD$ ? Why?

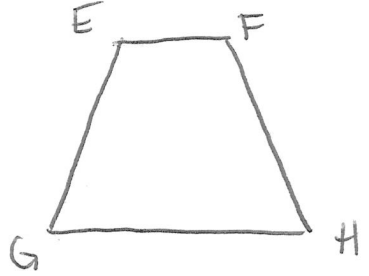
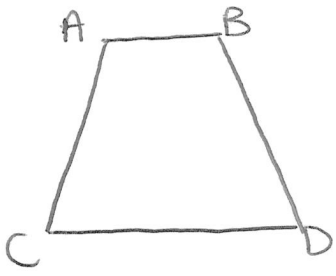
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HRW material copyrighted under notice appearing earlier in this work.

Name: \_\_\_\_\_

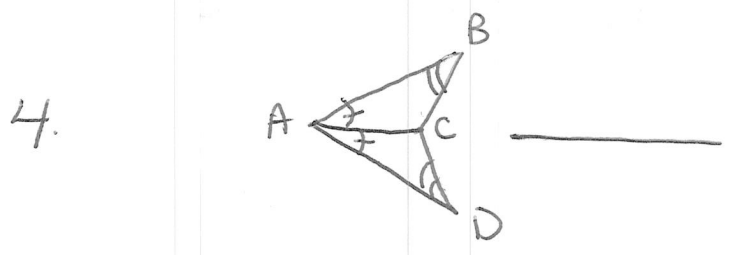
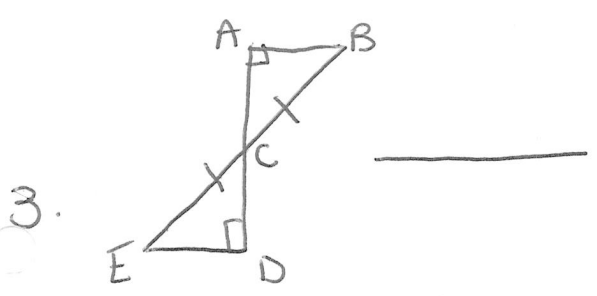
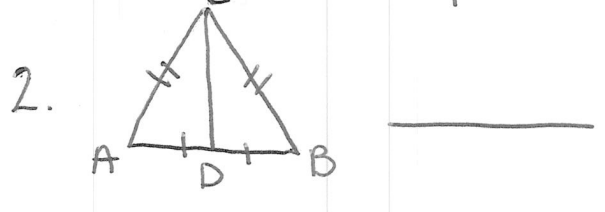
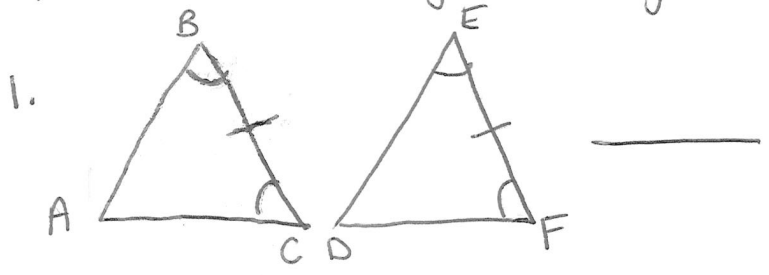
practice Quiz  
Triangle Congruence

Complete the congruence for trapezoid  $ABCD \cong$  trapezoid  $EFGH$



- 1.  $\overline{AB} \cong$  \_\_\_\_\_
- 2.  $\angle B \cong$  \_\_\_\_\_
- 3.  $\overline{CD} \cong$  \_\_\_\_\_
- 4.  $\angle H \cong$  \_\_\_\_\_
- 5.  $\overline{BD} \cong$  \_\_\_\_\_
- 6.  $\angle G \cong$  \_\_\_\_\_
- 7.  $\overline{AC} \cong$  \_\_\_\_\_
- 8.  $\angle A \cong$  \_\_\_\_\_

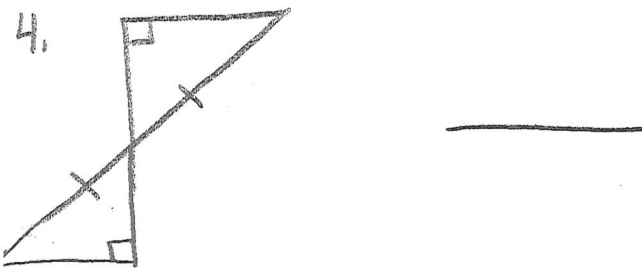
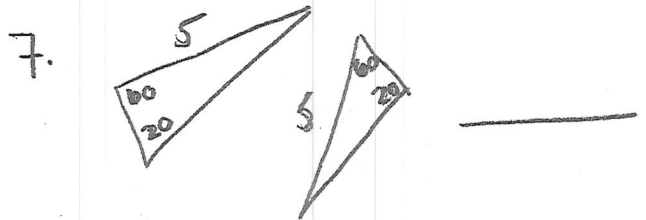
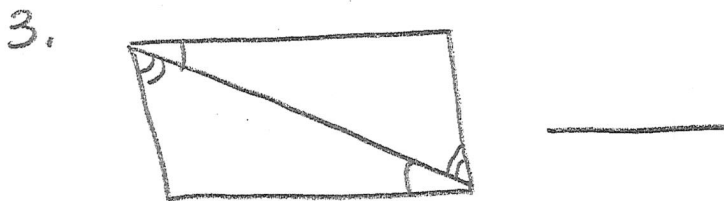
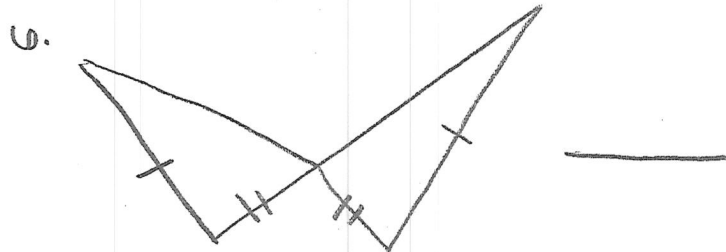
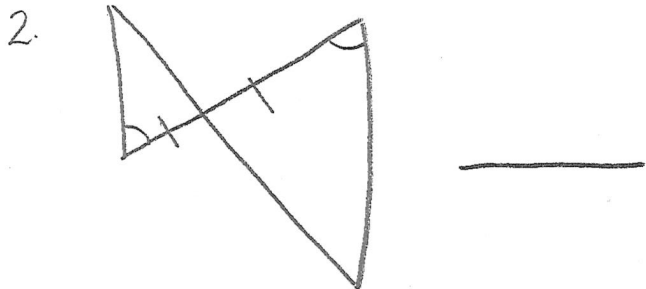
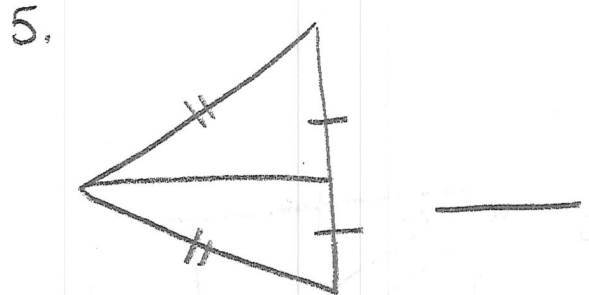
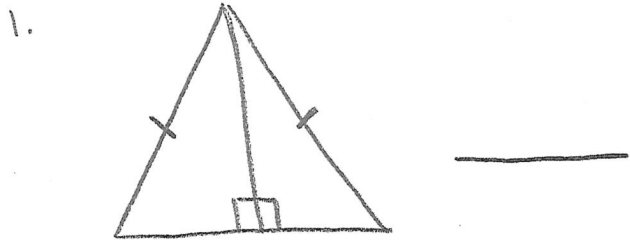
State the rule that would prove the following pairs of Triangles congruent. Then state why.





