

DIXIE STATE COLLEGE – DEPARTMENT OF EDUCATION

LESSON PLAN - SECONDARY

Teacher Candidate Brianna Larmore Grade Level 8 Subject/Content: Math Unit 6

Title 6.1 – Parallel Lines and Transversals #1

<p>CONTEXTUAL FACTORS (e.g. ethnicity, gender, exceptionalities, ELL, GATE, etc.) which need differentiation in instruction and assessment.</p> <ul style="list-style-type: none"> • 6 Hispanic students (2 have language difficulties) • 3 Honors – Bound students (2 others have ability but lack confidence) • 5 students with IEPs (learning disabilities)

<p>WALK-AWAY (what do I want students to know, understand, and be able to do?)</p>	
<p><u>Content Walk-Away:</u></p> <ul style="list-style-type: none"> • Distinguish between different types of angles created by parallel line crossed by a transversal. 	
<p><u>Reading/Language Walk-Away:</u></p> <ul style="list-style-type: none"> • Alternate: switching back and forth (ie. Subbing someone in – basketball) • Exterior vs. Interior: out/in; interior design is inside the home, car wash vs. detailing • Corresponding: same spot; matching (“Happy, smile. Sad, frown. Use the corresponding face for the corresponding emotion.”) • Consecutive Angles: Share a side • Bisector: bi- “two, dos” sect- “parts” • Linear Pairs: create a straight line (both supplementary and adjacent) 	

<p>ASSESSMENT EVIDENCE (formative/summative checks for learning) (Match the Content Walk-Away)</p>	<p>Modifications/Accommodations (ELL, IEP, GATE, etc.)</p>
<p>Participation:</p> <ul style="list-style-type: none"> • Call on students semi-randomly to provide assistance and answer open-ended questions • Match vocabulary terms to specific pictorial references (have students come to the board and label objects themselves.) • Involve all students. Ask their opinions. What do you think? <p>In classwork:</p> <ul style="list-style-type: none"> • Students answer open-ended questions specific to what they and their partner are working on together. • Observations of students assisting peers while in small groups/pairs. <p>Homework:</p> <ul style="list-style-type: none"> • PLC created common assessment • 34 total problems: 16 matching and 18 open-ended terminology based 	<ul style="list-style-type: none"> • Allow ELL students to converse in native tongue while working in small groups/pairs. • Insist on deeper answers from honors-bound students. Have them answer the “but why...?” and “why would that matter?” questions. • Scaffold students with an IEP, but don’t let them off the hook. Verbally walk them through their own thinking.

ACTIVE LEARNING PLAN	Modifications/ Accommodations (ELL, IEP, GATE, etc.)
<p><u>Activate Prior Knowledge/Experiences</u></p> <ul style="list-style-type: none"> • Discuss angles our current knowledge of angles. • Recall what we learned about parallel lines last unit. <p><u>Focus Lesson (“I do it”)</u></p> <ul style="list-style-type: none"> • Have students write down the definitions and examples from slide 2 and 3. This will take them quite a while, be patient as long as they are writing and not chit-chatting. • Explicitly explain the definitions and how to find each set of angles. Remind students to mark each set differently if they don’t have colored pencils. The first 5 are congruent (measures are equal), the last 2 add to equal 180° <ul style="list-style-type: none"> ▪ Alternate Interior: inside parallel lines, opposite sides of trans. ▪ Alternate Exterior: outside parallel lines, opposite sides of trans. ▪ Corresponding: same spot (bottom left to bottom right) ▪ Vertical: only need 2 lines to cross to find ▪ Bisection: breaks an angle into 2 equal pieces ▪ Consecutive: angles that share a side (1&8, 2&7, 3&6, 4&5), same side of trans; both exterior/interior <p><u>Guided Instruction (“We do it”)</u></p> <ul style="list-style-type: none"> • Scaffold students through labeling the different types of angles. • Insist that students come to the board to label/mark the angles themselves on the Smart Board • Create a list of the angles for each particular category on the dry erase board for the students to reference during group work. <p><u>Collaborative/Cooperative (“You do it together”)</u></p> <ul style="list-style-type: none"> • Answer problems 1-9 in pairs, check as a class. • ‘Random’ student writes on the answer on the board while their partner explains their reasoning to the class. <p><u>Independent (“You do it alone”)</u></p> <ul style="list-style-type: none"> • The rest of the worksheet is to be finished alone at home. <p><u>Summarization/Closure</u></p> <ul style="list-style-type: none"> • Remember! Some angles equal each other, or are congruent, some do not. • Interior means inside. Exterior means outside. • Don’t freak out if the numbers don’t seem to be falling into place. Go back to the definitions and look for the relationships between the angles. <ul style="list-style-type: none"> ▪ Which side of the transversal are they on? ▪ Are they interior, exterior, or both? 	<ul style="list-style-type: none"> • Include IEP learners after a peers’ example has been given. Use color-coding and visual representations. • Separate honors-bound students and have them collaborate with middle range peers. The peer tutoring will cement their knowledge of the content. • For ELL, speak slowly. Refer new vocabulary to information and terms they are already familiar with. Ask them for personal examples of interior, exterior, etc.

NOTES TO TEACHER
<p><i>What do I need to remember to do?</i></p> <ul style="list-style-type: none"> • Call of every student. Sometimes when they are paying attention, sometimes when they are not. (But help them through the answer whether they were or not.) • Give students ample time to write down example and definitions. <p><i>Materials to have ready?</i></p> <ul style="list-style-type: none"> • Smart Board / PowerPoint Presentation and projector

- WS 6.1
- Dry Erase markers

Approximate time needed for lesson?

- 70 minutes