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| **Class** | Geometry | **Topic** | U1 – Classifying Polygons | **Lesson** | 6 | **Of** | 8 |

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| **Objective** | Students will:* Be able to identify the 2-dimensional polygons.
* Be able to identify the properties of polygons.
* Understand the angles and sides associated with each polygon.
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| **“I Can” Statement** |  I can identify any 2-dimensional polygon based on its properties. |
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| **Common Core Standards** | [CCSS.MATH.CONTENT.5.G.B.4](http://www.corestandards.org/Math/Content/5/G/B/4/)Classify two-dimensional figures in a hierarchy based on properties.[CCSS.MATH.CONTENT.8.G.A.5](http://www.corestandards.org/Math/Content/8/G/A/5/)Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles. *For example, arrange three copies of the same triangle so that the sum of the three angles appears to form a line, and give an argument in terms of transversals why this is so*.[CCSS.MATH.CONTENT.HSG.MG.A.1](http://www.corestandards.org/Math/Content/HSG/MG/A/1/)Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).\* |
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| **Bell Work** | Teacher can introduce Pac Man and explain the shape of his mouth as the concave part of his face. Similarly a picture of a stick man in a cave can be used to illustrate this teaching point. Once understood, Pac Man can be used to contrast convex shapes. For convex polygons, the shape of a traditions house rooftop will justify for a visual explanation. |

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| **Procedures** | 1. Start and lead student discussion related to the bell work.2. Distribute the Guided Notes3. Present lesson or play a video lesson.4. Have students work together through Graphic Organizer activity.5. Distribute Assignment. |

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| **Assessment** | Assignment 1-6Graphic OrganizerExit Quiz 1-6 |

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