Lesson 1
Lesson 1 (Modified): Day 1 / 60 minutes

Content Objectives:

• The students will identify, name, and draw points, line segments and lines.

Language Objectives:

• After listening to a whole teacher demonstration, the students will talk in pairs while they define each word in their own words.

• The students will be able to describe a point, line segment and line in their Math Journals.
<table>
<thead>
<tr>
<th>Function</th>
<th>Situation</th>
<th>Expression</th>
<th>Words</th>
<th>Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify</td>
<td>Points, lines,</td>
<td>A line ______.</td>
<td>has 2 arrows</td>
<td>Subject/Verb</td>
</tr>
<tr>
<td></td>
<td>line segments</td>
<td></td>
<td>is long</td>
<td>Agreement</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>keeps going</td>
<td>Simple Verbs</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>is endless (1)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>A line segment is a line that</td>
<td>starts then stops</td>
<td>Helping Verbs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>_________.</td>
<td>has 2 points</td>
<td>Nouns</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>has 1 points at each end</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>A point is _________.</td>
<td>a dot</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>a spot</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>a mark</td>
<td></td>
</tr>
</tbody>
</table>

2b.
<table>
<thead>
<tr>
<th>Domain</th>
<th>Level 5</th>
<th>Level 4</th>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Speaking:</strong></td>
<td>Each pair of students will take turns orally defining the words point, line and line segment in their own words independently.</td>
<td>Each pair of students will take turns orally defining the words point, line and line segment using flash cards with the help of written prompts.</td>
<td>Each pair of students will repeat each word aloud and define it as the teacher points to the words: point, line, and line segment with the support of visual aids, a word bank and fill-in the blank sentences.</td>
<td>Each pair of students will repeat each word aloud and define it as the teacher points to the words: point, line, and line segment; this may be done more than three times.</td>
<td>Each pair of students will repeat each word aloud and define it as the teacher points to the words: point, line, and line segment; this may be done more than three times.</td>
</tr>
<tr>
<td><strong>Writing:</strong></td>
<td>The students will write a short paragraph describing a point, line and line segment in their own words independently.</td>
<td>The students will write a short paragraph describing a point, line and line segment with a peer partner.</td>
<td>The students will describe a point, line and line segment by completing a template journal entry.</td>
<td>The students will describe a point, line, and line segment by drawing each figure and labeling it with teacher’s help.</td>
<td>The students will describe a point, line, and line segment by drawing each figure and labeling it with teacher’s help.</td>
</tr>
</tbody>
</table>

3.
An Introduction to Geometry

Lesson Plan One Week 1 Day 1

Time Allotment
- One Hour

Vocabulary
- Point
- Line
- Line Segment
- Endpoint

Materials
- white board/board/chart paper
- dry erase markers
- 3 blown up posters of 3 classroom objects
- 1 overhead projector or ELMO
- 1 blank transparency
- Rulers (a class set)
- 4 large teacher made paper points (various colors)
- 4 large teacher made paper line segments (various colors)
- 4 large teacher made paper lines (various colors)

Pre-Introduction
- As a pre-introduction to the lesson, read the book Taking Sides by Nancy Harris to the ELLs and your intervention students. (Resource Handouts pgs. 10-15.)
- Take the time to review the vocabulary words listed above on flash cards to expose the ELLs to the language. Break the words into syllables. Have the ELLs repeat the words several times aloud with you.

Introduction – (Time: 10 minutes)

1. Display 3 pictures (Resource Handouts pgs. 16-18) on the white board of objects found around the classroom. Say: “Welcome to the wonderful world of Geometry!” Review Content and Language Objectives that are written on the board.

2. Picture number one is a blown up representation of a polka dot rain coat (displaying points). Picture number two is a blown up representation of an 8 ½
x 11 piece of white lined paper (displaying lines). **Picture number three** is a blown up representation of window blinds (displaying line segments). After you stick all three pictures on the board, write the following vocabulary words above each picture: **point, line, and line segment.** (Use three different color dry erase markers to display each word.)

3. Point to **picture one** and ask the class to take 1 minute to study **picture one** on the board. Ask the students to share what they see in the picture with a classmate. *(The ELLs in the class are sitting next to Native Language Speakers.)* Ask the students to share out their answers. (Students should share out that they see a raincoat and it has dots, circles or points on it.) Point to the word **point** on the board above the picture and the point in the picture and respond, “that’s correct; it’s a point.” *(Ball your hand into a fist to make the gesture for point.)*

4. Point to **picture two** and ask the class to take 1 minute to study **picture two** on the board. Ask the students to share what they see in the picture with a classmate. Ask the students to share out their answers. (Students should share out that they see paper or lined paper.) If not, ask: “What is covering the paper?” Pause for 1 minute before eliciting the response, “lines.” Point to the word **line** on the board and line in the picture and say, “That’s correct; it’s a line.” *(Stretch your arms out and point your index fingers, to make the gesture for a line.)*