Name: \_\_\_\_\_

State the Rule that would prove the following pairs of triangles congruent.



## DAILY LESSON PLAN

<b>Week of:</b> March 25, 2007	<b>Date:</b> 3/30/07	<b>Grade:</b> 10	<b>Subject:</b> geometry MATH												
<b>General Topic:</b>	Perimeter & Area														
<b>Today's Topic:</b>	Perimeter & Area of Rectangles, Parallelograms & Triangle														
<b>Expected Student Learning Outcomes</b>	<u>What will students know and be able to do as a result of today's lesson?</u> Find the perimeter & Area of Rectangles Parallelograms & Triangles.														
<b>Standards Addressed:</b>	<u>Which learning standard from the MA Frameworks or WPS curriculum does today's lesson address?</u> 1. Number Sense 2. Patterns, Relations & Functions 3. Geometry & Measurement 4. Statistics & Probability														
<b>School Improvement Plan</b>	<u>Which (if any) literacy strategy does today's lesson address?</u> <b>LEARN TO READ/READ TO LEARN</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th style="width: 33%;">Pre-Reading</th> <th style="width: 33%;">Guided Reading</th> <th style="width: 33%;">Post Reading</th> </tr> </thead> <tbody> <tr> <td><input type="checkbox"/> Preview Text</td> <td><input type="checkbox"/> Make connections</td> <td><input type="checkbox"/> Low Stakes Writing</td> </tr> <tr> <td><input type="checkbox"/> Ask Questions</td> <td><input type="checkbox"/> Visualize</td> <td><input type="checkbox"/> Projects</td> </tr> <tr> <td><input type="checkbox"/> Activate Prior Knowledge</td> <td><input type="checkbox"/> Think aloud strategy</td> <td><input type="checkbox"/> Presentations</td> </tr> </tbody> </table> <hr style="border-top: 1px dashed black;"/> <b>LEARN TO WRITE/WRITE TO LEARN</b> <input type="checkbox"/> "I wonder" log entries <input type="checkbox"/> Letters <input type="checkbox"/> Metacognitive Logs <input type="checkbox"/> Exit slips <input type="checkbox"/> 2 Column notes			Pre-Reading	Guided Reading	Post Reading	<input type="checkbox"/> Preview Text	<input type="checkbox"/> Make connections	<input type="checkbox"/> Low Stakes Writing	<input type="checkbox"/> Ask Questions	<input type="checkbox"/> Visualize	<input type="checkbox"/> Projects	<input type="checkbox"/> Activate Prior Knowledge	<input type="checkbox"/> Think aloud strategy	<input type="checkbox"/> Presentations
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	<input checked="" type="checkbox"/> Solve problems using linear equations/inequalities <input type="checkbox"/> Apply algebraic and graphical methods to solutions														
<b>Outline of Lesson Activities:</b> (to be posted on classroom agenda)	Notes: what is perimeter - Of a Rectangle, triangle, parallelogram odd shaped figures. what is AREA - Rectangle, triangle, parallelogram odd shaped. geoboard Activity Do mixed shaped problem with class HW pg. 248 #5-13														
<b>Assessment:</b>	<u>How will you assess students' understanding of today's lesson?</u> Test - Quiz - Verbal Questioning - Group Work - Homework (written or reading) - Project Presentation - Portfolios - Other :														



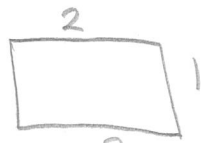
March 30, 2007  
 Geometry

Perimeter and Area of Rectangles, Parallelograms, and Triangles

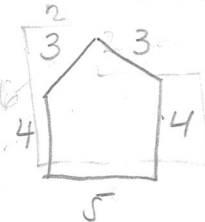
What is perimeter?

- The sum of the lengths of the sides of a polygon.  $P = 2B + 2H$

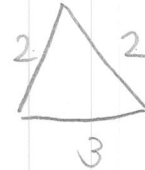
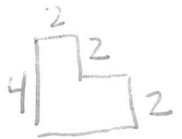
Example:



$= 6$



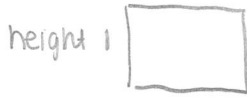
$= 19$



$= 7$

Now use the formula.

- What is the base?
- What is the height? If only given 2 measures.



$P = 2(B) + 2(H)$



$P = 2(4) + 2(3)$   
 $8 + 6 = 14$

What is area?

# of square units needed to cover a surface  
 # of non-overlapping unit squares.  $A = BH$

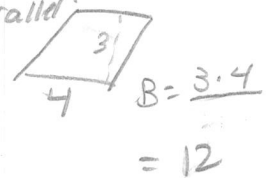
- We can use area in our everyday lives. Ex. Area of a wall can tell us how much paint we would need to paint it. The area of the floor would tell us how much carpet we would need. \*\*\* Not volume or all the space in the room.

The base & height of a parallelogram must be  $\perp$ .

1st Area of Rec.  $2 \times 7 = 14$

Explain 1 square unit on the geoboard.

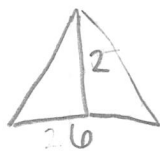
area of parallelogram:



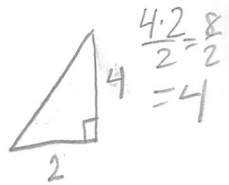
Pass out geoboards. and explain them.

Ask them to create a figure with the elastics that has an area of 4.  
 Have them look at the number of boxes the figure has = 4  
 Have them use the formula.

