

Lesson Goal:

Students will understand the properties of a circle. This lesson will focus specifically on **Central angles, Inscribed Angles, and Chord Lengths.**

Student Action	Strategy	# of Students Actively Involved	<i>Descriptor of the Impact on Student Engagement</i>
Review Vocab: (pg 306) Match Definition and Figures	2 Pen team race – students work in pairs to match the terms and figures. Students can't talk and must match one before teammate matches one. Different colored pens may be helpful.	<i>Observe and record the number of students actively involved in the process.</i>	This is a <i>collaborative strategy</i> for increasing student engagement. It should also add a layer of evaluation.
Label the Water Wheel (pg 306) (displayed on projector for the class)	White Boards – students are asked to label one portion of the wheel with one of the review terms. Students are then asked to simultaneously hold up boards to compare/contrast with classmates.		The task has an element of real-world predictability combined with a collaborative strategy to impact the number of students actively involved.
Investigation #1 (pg 307)	1 minute discussions – students are asked to list as many identified similarities of each circle given one minute. Students are then given one minute to compare and contrast with a partner and list any findings from their partner on their paper. Repeat as needed.		The book offers investigations as a means to increase the level of synthesis, analysis, and evaluation and a collaborative strategy to impact the number of students actively involved.
Record Notes /Direct Instruction	Thinking Box – have students summarize and record the important points from the notes. Then have students exchange papers and identify similarities and differences. Call of students to share findings.		The thinking box offers an opportunity to make sense of the notes and the exchange of papers increase the level of thinking by comparing and contrasting. Calling on students to share their findings automatically doubles the engagement.
Solve sample problems (presented by teacher, one at a time)	White Boards – class is given a problem (to apply knowledge) to complete on white board. Students are then asked to hold up whiteboards simultaneously to compare contrast –or- teacher completes the problem on his/her white board and students are asked to share differences in steps taken in their solution (this one does not require white boards)		<i>Similarities and Differences and/or Collaborative strategy</i> - The white boards provides a structure to increase the level of student engagement and by asking them to compare/contrast by holding up or teacher solution, the level of synthesis and analysis increases.
Homework/ Solve Independent practice Problems	Invite students to compare and work collaboratively.		There is not a strong structure for student engagement but is appropriate with the other items in the lesson.