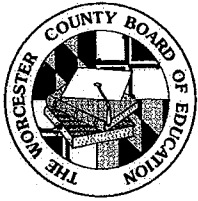


Daily Instructional Lesson Plan Worcester County Public Schools



Content Area(s)/Course/Grade:
Pre-Algebra/Grade 8

Unit:
Similarity, Congruence, and Transformations

Lesson Topic:
Transformations Chapter 11,
section 6 and 7

Date:
February 13, 2007

Teacher:
Margaret L. Snead

School:
Pocomoke Middle School

Indicator(s)/Sub-Outcome(s)/Expectation(s):

The students will be able to identify specific transformations and be able to perform a transformation of a figure on a coordinate system.

Student Outcome(s):

The student will use learned vocabulary terms to identify transformations. The students will be able to state whether a polygon has been translated, reflected, rotated or a combination of the three transformations being studied. The student will also be able to perform a transformation or combination of transformations of a polygon on a coordinate system. These transformations will reinforce the concept of congruent polygons. No transformation that they perform will change the size of the polygon. (Dilations are not studied)

Context for Learning

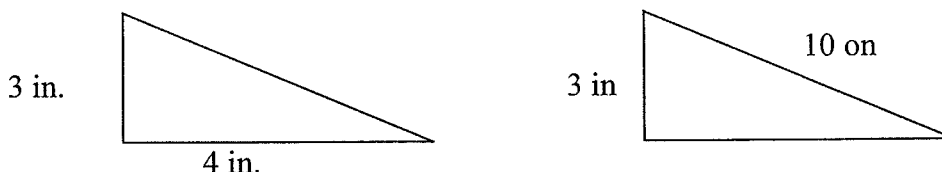
This lesson is part of the unit on similarity, congruence, and transformations. We have been working on similarity and congruence of polygons. The previous day's lesson was about congruent polygons. The vocabulary of polygons has been used for several of the previous lessons. I will use the previously taught concepts of congruent polygons to make the connection to the concepts of transformations.

The lesson will be taught as the students write their notes. I will use the CD from the *Navigating Through Geometry Grades 6-8* series. The CD contains an applet that will allow me to demonstrate the various transformations on objects. This will allow the student to "see" a transformation happening right before their eyes. They will complete the notes as the lesson progresses. I will model all the concepts through example and verbal descriptions. I will circulate around the room when the students are working independently. I will provide assistance and assess the students' progress informally during that time.

Instructional Delivery

Opening Activities/Motivation:

State whether the right triangles are congruent.



cedures:

- 1.) Students will turn in the day's warm-up and go over the daily warm-up from yesterday.
- 2.) Go over any questions from the previous days' assignment.
- 3.) State the lesson objectives.
- 4.) Complete the lesson. The various sheets/supplies will be distributed throughout the lesson.
- 5.) Give the worksheet Reflection of Images (pg.103) from the *Navigation through Geometry in Grades 6-8* book as an in-class assignment. The students will complete the sheet to practice the newly learned material. I will monitor and assist the students while they are completing the assignment.
- 6.) Go over in-class assignment.
- 7.) Close lesson. Give homework.

Assessment/Evaluation (Formative/Summative)

The warm-up will assess the students' ability to determine congruent right triangles.

The questions asked and answered during the lesson will allow me to assess the students' comprehension of the material being presented.

The in-class assignment will assess the students' ability to independently complete an assignment based on the lesson.

The homework will be used as a final assessment to the lesson. I will use the results of the homework to determine if the concept of transformations needs to be reviewed more or if the students are ready to move on to the next topic.

Closure:

Restate the objectives of the lesson.

Restate the importance of correct vocabulary as well as the mathematics that was covered in the lesson. Remind the students to take notice of any congruent figures that were transformed in their daily lives.