DIXIE STATE COLLEGE – DEPARTMENT OF EDUCATION
LESSON PLAN - SECONDARY

Teacher Candidate __Brianna Larmore__   Grade Level __8__   Subject/Content:__Math Unit 6__

Title __6.R – Unit 6 Review__

CONTEXTUAL FACTORS (e.g. ethnicity, gender, exceptionalities, ELL, GATE, etc.) which need differentiation in instruction and assessment.
• 6 Hispanic students (2 have language difficulties) • 3 Honors – Bound students (2 others have ability but lack confidence) • 5 students with IEPs (learning disabilities)

WALK-AWAY (what do I want students to know, understand, and be able to do?)	

Content Walk-Away:
• Name multiple angles which have the same vertex.
• Differentiate between supplementary and complementary angles.
• Locate and identify angles created with parallel lines crossed by a transversal
• Classify triangles by sides and angles
• Understand and apply the interior and exterior angle of triangle theorems
Reading/Language Walk-Away:
• Refresher:
   ▪ Alternate interior and Alternate exterior
   ▪ Supplementary and Complementary
   ▪ Corresponding and Consecutive
   ▪ Vertical angles and linear pairs
   ▪ Congruent
   ▪ Equilateral, Acute, Obtuse, Right, Isosceles, and Scalene	

ASSESSMENT EVIDENCE (formative/summative checks for learning) **(Match the Content Walk-Away)**	**Modifications/Accommodations** (ELL, IEP, GATE, etc.)
Participation: • 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, there are plenty of answers for everyone to get a turn. In classwork: • 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. Homework: • PLC created common assessment • 16 total problems: 4 complementary/supplementary, 6 parallel lines with transversals, 3 classifying triangles, 3 interior/exterior angles of triangles	• Allow ELL students to converse in native tongue while working in small groups/pairs. Refer to previous out-of-classroom knowledge. • 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. Take time to make sure that you talk to each during small group time.

ACTIVE LEARNING PLAN	Modifications/ Accommodations (ELL, IEP, GATE, etc.)

Activate Prior Knowledge/Experiences
• We have talked about angles. We know how to name them.
• We know the difference between supplementary and complementary angles.
• We have used parallel lines and their transversals to create new angles.
• We have created triangles and understand the relationships between their interior and exterior angles.
• Today we take all that knowledge, roll it up in a tight little ball, fill in any holes, and breathe easy come test time. Because we KNOW this stuff.
 	
Guided Instruction ("We do it.")
• Fill in slide 2 on the Smart Board as the students raise their hands to answer if an angle belongs in the congruent or non-congruent category. (They don't have to have all the types of angles memorized, they just have to be able to use them.)
    ▪ Congruent: Alt. Interior, Alt. Exterior, Corresponding, Vertical, Bisected
    ▪ Non-Congruent: Consecutive, Supplementary*, Complementary*
• Slide 3, have students solve for x.
    ▪ On right angle: 8x and x, then 5x+6 and -3x-8
    ▪ On the straight angle: 2x and 7x, then 2x-8 and 2x+24
• Slide 4, have students label each of the following angles:
    ▪ Alternate Interior (2 sets)
    ▪ Alternate Exterior (2 sets)
    ▪ Corresponding (4 sets)
    ▪ Consecutive (4 sets)
    ▪ Vertical (4 sets)
    ▪ Linear Pairs (8 sets)
• Slide 5, interior and exterior angles of triangles
    ▪ 3 interior (x+3, 4x+8, 5x+9)
    ▪ 2 interior (6x-7, 2x-9) and 1 exterior (3x+45)
    ▪ 1 interior (5x+12) supplementary to exterior (4x-6)
 	
Collaborative/Cooperative ("You do it together")
• Have students quiz each other on how to distinguish between the above congruent and non-congruent angles. (This is the biggest sticking point for the students.)
 	
Independent ("You do it alone")
• Finish the worksheet at home. Come in and get extra assistance if you don't feel completely confident.
 	
Summarization/Closure
• Sum of interior angles of ANY triangle is 180°
• Exterior angles are linear pairs and therefore supplementary.
• Remember which types of angles are congruent and which aren't.
• You guys are going to do great.
	• Include IEP learners after a peers' example has been given. Use color-coding and visual representations. Make sure to speak to each during small group time.
	
	• Separate honors-bound students and have them collaborate with middle range peers. The peer tutoring will cement their knowledge of the content. "Why does this matter to us?"
	
	• For ELL, speak slowly. Refer new vocabulary to information and terms they are already familiar with. Ask them for personal examples. Color Code!

NOTES TO TEACHER
What do I need to remember to do? • Allow students a moment or two to think through the relationship between angles and congruency. • Don't let students off the hook. Everyone participates. Be patient and encouraging. *Materials to have ready?* • Smart Board / PowerPoint Presentation and projector • WS 6 – Unit Reveiw • Dry Erase markers *Approximate time needed for lesson?* • 70 minutes