Area of a triangle:  $A = \frac{BH}{2}$



$= \frac{2 \cdot 6}{2} = \frac{12}{2} = 6 = \text{area}$



Example:

Now have them make a triangle on the geoboard.  
 \*\*\*Notice we cannot count all the boxes. (this will happen with many figures)  
 Turn the triangle into a rectangle and decide the area.

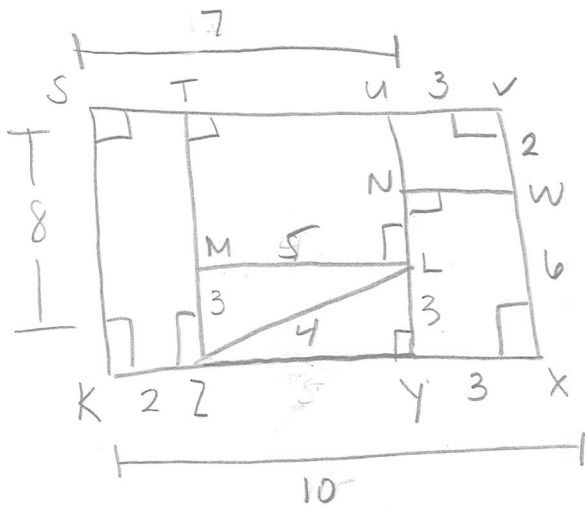
- What is the base?
- What is the height?

Pass out geoboards worksheet.  
 Give students time to determine the area of the figures.

NOTES

Discuss

Do problem on the board: (discuss)



what is the perimeter of  $SV \times K$ ? 36  
 what is the area? 80

what is the perimeter of  $MLYZ$ ? 16  
 " " area? 15

use previous info to find area of  $\Delta MLZ$ ?  
 $= \frac{1}{2} \square MLYZ = 8$

Find perimeter of hexagon

HW: Pg. 248 # 5-13

## DAILY LESSON PLAN

<b>Week of:</b> April 1, 2007	<b>Date:</b> 4/2/07	<b>Grade:</b> 10	<b>Subject:</b> Geometry MATH															
<b>General Topic:</b> Perimeter & Area		<b>Today's Topic:</b> Fixed Perimeter & Area, Area of Trapezoids																
<b>Expected Student Learning Outcomes</b>	<u>What will students know and be able to do as a result of today's lesson?</u> Finding Maximum area with given perimeter & Minimum perimeter with given area. Formula to find the area of a Trapezoid																	
<b>Standards Addressed:</b>	<u>Which learning standard from the MA Frameworks or WPS curriculum does today's lesson address?</u> 1. Number Sense                      3. Geometry & Measurement 2. Patterns, Relations & Functions      4. Statistics & Probability																	
<b>School Improvement Plan</b>	<u>Which (if any) literacy strategy does today's lesson address?</u> <table style="width: 100%; border: none;"> <tr> <th style="text-align: left; border-right: 1px dashed black;">LEARN TO READ/ READ TO LEARN</th> <th style="text-align: left; border-right: 1px dashed black;">Guided Reading</th> <th style="text-align: left;">Post Reading</th> </tr> <tr> <td style="border-right: 1px dashed black;">                     Pre-Reading  <input type="checkbox"/> Preview Text  <input type="checkbox"/> Ask Questions  <input type="checkbox"/> Activate Prior Knowledge                 </td> <td style="border-right: 1px dashed black;"> <input type="checkbox"/> Make connections  <input type="checkbox"/> Visualize  <input type="checkbox"/> Think aloud strategy                 </td> <td> <input type="checkbox"/> Low Stakes Writing  <input type="checkbox"/> Projects  <input type="checkbox"/> Presentations                 </td> </tr> <tr> <td colspan="3" style="text-align: center; border-top: 1px dashed black;"><b>LEARN TO WRITE/WRITE TO LEARN</b></td> </tr> <tr> <td style="border-right: 1px dashed black;"><input type="checkbox"/> "I wonder" log entries</td> <td style="border-right: 1px dashed black;"><input type="checkbox"/> Letters</td> <td><input type="checkbox"/> Metacognitive Logs</td> </tr> <tr> <td style="border-right: 1px dashed black;"><input type="checkbox"/> Exit slips</td> <td style="border-right: 1px dashed black;"><input type="checkbox"/> 2 Column notes</td> <td></td> </tr> </table> <p> <input checked="" type="checkbox"/> Solve problems using linear equations/inequalities  <input type="checkbox"/> Apply algebraic and graphical methods to solutions                 </p>			LEARN TO READ/ READ TO LEARN	Guided Reading	Post Reading	Pre-Reading <input type="checkbox"/> Preview Text <input type="checkbox"/> Ask Questions <input type="checkbox"/> Activate Prior Knowledge	<input type="checkbox"/> Make connections <input type="checkbox"/> Visualize <input type="checkbox"/> Think aloud strategy	<input type="checkbox"/> Low Stakes Writing <input type="checkbox"/> Projects <input type="checkbox"/> Presentations	<b>LEARN TO WRITE/WRITE TO LEARN</b>			<input type="checkbox"/> "I wonder" log entries	<input type="checkbox"/> Letters	<input type="checkbox"/> Metacognitive Logs	<input type="checkbox"/> Exit slips	<input type="checkbox"/> 2 Column notes	
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<input type="checkbox"/> Exit slips	<input type="checkbox"/> 2 Column notes																	
<b>Outline of Lesson Activities:</b> (to be posted on classroom agenda)	MCAS Question Correct HW pg. 248 #5-13 Notes: Fixed Perimeter & Area Area of a Trapezoid graphwork → worksheet "Exploring Perimeter, Circumference & Area" HW: Finish worksheet																	
<b>Assessment:</b>	<u>How will you assess students' understanding of today's lesson?</u> Test - Quiz - Verbal Questioning - Group Work - Homework (written or reading) - Project Presentation - Portfolios - Other :																	

April 2, 2007  
Geometry

MCAS Question

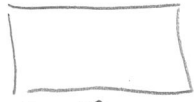
Discuss HW

Groupwork: worksheet "Exploring Perimeter, Circumference, and Area"  
Correct

Notes: Fixed Perimeter & Fixed Area

given Area = 36

Find  $h$ .



