

Teacher Name \_\_\_\_\_

Period(s) \_\_\_\_\_

<b>Unit: Unit 1</b> <b>Geometric Transformations</b>	<b>Course: Geometry</b>
<b>Topic: Week 1 – Definitions</b>	<b>Day: 1</b>
<b>Common Core State Standard:</b>  CCSS.MATH.CONTENT.HSG.CO.A.1 Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.	<b>Mathematical Practice:</b>  CCSS.MATH.PRACTICE.MP2 Reason abstractly and quantitatively.
<b>Objective:</b>  Know precise definitions of angle, based on the undefined notions of point, line, distance along a line, and distance around a circular arc. Give types the basic types of angles that are not described using any form algebra.	<b>I can statement:</b>  I can define an angle I can identify situations or cases where angles appear in day to day life
<b>Procedures:</b>  1. Students will complete the bellringer. 2. Students will work in groups of at least 3 to 5 , on the activity, based on the availability wall clock. They will use the clock wall to identify and give the measures of angles 3. The presentation will be used to look for misconceptions and encourage discussion. 4. Students will complete the exit slip before leaving for the day.	<b>Materials:</b>  Bellringer 1 Day 1 Activities Day 1 Practice Day 1 Presentation Day 1 Exit Slip

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Accommodations/Special Circumstances:	Technology:
Reflection:	Extra/Additional Resources: