|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Class** | Geometry | **Topic** | Points, Lines, & Planes | **Lesson** | 2 | **Of** | 8 |

|  |  |
| --- | --- |
| **Objective** | Students will be able to identify points, lines, and planes along with the 3 dimensions. |
|  |  |
| **“I Can” Statement** | I can describe a point and what it means to have no dimensions.  I can describe a line and what it means to have one dimension.  I can describe a plane and what it means to have two dimensions.  I can explain why these are all undefined terms. |

|  |  |
| --- | --- |
| **Common Core Standards** | [CCSS.MATH.CONTENT.HSG.CO.A.1](http://www.corestandards.org/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.  [CCSS.MATH.CONTENT.4.G.A.1](http://www.corestandards.org/Math/Content/4/G/A/1/) Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures. |
|  |  |

|  |  |
| --- | --- |
| **Bell Work** | Have the students use different thickness pens, pencils, and markers to draw what they think a point, line, and plane look like. Then have them also have them attempt to draw something one, two, and three dimensional. To start class head them into a discussion on their findings and how these undefined terms are used in Geometry. |
|  |

|  |  |
| --- | --- |
| **Procedures** | 1. Start and lead student discussion related to the bell work.  2. Distribute the Guided Notes  3. Present lesson or play a video lesson.  4. Distribute Lesson Assignment.  5. Have students check each other’s work. |

|  |  |
| --- | --- |
| **Assessment** | Students will check their work with another student's and make changes as necessary. |

|  |  |
| --- | --- |
| **Additional Resources** | Khan Academy Quiz |