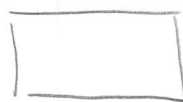
$B = 12$

$A = bh$

$$\frac{36}{12} = \frac{12 \cdot h}{12}$$

$h = 3$

given Perimeter = 48



$h = 7$

$$48 = 2(11) + 2B$$

$$48 = 22 + 2B$$
$$-22 \quad -22$$

---

$$\frac{26}{2} = \frac{2B}{2}$$

$13 = B$

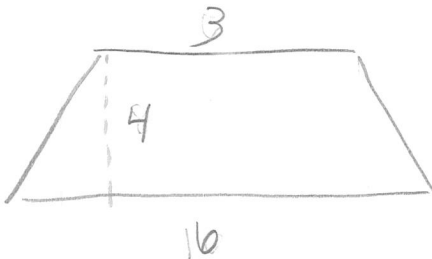
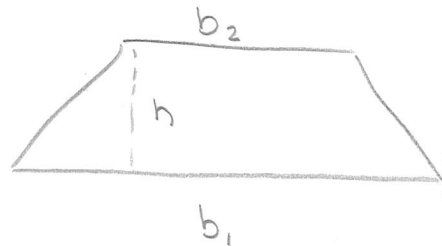
Ex. 3 on wkst.



→ wkst

Area of a Trapezoid.

$$A = \frac{(b_1 + b_2)h}{2}$$



$$A = \frac{(3 + 16) \cdot 4}{2}$$

$$A = \frac{(19) \cdot 4}{2}$$

$A = 38$

HW: ~~pg 125-127~~ Finish worksheet

April 2, 2007  
Geometry

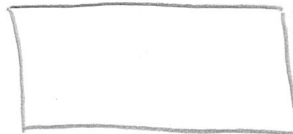
**MCAS Question**

**Discuss HW**

**Groupwork:** worksheet "Exploring Perimeter, Circumference, and Area"  
Correct

**Notes:** Fixed Perimeter & Fixed Area area of a Trapezoid & Hexagon

1. given area find height.      Given Perimeter Find  
    WKST = EX3                      lengths.



Base = 12  
P = 17

$$70 = 2(12) + 2H$$

$$70 = 24 + 2H$$

$$\begin{array}{r} -24 \\ -24 \end{array}$$

---

$$\frac{52}{2} = \frac{2H}{2}$$

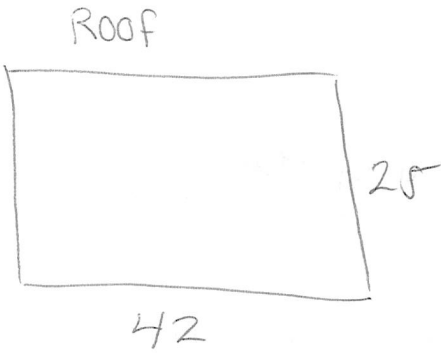
$$H = 26$$

Fixed Area:

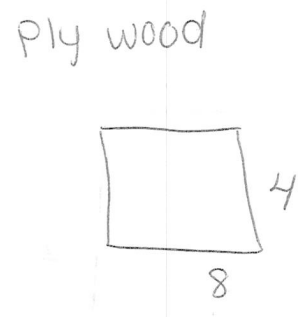
## DAILY LESSON PLAN

Week of: <i>April 1, 2007</i>	Date <i>4/3/07</i>	Grade <i>10</i>	Subject <i>geometry MATH</i>												
General Topic: Today's Topic:		<i>Perimeter &amp; Area</i> <i>Area of Trapezoids &amp; Fixed Perimeter &amp; Area</i>													
Expected Student Learning Outcomes		<p><u>What will students know and be able to do as a result of today's lesson?</u></p> <p><i>Find the area of Trapezoids,</i> <i>Find the maximum area with given perimeter.</i> <i>Find minimum perimeter with maximum area.</i></p>													
Standards Addressed:		<p><u>Which learning standard from the MA Frameworks or WPS curriculum does today's lesson address?</u></p> <p><i>1. Number Sense</i>                                      <i>3. Geometry &amp; Measurement</i> <i>2. Patterns, Relations &amp; Functions</i>            <i>4. Statistics &amp; Probability</i></p>													
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Outline of Lesson Activities: (to be posted on classroom agenda)		<p><i>MCAS Questions</i></p> <p><i>Correct HW → worksheet # 1-10, 9 &amp; 10</i></p> <p><i>Do pg. 249 # 19 &amp; 21 individually</i></p> <p><i>DISCUSS</i></p> <p><i>CLASSWORK = Zoo project Activity (Quiz grade)</i></p> <p><i>HW: Finish project &amp; pg. 258 # 19-23</i></p>													
Assessment:		<p><u>How will you assess students' understanding of today's lesson?</u></p> <p>Test - <del>Quiz</del> - Verbal Questioning - Group Work - Homework (written or reading) - Project Presentation - Portfolios - Other :</p>													

19.



$$A = 42 \cdot 25 = 1050$$



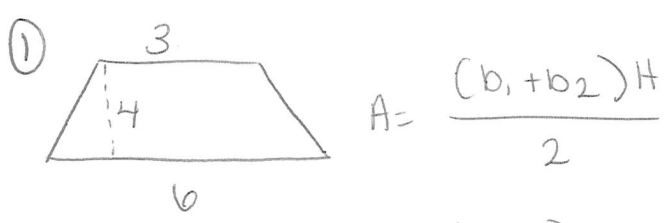
$$A = 32$$

$$32 \overline{) 1050} \begin{array}{r} 32.81 \\ \underline{96} \phantom{0} \\ 90 \phantom{0} \\ \underline{64} \phantom{0} \\ 260 \\ \underline{256} \\ 40 \end{array} = 33 \text{ pieces of plywood}$$

5.25 across =  $\frac{42}{8}$   
~~Dimension~~  
 6.25 high =  $\frac{25}{4}$

$$= 32.81 = 33$$

MCAS

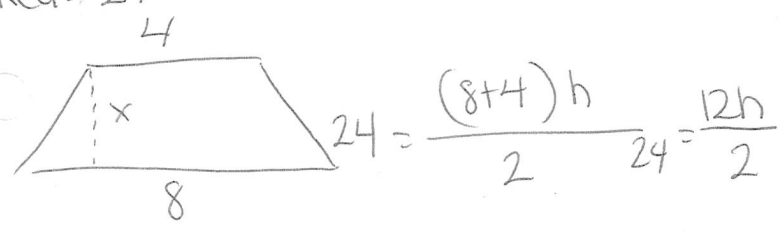


$$A = \frac{(b_1 + b_2)H}{2}$$

$$A = \frac{(6+3)4}{2}$$

$$\frac{9 \cdot 4}{2} = \frac{36}{2} = 18 = A$$

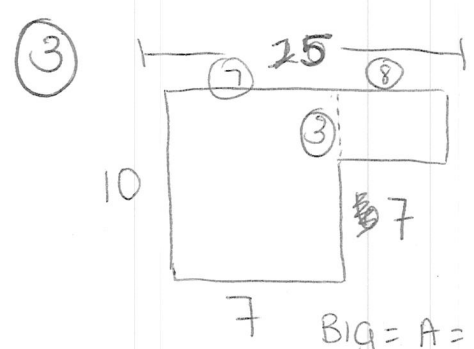
② area = 24



$$24 = \frac{(8+4)h}{2} \quad 24 = \frac{12h}{2}$$

$$\frac{24}{6} = \frac{6h}{6}$$

$$4 = h$$



Big =  $A = 10 \cdot 7 = 70$   
 Small =  $A = 3 \cdot 8 = 24$   
 shape =  $A = 94$



