AGENDAS FOR THE WEEK: *September 11– September 15* ***ROOM NUMBER:*** ***T214***

	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 **Inductive Reasoning** *****Explain how inductive and deductive reasoning are used in the solving of problems ***** Explain the difference between inductive and deductive reasoning * Use inductive reasoning to complete numerical and geometric sequences	**X**	**Objective(s): SWBAT** **Angle relationships** ***** Find the measure of angles using theorems about vertical and supplementary angles, as well as algebraic skills. * Evaluate the truth of theorems about vertical and supplementary angles.	**X**	**Objective(https://arjunmalik.neocities.org/lessonplans/sep11.pdfs): SWBAT** **Construction Basics** ***** Use a compass and straightedge proficiently. ***** Perform simple straightedge constructions of geometric figures (e.g. copying an angle or creating a perpendicular bisector)
P	I'll start the day with a notes check, making sure they watched last night's video, followed by a brief lecture. In this lecture I'll give some examples of numerical sequences with sequences and fractions, as well as ask students to find the explicit formula for numerical sequences. I'll also show some picture patterns and review and emphasize the difference between inductive and deductive reasoning.	**X**	I'll start, again, with a notes check followed by a quick lecture. I'll go over a quick angle diagram on the board and ask students to solve it. I'll also go over Always, Sometimes and Never as a concept, as opposed to the usual true/false, using some of the tricky true/false questions from back in quiz 2.	**X**	Any graded quiz corrections will be given to students as they're walking in. I'll start, again, with a notes check followed by a quick lecture. I'll go over how to use the compass and straightedge and make sure all students have one. I'll ask students why we learn compass and straightedge constructions and attempt to provide some explanations after a brief discussion.
L **A**	Students will work on problem set 8, which involves 9 questions about numerical sequences, 3 questions about picture patterns, and 6 questions about the differences between inductive and deductive reasoning. At 30 minutes until end of period I'll hand out quiz grades. Students will be instructed to work on these if they are done with the problem sets. I'll also try and create a class playlist just by talking to students as I help them.	**X**	Students will work on problem set 9, which involves multi-part questions about angle relationships, some always/sometimes/never questions about angle relationships, and some more theoretical questions. I will walk around helping students and attempting to test their understanding of the material through questioning.	**X**	Students will work on problem set 10, which involves around 10 basic constructions. I will walk around assisting students with doing this while encouraging them to help each other, but still produce their individual work.

N	At 5 minutes until end of period students will be asked to get their phone and given a reminder about upcoming due dates. They can freely socialize until the bell rings.	**X**	At 5 minutes until end of period students will be asked to get their phone and given a reminder about upcoming due dates. They can freely socialize until the bell rings (the bell is an alarm on my phone as the school has none).	**X**	At 5 minutes until end of period students will be asked to get their phone and given a reminder about submitting the homework and the test on Monday. They can freely socialize until the bell rings.
Resources:					