5. Point to **picture three** and ask the class to take 1 minute to study **picture three** on the board. Ask the students to share what they see in the picture with a classmate. Ask the students to share out their answers. (Students should share out that they see blinds, shades, etc.) Ask: “What figure is covering the blinds?” Tell the students to share their answers with a classmate. During the share out, you should elicit the response, “lines.” Explain that blinds show a special kind of line that starts (point to the beginning of the blind) and ends (point to the end of the blind). Explain that this line is called a line segment. Pause then say: “Again.” “A line segment is a special kind of line that starts (stretch one arm out and ball your hand into a fist,) and ends” (stretch your other arm out and ball your other hand into a fist to make the gesture for a line segment.) Point to the word line segment and the picture and ask, “What is this a picture of?” After pausing 1 minute, elicit the response, “line segment.” *(Make the gesture of a line segment again.*

Teacher Take Note: This Introduction may look long, but it will move very quickly as you begin to teach the class.

**Teaching the Lesson** – *(Time: 20 Minutes)*

**Teacher Modeling/Guided Practice**

1. **Put your thumb up in the air.** Tell the students to put their thumbs in the air. Explain to the class that you want them to put their thumbs up if they understand
what you are teaching them. **Put your thumb to the side.** Tell the students to put their thumbs to the side. Explain to the class that you want them to put their thumbs to the side if they have a question or they are confused. **Put your thumb down.** Tell the students to do the same thing. Explain to the class that you want them to hold their thumbs down if they don’t understand something or they are lost.

2. Place a blank transparency on the overhead projector. Say: “All eyes on me!” Draw two dots on the transparency and label them A and B. Explain that point A and point B are symbols for a specific place. Ball your hand into a fist and slowly say, “This is a point!” Say: “Make the symbol for the point with me!” Tell the ELLs to hold their hands in the air and make a fist with you to symbolize a point.

3. Place two magnetic colored paper dots on the white board. Ask two lower level ELLs to go up to the board with two Native Speakers and label each dot with the following capital letters (C and D). Explain to the class that a capital letter is always used to label a point. Say: “If you understand, raise your thumbs high!” (Put your thumb in the air.) Then say: “If you’re not sure do this.” (Put your thumb to the side.) Say: “If you don’t understand do this.” (Put your thumb down.)

4. Say, “All eyes on me!” Draw a straight path on the transparency that connects point A to point B (using a ruler and a different colored marker.) Draw a point at each end of the line. Ask the students to turn and talk to their partner to share what they notice about the figure. Pause. (You’re looking for responses such as, the figure is straight; it has a beginning and an end.) Call on some higher level ELLs. With the help of their partners, they should be able to tell you that a line segment is straight with a point at each end. (Stretch your arms out and ball your hands into fists to gesture line segment.) Ask some of the lower level ELLs to repeat the gesture with you as you slowly repeat the definition two – three more times. Remind students that each end of a line segment is labeled with a capital letter.

5. Place two magnetic colored paper line segments on the board. Ask two ELLs to volunteer to go to the board with their Native English speaking partners to label each line segment (EF and HI.) Again. You should pick level 3 or 4 ELLs to complete this task.

6. Say, “All eyes on me!” Choosing another colored marker, extend the line segment past the endpoints and draw arrows at the end of each extension. Ask the students to turn and talk with their partners to share how the figure has changed. Pause. Ask a few higher level ELLs to share out their answers. (They may say that the ends are pointy, they have points or it’s a line with
points on each end.) Say: “You’re correct!” “It’s a line!”

7 Explain slowly that the arrows at the end of the line means the line goes on and on in both directions. As you say the definition, stretch your arms out and point your index fingers to gesture the symbol for line. Ask the class to model the gesture for line with you.

8 Place two, magnetic colored paper lines on the board. Ask two high level or mainstream ELLs to go to the board and label each line (JK and LM.) If a lower level ELL would like to volunteer, have a Native English Speaker accompany him/her to the board.

9 Call students to the area rug in the center of the classroom. They should be seated with their partners. (Lower Level ELLs should be seated with a Native Speaker. Mainstream ELLs may be paired with lower level ELLs or Native Speakers.)

10 Explain to the students that you are going to give them a chance to go on a Scavenger Hunt. (Refer to Resource Handout pgs. 19 – 21) Explain that they will be given 10 minutes to walk around the room to find, draw and label 1-2 examples of points, line segments and lines found around the classroom. (Use the gestures for each term as you are explaining the directions.) The lower level ELLs will walk around the room with you to practice identifying a point, line segment and line. (As you walk around the room, point to various objects and say the name of the objects, ask the class to repeat the name, and ask them if it is a point, line, or line segment.

11 For example you could say: “This is a globe.” Have students repeat the sentence after you. Say: “Does this globe look like a line (make gesture for line) a point (make gesture for point) or a line segment (make gesture for line segment)? As you point to objects, make sure you make the gestures for a point, line, and line segment each time. This will give the level 2 and 1 ELLs an opportunity to negotiate meaning. (At this time, you are looking to elicit “yes” and “no” answers from them.

