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

**TITLE: Activity 18-1 \_\_\_\_\_\_\_\_\_**

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

**STANDARD OR STRAND/BENCHMARK:**

**GM: G-SRT.A.3** Use the properties of similarity transformations to establish the AA criterion for two triangles to be similar.

**GM: G-SRT.B.4** Prove and apply theorems about triangles. Theorems include: a line parallel to one side of a triangle divides the other two proportionally, and conversely; the Pythagorean Theorem proved using triangle similarity; SAS similarity criteria, SSS similarity criteria, ASA similarity.

**ASSIGNMENTS:**

Homework: Problem Set #18-1 page 261, #10-14

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:**

Close Reading, Marking the Text, Questioning the text, Think-Pair-Share, Create Representations, Visualizations

**LEARNING OBJECTIVE(S):**

* Develop criteria for triangle similarity.
* Prove the AA similarity criterion

**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 257-261 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 258
5. TTW/TLW review the answers with the class
6. TLW will complete a Check Your Understanding on page 261
7. TTW/TLW review the answers with the class
8. TLW begin Lesson 18-1 and the teacher will answer any remaining questions.
9. If time permits, TLW complete a Math Sprint.
10. Closure/Exit Ticket

Homework – page 261

 **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.