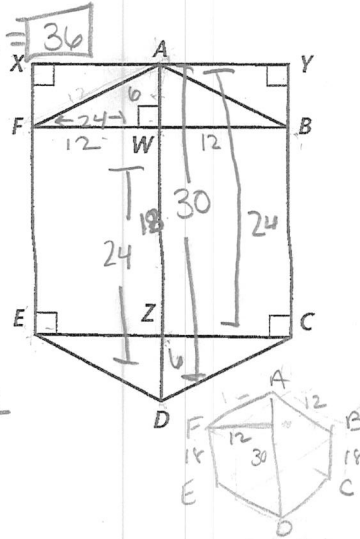
# Practice & Apply

## 5.1 Exploring Perimeter, Circumference, and Area

Use the figure and the dimensions to answer Exercises 1–6.

$AD = 30$  in.     $WD = AZ = FB = 24$  in.     $WB = 12$  in.

- The perimeter of rectangle  $XAWF = 2(12) + 2(6) = 24 + 12 = 36$
- The perimeter of rectangle  $XAZE = 2(24) + 2(12) = 48 + 24 = 72$
- The area of rectangle  $XAWF = A = 12 \cdot 6 = 72 \text{ in}^2$
- The area of  $\triangle AWF = \frac{1}{2} 12 \cdot 6 = \frac{1}{2} \cdot 72 = 36 \text{ in}^2$   
(Use Exercise 3.)
- The area of trapezoid  $ADEF = 288 \text{ in}^2$   
(Use Exercise 4.)
- The area of hexagon  $ABCDEF = 576 \text{ in}^2 = \left( \frac{(30+18)12}{2} \right) 2$   
(Use Exercise 5.)



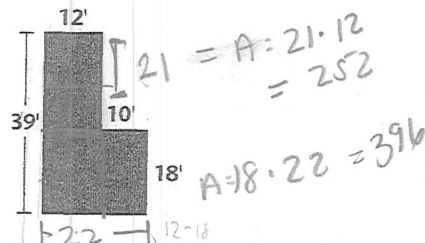
$108 = 2B + 2(\frac{1}{2}B)$   
 $108 = 2B + B$   
 $108 = 3B$   
 $B = 36$      $H = 18$      $A = 36 \cdot 18 = 648$

- Two opposite sides of a 5-inch square were increased in measure to form a rectangle. If the area of the rectangle is  $105 \text{ in}^2$ , by how much was one side of the square increased?

$105 = (5+x)5$      $25 + 5x = 105$      $5x = 80$      $x = 16$  increased by 16

- The Bixby Company wants to carpet the area of their lobby floor that is shown. Carpeting is sold by the square yard. How many square yards are there in the area shown? ( $9 \text{ ft}^2 = 1 \text{ yd}^2$ )

$72 \text{ yd}^2$      $252 + 396 = 648 / 9 = 72 \text{ yd}^2$



The number of square yards of carpeting that must be purchased depends on the width of the roll on which the carpet comes.

- If the carpet chosen comes on 12-foot rolls, and lengths must be purchased in full square yards, how many square yards of carpet must Bixby buy?

$76 \text{ yd}^2$

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## Geometry at the Zoo

At a zoo, it is important to design spaces for animals that maximize area so the animals have enough room. Because zoos often depend on contributions to survive, they must minimize costs whenever possible. In this activity, you will be designing the outdoor portion of a primate habitat for the City Zoo. Keep in mind that monkeys and other primates can climb very well; therefore, their enclosures must be covered to keep them from escaping. Follow the specifications to create a design plan and sketch for each scenario.

1. The perimeter of the enclosure will be a chain link fence. A fencing supply company will donate enough material to construct a 60-foot perimeter. One wall or part of the wall of the primate building can be used as a part of the outdoor habitat area. This building is rectangular and measures 40 feet by 50 feet. Design the outdoor habitat to find the largest area using the donated fencing supplies.
2. Since the enclosure will need a roof or cover, calculate the area of material needed for the design you developed.
3. Another company will donate roofing material that will cover a 350-square foot area. Will this be enough to cover the design you created? If not, alter your design to create an enclosure using only donated supplies.
4. Now you must create an expense report for the fencing supply company because they need to know the price of the supplies they are donating.

The chain link fence is priced at \$.50 per foot and has a standard delivery charge of \$45.

What is the total cost for fencing materials?

They will also need to hire workers to install the fence who will be paid \$8 an hour for their work. The company hires 3 workers and they each work 4 hours a day for 3 days to complete the installation of the fence.

What is the total cost for hiring workers?

What is the total cost of putting in the fence?

**5. You must now create an expense report for the roofing company because they need to know the price of the supplies they are donating.**

**The shingles are priced at \$1.00 per shingle. 20 shingles cover an area of 10 sq ft. How many shingles do they need to cover the roof?**

**What is the total cost of shingles?**

**The delivery charge for the roofing materials is \$50. They will also need to hire workers to install the roof. The chief roofer will be paid \$10 an hour for his work and his 2 assistants will be paid \$6 an hour. The workers complete the roof in 2 days and work 5 hours a day. The chief engineer works for an extra 2 hours each day to make sure the shingles are properly secured.**

**What is the total price for delivery and the hiring of workers?**

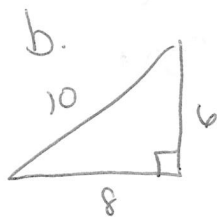
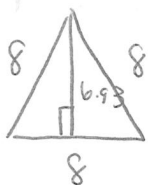
**What is the total cost of putting in the roof?**

