**OUACHITA PARISH LESSON PLANS 9 TH GRADE SUBJECT: Geometry**

**TITLE: Activity 16-2 \_\_\_\_\_\_\_\_\_**

**DATE: \_\_\_ Periods Taught:**

**STANDARD OR STRAND/BENCHMARK:**

**GM: G-SRT.B.5** Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.

**GM: G-CO.C.11** Prove and apply theorems about parallelograms. Theorems include: opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals

**ASSIGNMENTS:**

Homework: Problem Set #16-2 page 229, #12-17

See list at the front of the Lesson Plan Binder for the accommodations for special students.

**Time**

22. Increase time to complete assignment/test

23. Limit amt. of work /test length

24. Allow breaks during work/tests

25. Provide cues for transition in activities

**Test/Quizzes**

26. Prior notice of tests

27. Limited multiple choice

28. Extra time – tests

29. Pace long term projects

30. Preview test procedures

31. Student writes on tests

32. Objective tests

33. Extra time – projects

34. Rephrase test questions/directions

35. Test study guide

36. Shortened tasks

37. Extra credit options

38. Extra response time

39. Simplify test wording

40. Hands-on-projects

41. Extra time-written work

42. Modified tests

43. Retest/test read aloud

**ACCOMMODATIONS FOR SPECIAL STUDENTS:**

**Environment**

1. Assign preferential Seating
2. Provide daily assignment list
3. Provide individualized instruction/test
4. Provide small group instruction/test
5. Assign peer tutors/work buddies/ note takers
6. Provide desktop list of tasks
7. Provide homework lists
8. Modify student’s schedule

**Instruction**

1. Modify assignments as needed
2. Utilize oral responses to assignments/tests
3. Read class materials orally
4. Provide study outlines/guides
5. Provide students to obtain and demonstrate

knowledge through use of calculators, tape

recorders, word processors, other

**Materials**

14. Shorten assignments

15. Use text/worksheets at modified reading level

16. Alter format of material on page

17. Modify/repeat/model directions

18. Utilize large print/Braille/recorded books

19. Color code materials

20. Transferred answers

21. Assistive technology (sound field)

**SPECIAL STRATEGIES:**

[Think-Pair-Share](https://ouachitaparishla.springboardonline.org/ebook/book/6A025B3F432548C28F487BD6E5D170A3/D90488BD8F9C40D3AD7C5AC78C70BD0F), [Create Representations](https://ouachitaparishla.springboardonline.org/ebook/book/6A025B3F432548C28F487BD6E5D170A3/D90488BD8F9C40D3AD7C5AC78C70BD0F), [Group Presentation](https://ouachitaparishla.springboardonline.org/ebook/book/6A025B3F432548C28F487BD6E5D170A3/D90488BD8F9C40D3AD7C5AC78C70BD0F), [Discussion Groups](https://ouachitaparishla.springboardonline.org/ebook/book/6A025B3F432548C28F487BD6E5D170A3/D90488BD8F9C40D3AD7C5AC78C70BD0F)

**LEARNING OBJECTIVE(S):**

* Develop criteria for showing that a quadrilateral is a rectangle.
* Prove that a quadrilateral is a rectangle.

**MATERIALS:**

Geometry Textbook

SMART Board Presentation

Graphing Calculator

**ACTIVITIES:**

1. TTW/TLW Unpack the lesson targets
2. TLW will work in groups of two and finish pages 227-229 by working in time allotted chunks.
3. TTW review the answers to the chunks as we go.
4. TLW will complete a Check Your Understanding on page 229
5. TTW/TLW review the answers with the class
6. TLW begin Lesson 16-2 and the teacher will answer any remaining questions.
7. If time permits, TLW complete a Math Sprint.
8. Closure/Exit Ticket

Homework – page 229

**TECHNOLOGY**: SMART Board, GC

**ASSESSMENT FORMAT**

**Informal:** questions posed to class, teacher observation

**-Formal:** Homework Check

**-Alternative:**

**-Higher Order Thinking Questions/ Objectives:** Is it possible to draw a point on a piece of paper that would fit the definition of *point*? Explain.