Send as an attachment via email to [adlerml@scsk12.org](mailto:adlerml@scsk12.org). Save file as: LessonPlans\_Last NameFirstInitial\_MonthDay

Example: LessonPlans\_AdlerA\_Aug10

Boxes will expand as necessary when you type. Due by 11:59 Friday of week before scheduled plans.

|  |  |
| --- | --- |
| Teacher | Teri Lindsey |
| Class | 8th Math |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Date: 11-21** | **Date: 11-22** | **Date: 11-23** | **Date: 11-24** | **Date: 11-25** |
| **Standard**  (Reference State, Common Core, ACT College Readiness Standards and/or State Competencies.) | 8.G.A.5  Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles. For example, arrange three copies of the same triangle so that the sum of the three angles appears to form a line, and give an argument in terms of transversals why this is so. | | | | |
| **Objective**  (Clear, Specific, and Measurable, student-friendly) | I can determine pairs of congruent angles made by parallel lines and a transversal. | I can use parallel lines to prove the sum of the measures of the angles of a triangle. | Thanksgiving Break  No School | | |
| **Connections to Prior Knowledge** | Checks for Understanding each day will make connections to prior knowledge by providing concentrated practice of previous learned skills. | Checks for Understanding each day will make connections to prior knowledge by providing concentrated practice of previous learned skills. |
| **Guiding Questions**  (Motivator / Hook  An Essential Question encourages students to put forth more effort when faced with complex, open-ended, challenging, meaningful and authentic questions.) | How can we use a sequence of transformations to prove angles are congruent. | How can parallel lines help to prove the sum of the measures of the angles of a triangle? |

|  |  |  |  |
| --- | --- | --- | --- |
| **Instructional Strategies**  (Step-By-Step Procedures – Sequence  Discover / Explain – Direct Instruction  Modeling Expectations – “I Do”  Questioning / Encourages Higher Order Thinking  Grouping Strategies  Differentiated Instructional Strategies to Provide Intervention & Extension, **Literacy Task**) | TSW draw a pair of intersecting lines and use transparencies to determine which angles are congruent.  TTW draw a diagram with parallel lines and a transversal and use info from the previous activity to guide students to discover the congruencies of the 8 angles that are formed.  TTW provide definitions of corresponding and alternate interior angles. | TTW present a variety of triangles and inform students that the sum of the interior angles of any triangle is 180. The purpose of this lesson is to use what they have learned to prove that this is true. TTW guide students to recall the measure of a straight angle is 180, corresponding angles of parallel lines are = and alternate interior angles of parallel lines are =.  TTW set the stage for the Exploratory Challenge in the classwork for Lesson 13. |  |
| **Differentiated Tasks**  (Activities based on students’ needs and learning styles, IEP modifications) | TTW guide students through several examples and gradually release them to work independently on the classwork problems in Lesson 12. | TTW guide students through several examples and gradually release them to work independently on the classwork problems in Lesson 13. |
| **Assessment**  (Aligned with the Lesson Objective  Formative / Summative  Performance-Based/Rubric  Formal / Informal) | Formative:  Module 2, Lesson 12 Problem set | Formative:  Module 2, Lesson 13 Problem set |
| **Closure**  (Reflection / Wrap-Up  Summarizing, Reminding, Reflecting, Restating, Connecting) | Lesson Summary/Exit Ticket | Lesson Summary/Exit Ticket |
| **Resources/Materials**  (Aligned with the Lesson Objective  Rigorous & Relevant) | |  | | --- | | Eureka Math, Module 2, Lesson 11  Parent Tip Sheets  **Additional Resource(s)**  [**CCSS Flip Book with Examples of each Standard**](http://www.azed.gov/azccrs/files/2013/11/high-school-ccss-flip-book-usd-259-2012.pdf) | | |  | | --- | | Eureka Math, Module 2, Lesson 11  Parent Tip Sheets  **Additional Resource(s)**  [**CCSS Flip Book with Examples of each Standard**](http://www.azed.gov/azccrs/files/2013/11/high-school-ccss-flip-book-usd-259-2012.pdf) | |  |