## DAILY LESSON PLAN

<b>Week of:</b> April 1, 2007	<b>Date:</b> 4/4/07	<b>Grade:</b> 10	<b>Subject:</b> geometry MATH															
<b>General Topic:</b> Area & Perimeter		<b>Today's Topic:</b> Finding area of Trapezoids, triangle, Parallelograms																
<b>Expected Student Learning Outcomes:</b>	<p><b>What will students know and be able to do as a result of today's lesson?</b></p> <p>pull shapes out of larger complex figures and find the area.</p>																	
<b>Standards Addressed:</b>	<p><b>Which learning standard from the MA Frameworks or WPS curriculum does today's lesson address?</b></p> <p>1. Number Sense                                    3. Geometry &amp; Measurement 2. Patterns, Relations &amp; Functions        4. Statistics &amp; Probability</p>																	
<b>School Improvement Plan</b>	<p><b>Which (if any) literacy strategy does today's lesson address?</b></p> <table style="width: 100%; border: none;"> <tr> <td colspan="3"><b>LEARN TO READ/READ TO LEARN</b></td> </tr> <tr> <td style="width: 33%; border-right: 1px dashed black; padding: 5px;"> <b>Pre-Reading</b>  <input type="checkbox"/> Preview Text  <input type="checkbox"/> Ask Questions  <input type="checkbox"/> Activate Prior Knowledge                 </td> <td style="width: 33%; border-right: 1px dashed black; padding: 5px;"> <b>Guided Reading</b>  <input type="checkbox"/> Make connections  <input type="checkbox"/> Visualize  <input type="checkbox"/> Think aloud strategy                 </td> <td style="padding: 5px;"> <b>Post Reading</b>  <input type="checkbox"/> Low Stakes Writing  <input type="checkbox"/> Projects  <input type="checkbox"/> Presentations                 </td> </tr> <tr> <td colspan="3" style="border-top: 1px dashed black; text-align: center;"><b>LEARN TO WRITE/WRITE TO LEARN</b></td> </tr> <tr> <td style="border-right: 1px dashed black; padding: 5px;"><input type="checkbox"/> "I wonder" log entries</td> <td style="border-right: 1px dashed black; padding: 5px;"><input type="checkbox"/> Letters</td> <td style="padding: 5px;"><input type="checkbox"/> Metacognitive Logs</td> </tr> <tr> <td style="border-right: 1px dashed black; padding: 5px;"><input type="checkbox"/> Exit slips</td> <td style="border-right: 1px dashed black; padding: 5px;"><input type="checkbox"/> 2 Column notes</td> <td style="padding: 5px;"></td> </tr> </table> <p><input checked="" type="checkbox"/> Solve problems using linear equations/inequalities</p> <p><input checked="" type="checkbox"/> Apply algebraic and graphical methods to solutions</p>			<b>LEARN TO READ/READ TO LEARN</b>			<b>Pre-Reading</b> <input type="checkbox"/> Preview Text <input type="checkbox"/> Ask Questions <input type="checkbox"/> Activate Prior Knowledge	<b>Guided Reading</b> <input type="checkbox"/> Make connections <input type="checkbox"/> Visualize <input type="checkbox"/> Think aloud strategy	<b>Post Reading</b> <input type="checkbox"/> Low Stakes Writing <input type="checkbox"/> Projects <input type="checkbox"/> Presentations	<b>LEARN TO WRITE/WRITE TO LEARN</b>			<input type="checkbox"/> "I wonder" log entries	<input type="checkbox"/> Letters	<input type="checkbox"/> Metacognitive Logs	<input type="checkbox"/> Exit slips	<input type="checkbox"/> 2 Column notes	
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<b>Outline of Lesson Activities: (to be posted on classroom agenda)</b>	<p>MCAS: Fixed area  <del>Correct HW pg. 258 #19-23</del>                  Classwork pg. Trapezoid problem wkst                  DISCUSS                  HW: pg. 257 # 4-15</p>																	
<b>Assessment:</b>	<p><b>How will you assess students' understanding of today's lesson?</b></p> <p>Test - Quiz - <u>Verbal Questioning</u> - <u>Group Work</u> - Homework (written or reading) -                  Project Presentation - Portfolios -                  Other :</p>																	

19.

a.

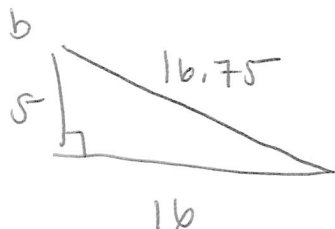
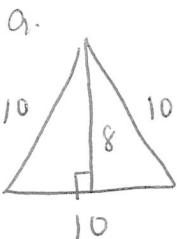


$$A = \frac{(8 \cdot 6.93)}{2} = \frac{55.44}{2} \quad A = \frac{(8 \cdot 6)}{2} = \frac{48}{2} = 24$$

Bigger area  
larger height

$$= 27.72$$

20.

