

DIXIE STATE COLLEGE – DEPARTMENT OF EDUCATION

LESSON PLAN - SECONDARY

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

Title 6.2 – Parallel Lines and Transversals #2

<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 the differences in multiple types of angles created by a transversal line crossing a set of parallel lines. <p><u>Reading/Language Walk-Away:</u></p> <ul style="list-style-type: none"> • Explain the meaning of “congruent.” • Describe alternate interior, alternate exterior, corresponding, consecutive, vertical, bisected supplementary, and complementary angles as well as linear pairs. 	

ASSESSMENT EVIDENCE (formative/summative checks for learning) (Match the Content Walk-Away)	Modifications/Accommodations (ELL, IEP, GATE, etc.)
<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 • 24 total problems: 15 based on current material and 9 to maintain skills from previous units 	<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"> • Brainstorm: What do we remember from last class? <ul style="list-style-type: none"> ▪ Bubble map, list everything the students mention and how it relates to what others say. ▪ It is all important. <p><u>Focus Lesson (“I do it”)</u></p> <ul style="list-style-type: none"> • Two angles are congruent if and only if their measures are the same. • Congruent Angles; <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 • Non-Congruent Angles <ul style="list-style-type: none"> ▪ Consecutive: angles that share a side (1&8, 2&7, 3&6, 4&5), same side of trans; both exterior/interior ▪ Supplementary: add to equal 180°. ▪ Complementary: add to equal 90°. ▪ Linear Pairs: adjacent and supplementary <p><u>Guided Instruction (“We do it”)</u></p> <ul style="list-style-type: none"> • Have students take turn labeling each type of angle. • Insist that students first state whether the angles are congruent or not. If not, have them state the relationship between the angles. <p><u>Collaborative/Cooperative (“You do it together”)</u></p> <ul style="list-style-type: none"> • Students work in pairs to solve the odd problems. • Each pair shows their work for one problem on the board and explains their answer to the class as a whole. <p><u>Independent (“You do it alone”)</u></p> <ul style="list-style-type: none"> • The even problems of the worksheet are to be finished alone at home. <p><u>Summarization/Closure</u></p> <ul style="list-style-type: none"> • What does congruent mean? <ul style="list-style-type: none"> ▪ They are equal or have the same measures. • What types of angles are NOT congruent? <ul style="list-style-type: none"> ▪ Consecutive, linear pairs, supplementary, and complementary 	<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.) • Stress the differences between corresponding and consecutive angles! <p><i>Materials to have ready?</i></p> <ul style="list-style-type: none"> • Smart Board / PowerPoint Presentation and projector • WS 6.2 • Dry Erase markers <p><i>Approximate time needed for lesson?</i></p> <ul style="list-style-type: none"> • 70 minutes