Daily Lesson Plans for Pre-AP Geometry

Reasoning Mini-Unit

Tues-Wed, August 13-14, 2019

Objective: I can compare/contrast/sort arguments and describe the type of reasoning used, justifying group decisions.

* Housekeeping: things about Ms. Bogart’s class; join Remind, Go to website; Fill in Google Form for Student data/interview
* Supplies, homework, notebook, backpacks, put up phone
* Investigation 1.1 – reasoning activity and group analysis
* Class discussion in some classes.
* HW #1 – fraction worksheet (1-15 multiply, 1-15 divide)

Thurs-Fri, August 15-16, 2019

Objective: I can determine what type of reasoning has been used in an argument and write a conjecture and counterexample for an inductive argument. I can apply inductive reasoning to find terms in a sequence.

* Housekeeping: collect stuff, get desk ready, put up backpacks and phones.
* Class discussion of sorting activity
* Note building activity – two kinds of reasoning (where to write in-class work), recap reasons from last block
* Practice: for arguments 2,3,5,8, and 9, write a conjecture and a counterexample.
* Glue examples into notes.
* Answers to HW #1 – quick questions. How to add fractions.
* Apply inductive reasoning: find the next two terms in the pattern and explain your pattern (from old textbook)
* HW #2 – due next block: p 102-3:1, 3-10, 13-14, p 121:1-3. 6 addition problems from back of fraction worksheet.

Short quiz at the end of the third block about which kind of reasoning, explain how you know, give conjecture and counterexample on inductive.

Mon-Tues, August 19-20, 2019

Objectives: I can apply inductive reasoning to find a linear function rule. I can find converse of a statement and assess for truth value. I can demonstrate mastery over deductive vs. inductive.

* Collect stuff. Take a 4 pt grade on HW #2.
* Warm-up: reading about inductive reasoning, then: Is this argument deductive or inductive and how do you know.
* Share out. Then give conjecture and counterexample on 1, 3, and 6.
* Look at Ms. Bogart’s resources on website. Also log into online textbook.
* Do the investigation (in your In Class section) about “Finding the nth term” from the online textbook.
* Discussion and notes: where does this go? How do I write a rule from the table if the common difference is the same. Where does the common difference go in the rule? How do I find the y-intercept (if x=0, y=?)….backing up one in the table.
* Share HW #2. Questions.
* HW #3 – handout 1-6 Copy tables. Show work. No need to copy the sketches. A few more fraction problems (7-18 from back of worksheet).
* Quiz – Inductive/Deductive Reasoning – 10 pts

Big Quiz – 50 pts – Aug 23-26, Fri-Mon. Topics available next block.

Tues-Wed, August 21-22, 2018

Objectives: I can determine logical equivalent statements and write and identify a converse, inverse, and contrapositive. I can use inductive reasoning to find a linear rule for a sequence and make a prediction.

* Write down definitions for conditional statement, converse
* Practice: Write the converse for four statements and assess for truth value.
* Notes – symbolic logic for conditional statements
* Investigation – converse, inverse, and contrapositive
* During investigation: Collect stuff. Take a homework grade on HW #3 – 4 pts
* Share HW answers/ questions answered/ hints given
* Share investigation; class conclusions about truth value.
* Try two multiple choice questions about contrapositive and converse.
* Find these patterns.
* During the previous two activities: Return quizzes.
* AND Pass out quiz topics. How to use.
* Pass out review assignment (HW #4).

Quiz Fri=Mon, August 23-26, Inductive/Deductive/patterns/logical statements – 50 pt

August 23-24, Thurs-Fri, 2018

Objective: I can demonstrate mastery over basics of inductive/deductive reasoning.

* Take a grade on HW #4 (4 pts)
* Warm-up: next two terms, describe the pattern, write a linear rule, when is it linear?
* Activity – matching green squares for converse, inverse, and contrapositive. Share good answers. Take a photo of your work on your desk.
* Share HW answers, questions
* Assessment – 52 pts