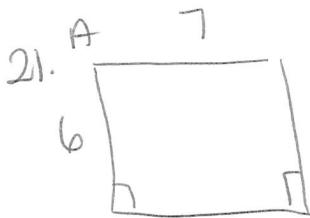


P = ~~10+10+10~~  $10+10+10 = 30$

~~AREA~~

$$5+16+16.75 = 37.75$$

Triangle B has larger perimeter



$$A = 6 \cdot 7 = 42$$

A · B

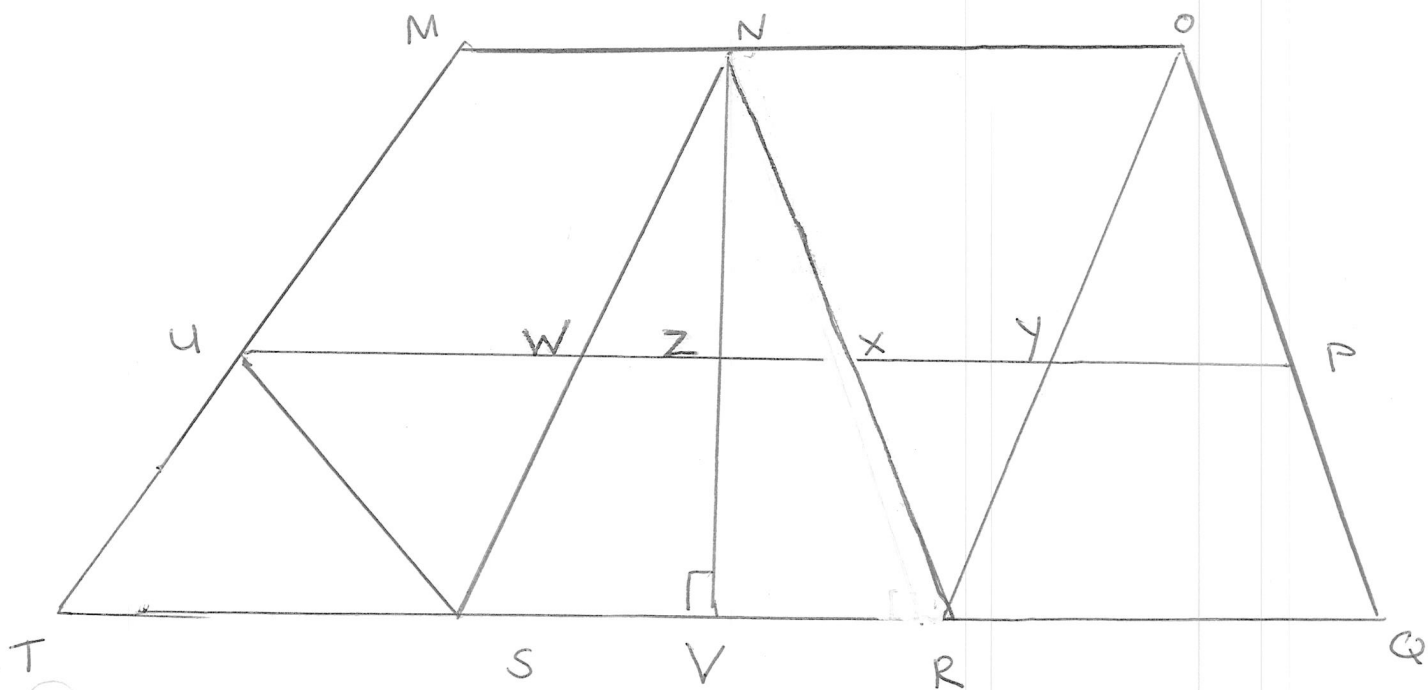
$$A = 5 \cdot 7 = 35$$

A · B

parallelogram B has greater area.

Name: \_\_\_\_\_

Use the information below to answer questions #1-10



$$\overline{MO} \parallel \overline{TQ}$$

$$\overline{MT} \parallel \overline{NS}$$

$$\overline{UP} \parallel \overline{TQ}$$

$$\overline{NS} \parallel \overline{OR}$$

$$NV = 12$$

$$RQ = 10$$

$$TQ = 25$$

$$UP = 20$$

$$ZV = 8$$

$$WP = 15$$

$$TS = 5$$

$$UY = 14$$

1.) The area of  $\triangle ROQ =$  \_\_\_\_\_

2.) The area of  $\triangle UTS =$  \_\_\_\_\_

3.) The area of  $\triangle NSR =$  \_\_\_\_\_

4.) The area of  $\triangle NRO =$  \_\_\_\_\_

5.) The area of parallelogram NORS = \_\_\_\_\_

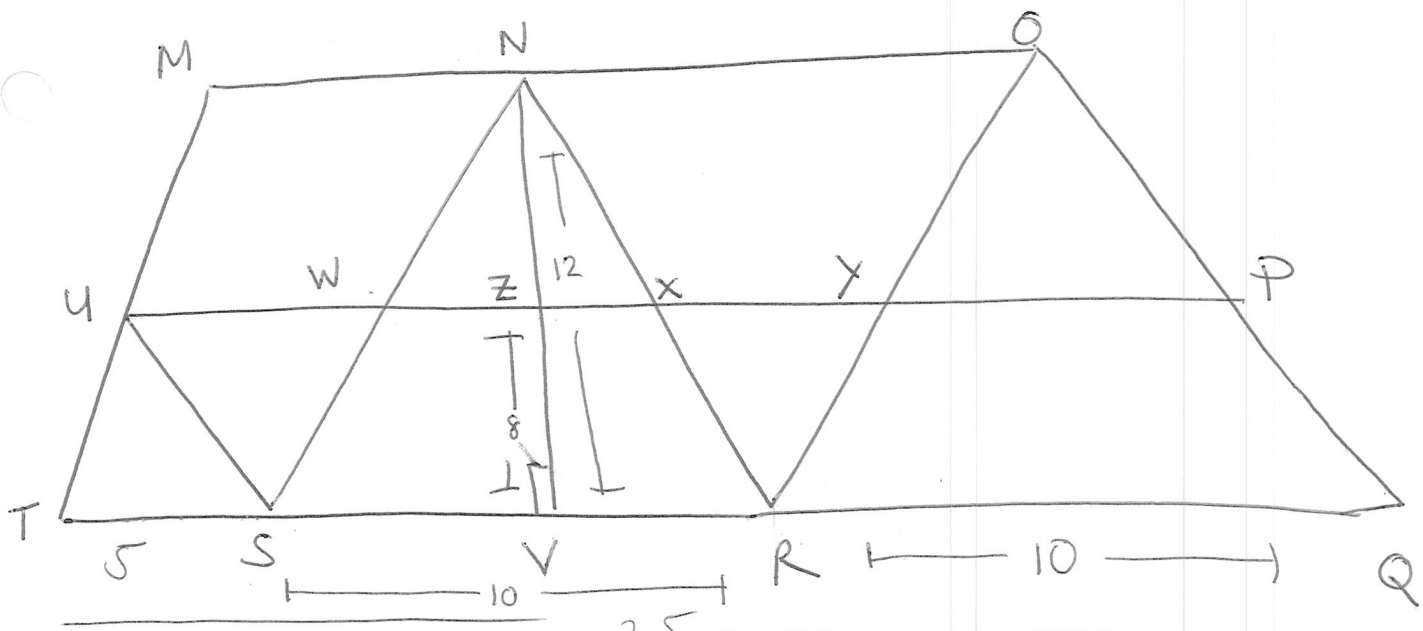
6.) The area of parallelogram MNWU = \_\_\_\_\_

7.) The area of trapezoid NOQS = \_\_\_\_\_

8.) The area of trapezoid WPQS = \_\_\_\_\_

9.) The area of trapezoid NOPW = \_\_\_\_\_

10.) The area of trapezoid MQTS = \_\_\_\_\_



$$1. \Delta ROQ = \frac{H}{NV}(12) \cdot \frac{B}{RQ}(25) / 2 = \boxed{60}$$

$$2. \Delta UTS = \frac{B}{TS}(5) \cdot \frac{H}{ZV}(8) / 2 = \boxed{20}$$

$$3. \Delta NSR = \frac{B}{SR}(10) \cdot \frac{H}{NV}(12) / 2 = \boxed{60}$$

$$4. \Delta NRO = \overline{NO} = 10 \text{ (b/c } SR = 10 \text{ and they are } \parallel \text{)} \\ \frac{10 \cdot (NV)}{H} \cdot 12 / 2 = \boxed{60}$$

$$5. \square NORV = \frac{B}{SR} \cdot \frac{H}{NV} = \boxed{120}$$

$$6. \square MNWU = UW = 5 \text{ (b/c } TS = 5 \text{ and they are } \parallel \text{)}$$

$$7. \square NQPS = B_1 = SQ = 20 \quad B_2 = NO = 10 \quad H = NV = 12 \quad \frac{(20+10) \cdot 12}{2} = \boxed{180}$$

$$8. \square WPQS = B_1 = SQ = 20 \quad B_2 = WP = 15 \quad H = ZV = 8 \quad \frac{(20+15) \cdot 8}{2} = \boxed{140}$$

$$9. \square NOPN = B_1 = WP = 15 \quad B_2 = NO = 10 \text{ b/c } SR = 10 \quad H = 4 = NZ \quad \frac{(15+10) \cdot 4}{2} = \boxed{50}$$

$$10. \square MOQT = B_1 = TQ = 25 \quad B_2 = MO = 15 \quad H = NV = 12 \quad \frac{(25+15) \cdot 12}{2} = \boxed{240}$$

$$\Delta \quad A = \frac{1}{2}bh \quad \square \quad A = bh \quad \triangle \quad A = \frac{(b_1 + b_2)h}{2}$$

