

Lesson Plan - Unit 1, lesson 2 - grade 7

Activity Description	Teaching Strategy
<p>Most important words/concepts</p> <ol style="list-style-type: none"> <li>1. Corresponding</li> <li>2. Scale factor</li> <li>3. Scale copy</li> </ol>	<p>(5 minutes) Intro</p> <ul style="list-style-type: none"> <li>• Preview material</li> </ul> <p>Yesterday we discussed what a scale copy is. You came up with a definition that state that the when you multiply or divide one of the sides of your figure you must do that with all of the sides. That was an excellent job.</p>
<p>Display a variety of figures that may or may not be scaled copies.</p> <p>Display the railroad signs</p>	<p>(5 minutes)</p> <ul style="list-style-type: none"> <li>• Make it relevant in the delivery of content</li> </ul> <p>The work we did yesterday and the work we will do today will help us determine if one figure is a scale copy of another figure and why.</p> <p>Read off corresponding points, segments, and angles to the class. Through these examples have the students stand if they think they might understand what corresponding means.</p>
<p>Provide a table so students can past it into their notebooks</p>	<p>(10 minutes)</p> <ul style="list-style-type: none"> <li>• Independent Work, deeping of the learning, with feedback and activate processing.</li> </ul> <p>Students fill in the chart labeling all the corresponding parts of the 3 figures.</p>
<p>Have the students group up according to how many pets they have.</p>	<p>(10 minutes) Movement Activity</p> <p>Have displayed around the room the original triangle O and with triangles A-H. Students rotate with their group members and try and figure out if each of the triangles are a scale copy of the original.</p>
<p>3 most important words/concepts</p> <ol style="list-style-type: none"> <li>1. Corresponding segment, point, angle</li> <li>2. Scale factor</li> <li>3. Scale copy</li> </ol>	<p>(10 minutes) Discuss/Reflection/Summary</p> <p>Ask the students how they can find the corresponding segment, point, and angle in two figures.</p> <p>Ask the students how they figure out the scale factor.</p> <p>Ask the students how they identify a scale copy.</p>