	MONDAY (A) PERIOD A1 8:15-9:50 PERIOD A3 12:35-2:10	TUESDAY (B) NOT TEACHING	WEDNESDAY (A) PERIOD A1 8:15-9:50 PERIOD A3 12:35-2:10	THURSDAY (B) NOT TEACHING	FRIDAY (ADV A) PERIOD A1 8:15-9:40 PERIOD A3 1:00-2:25
	Objective(s): SWBAT HL and CPCTC * Use the HL conjecture to determine if two triangles are congruent * Combine algebraic skills with geometric reasoning to apply CPCTC to determine the measures of parts of triangles.	X	**Objective(s): SWBAT Flowcharts and Congruency Review** * Explain reasoning for determining triangle congruency through both flowcharts and two column proofs * Use a variety of conjectures to determine the congruency of	X	**Objective(s): SWBAT Quiz 6** * Use triangle congruency conjectures to determine if two triangles are congruent. * Combine algebraic skills with geometric reasoning to apply CPCTC to determine the measures of parts of triangles.
P	I'll start by checking student's notes and asking them to put their phones up, then going over the video briefly, by going over a few relevant problems from the problem set. After that I'll release the students to work on the problem set.	X	I'll start the class off with a notes check, followed by a very brief review of the flowcharts video. I'll then follow that with an introduction to two column proofs, as well as an explanation of the station rotation lesson and how it works.	X	I'll start with a brief review of frequently missed problems from the past two problem sets, then let students ask questions they may have. At this point, I'll release them to study independently.
L A	Students will work on problem set 22, featuring problems about determining if triangles are congruent from diagrams and determining the measures of sides using CPCTC. While students work, I will walk around, help them, and try and engage them through questioning.	X	Students will engage in a station rotation lasting about 60 minutes. There will be six stations (this works best with the physical layout of the room). Two of them will be devoted to working on the day's problem set: one on flowcharts and one on two column proofs. A third will be teacher aided review where I help students with any questions they have. The remaining 3 will be an online demonstration of triangle congruency with some worksheet prompts, a series of art prompts about triangle congruency (as we have a lot of good artists in the class) and a series of challenging problems harder than what would be on the exam. After the station rotation lesson, quizzes will be handed back, and we will transition to a quiz review. During the quiz review I'll first spend about 5 minutes collecting student questions 1-on-1, then address the most popular misconceptions on the board.	X	Students will take the quiz.
N	Students will present the two hardest problems from the problem set followed by an encouragement to submit all work done during the period. I will then end with a fist-to-five.	X	The period will close with a fist-to-five where students talk about their overall feelings on the station rotation and their level of preparedness for the quiz, as well as for future work on the problem set.	X	After the quiz, they can work on homework corrections or work for other classes. I'll end with a fist-to-five.

Resources:	Compasses, in the classroom, and straightedges, also in the classroom.		Laptops (each student should have one), paper and art supplies (most likely just a 12 pack of colored pencils)		