## DAILY LESSON PLAN

<b>Week of:</b> April 1, 2007	<b>Date:</b> 4/5/07	<b>Grade:</b> 10	<b>Subject:</b> Geometry MATH			
<b>General Topic:</b> Perimeter & Area						
<b>Today's Topic:</b> Circumferences & Areas of Circles						
<b>Expected Student Learning Outcomes</b>	<u>What will students know and be able to do as a result of today's lesson?</u> Identify formulas for the circumference and area of a circle. Solve problems using the formulas for the circumference & area of a circle.					
<b>Standards Addressed:</b>	<u>Which learning standard from the MA Frameworks or WPS curriculum does today's lesson address?</u> 1. Number Sense 2. Patterns, Relations & Functions 3. Geometry & Measurement 4. Statistics & Probability					
<b>School Improvement Plan</b>	<u>Which (if any) literacy strategy does today's lesson address?</u> <b>LEARN TO READ/READ TO LEARN</b> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; border-right: 1px solid black; padding: 5px;"> <b>Pre-Reading</b>  <input type="checkbox"/> Preview Text  <input type="checkbox"/> Ask Questions  <input type="checkbox"/> Activate Prior Knowledge                 </td> <td style="width: 33%; border-right: 1px solid black; padding: 5px;"> <b>Guided Reading</b>  <input type="checkbox"/> Make connections  <input type="checkbox"/> Visualize  <input type="checkbox"/> Think aloud strategy                 </td> <td style="width: 33%; padding: 5px;"> <b>Post Reading</b>  <input type="checkbox"/> Low Stakes Writing  <input type="checkbox"/> Projects  <input type="checkbox"/> Presentations                 </td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <b>LEARN TO WRITE/WRITE TO LEARN</b> <input type="checkbox"/> "I wonder" log entries <input type="checkbox"/> Exit slips <input type="checkbox"/> Letters <input type="checkbox"/> 2 Column notes <input type="checkbox"/> Metacognitive Logs <input type="checkbox"/> Solve problems using linear equations/inequalities <input type="checkbox"/> Apply algebraic and graphical methods to solutions			<b>Pre-Reading</b> <input type="checkbox"/> Preview Text <input type="checkbox"/> Ask Questions <input type="checkbox"/> Activate Prior Knowledge	<b>Guided Reading</b> <input type="checkbox"/> Make connections <input type="checkbox"/> Visualize <input type="checkbox"/> Think aloud strategy	<b>Post Reading</b> <input type="checkbox"/> Low Stakes Writing <input type="checkbox"/> Projects <input type="checkbox"/> Presentations
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<b>Outline of Lesson Activities: (to be posted on classroom agenda)</b>	MCAS Correct HW pg. 257 # 4-15 Notes: Circle ~ Diagram $\text{Radius} - r = \frac{d}{2}$ $\text{diameter} - d = 2r$ Exploration 1 pg. 262. Notes: Formulas: Circumference = $2\pi r$ or $\pi d$ $\text{Area} = \pi r^2$ Examples (one of each area & circumference) classwork HW: worksheet # 1-4 Extra Credit # 5-7					
<b>Assessment:</b>	<u>How will you assess students' understanding of today's lesson?</u> Test - Quiz - Verbal Questioning - Group Work - Homework (written or reading) - Project Presentation - Portfolios - Other :					

Why use Mathematics like an airline

geometry

HW pg. 257 # 4-15

JK = 70

4.  $\Delta KCL = \frac{14 \cdot 15}{2} = 105$

6.  $\Delta BCK = \frac{15 \cdot 10}{2} = 75$  (BC || JK)

5.  $\Delta BJK = \frac{10 \cdot 15}{2} = 75$  (JK)

7.  $\Delta DIJ = 8 \cdot \frac{FK}{7} = \frac{56}{2} = 28$

8.  $\square BCKJ = 10 \cdot 15 = 150$

9.  $\square EGKJ = 70$

10.  $\square ABED = 8 \cdot 8 = 64$  (15 || AB, BF, BK = FK, 15 = 7)

11.  $\square ACKI = 18 \cdot 15 = 270$  (418, 15, 90, 180, 270)

12.  $\triangle EHLJ = \frac{(24+17) \cdot 7}{2} = 143.5$

13.  $\triangle BCHE = \frac{(10+17) \cdot 8}{2} = 108$

14.  $\triangle BCLJ = \frac{(10+24) \cdot 15}{2} = 255$

15.  $\triangle ACLI = \frac{(32+18) \cdot 15}{2} = 375$

object	C	d	RA	$\frac{C}{d}$
7:40				
7:50				

7:40 → correct HW  
7:50 → Sam  
Exercises 1 →



## DAILY LESSON PLAN

Week of: April 8, 2007	Date 4/9/07	Grade 10	Subject Geometry MATH																		
General Topic: Today's Topic:	Perimeter & Area Circumferences & Areas of Circles																				
Expected Student Learning Outcomes	<p><u>What will students know and be able to do as a result of today's lesson?</u></p> <p>Identify formulas for the circumference and area of a circle. Solve problems using the formulas.</p>																				
Standards Addressed:	<p><u>Which learning standard from the MA Frameworks or WPS curriculum does today's lesson address?</u></p> <p>1. Number Sense                      3. Geometry &amp; Measurement 2. Patterns, Relations &amp; Functions      4. Statistics &amp; Probability</p>																				
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Outline of Lesson Activities: (to be posted on classroom agenda)	<p>MCAS Discuss HW: worksheet "Why is a Mathematician like an airplane?" Notes: Review: Radius = <math>\frac{d}{2}</math> Diameter = <math>2r</math> Circumference = <math>2\pi r</math> Area = <math>\pi r^2</math></p> <p>Word Problem &amp; shaded Region problem. groupwork: worksheet #1-10 Discuss HW: pg. 204 #5-12</p>																				
Assessment:	<p><u>How will you assess students' understanding of today's lesson?</u></p> <p>Test - Quiz - Verbal Questioning - Group Work - Homework (written or reading) - Project Presentation - Portfolios - Other :</p>																				