12 At the end of the 10 minute period, call the students back to the area rug to share out examples of points, line segments, and lines that they found around the room.

7.
Independent Practice Part I – (Time: 10 Minutes)

- During Peer Share, pairs of students will take turns orally defining the words: point, line segment, and line on their own levels.
- Circulate around the room and then work with the lower level ELLs.
- The level 5 ELLs and mainstream students will complete the assignment independently with a partner.
- The level 4, 3, 2, and 1 ELLs will complete the same assignment on their individual levels. (Refer to Resource Handouts pgs. 22-27)
- Make sure you read the directions out loud and model the language students will be using to complete the worksheets.

<table>
<thead>
<tr>
<th>Domain</th>
<th>Level 5</th>
<th>Level 4</th>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking:</td>
<td>Each pair of students will take turns orally defining the words point,</td>
<td>Each pair of students will take turns orally defining the words point,</td>
<td>Each pair of students will take turns orally defining the words point,</td>
<td>Each pair of students will repeat each word aloud and define it as the</td>
<td>Each pair of students will repeat each word aloud and define it as the</td>
</tr>
<tr>
<td>Sharing</td>
<td>line and line segment in their own words independently.</td>
<td>line and line segment using flash cards with the help of written prompts.</td>
<td>line and line segment with the support of visual aids, a word bank, and</td>
<td>teacher points to the words: point, line, and line segment and define</td>
<td>teacher points to the words: point, line, and line segment; this may be</td>
</tr>
<tr>
<td>vocabulary</td>
<td></td>
<td></td>
<td>fill-in the blank sentences.</td>
<td>them aloud; this may be done more than three more times.</td>
<td>done than three more times.</td>
</tr>
<tr>
<td>definitions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Independent Practice Part II - (Time: 10 Minutes)

- During this part of the lesson, the students will work together in pairs or even small groups of 3 or 4 to describe the vocabulary terms: point, line segment, and line.
- The higher level ELLs and English Native Speakers will complete this in their Math Journals while the lower level ELLs and intervention students will complete the Math Journal Inserts (Resource Handouts Pgs. 28 -32)
- Also included in the handouts is an insert for level 5 ELLs and native speakers in case they misplaced their journals.

| Writing: Describing vocabulary terms | The students will write a short paragraph describing a point, line and line segment in their own words independently. | The students will write a short paragraph describing a point, line and line segment with a peer partner. | The students will describe a point, line, and line segment by completing a template journal entry with a peer partner. | The students will describe a point, line, and line segment by completing a template journal entry with the help of a word bank. |

Summarize/Assess - (Time: 10 Minutes)

- Ask the students to stand up. Explain to the students that you will make three, different gestures symbolizing a point, a line segment and a line and ask the students to name each gesture.
- To wrap up the lesson, call on students to volunteer to go the front of the class (alone or in pairs) to make gestures (of a point, line segment, and line) and elicit a response from the class. Repeat this 4-5 times.
- End the class with students sharing out the definition of each word as you write the responses on chart paper.

9.
Taking Sides

Cassidy and Ainsley had to share a bedroom. Their room had four equal sides and four right angles. How would they share their square room?
The two girls decided to divide the room in half. They put a line down the middle of the room.
Each half of the room had two long sides, two short sides, and four right angles. The girls had two rectangle shaped spaces now.

Cassidy picked the side by the window. Ainsley got the side by the door.
When you looked at the sides of the lampshades, two of the four sides were parallel to each other. The shape was a trapezoid.
Handout for Level 5 and 4 ELLs

It's A Scavenger Hunt!

Name ___________________________ Date ___________________________

Peer Partner _______________________

Directions: You will have 10 minutes to walk around the classroom to find, record, draw, and label 2-3 examples of points, line segments and lines found around the classroom. Number and record your results below. Happy hunting!

<table>
<thead>
<tr>
<th>Classroom Objects</th>
<th>Classroom Object Is an Example of...</th>
<th>Drawings of Classroom Objects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ex. Length of teacher's desk</td>
<td>a line segment</td>
<td></td>
</tr>
</tbody>
</table>

19.
Handout for Level 3 ELLs

It's A Scavenger Hunt!

Name_________________________ Date_________________________

Peer Partner__________________ (Level 5 ELL or Native Speaker)

Directions: You will have 10 minutes to walk around the classroom with your partner to find, record, draw, and label 1 example of a point, line segment and line found around the classroom. Number and record your results below. Happy hunting!

<table>
<thead>
<tr>
<th>Classroom Objects</th>
<th>Classroom Object Is an Example of...</th>
<th>Drawings of Classroom Objects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ex. Length of teacher’s desk</td>
<td>a line segment</td>
<td>![Image of a line segment]</td>
</tr>
</tbody>
</table>

20.
Handout for Level 2 and 1 ELLs

**It's A Scavenger Hunt!**

Name ___________________________  Date __________________

**Peer Partner** ______________________ (Level 5 ELL or Native Speaker)

Directions: **Look** at each picture. **Draw** a check mark next to the picture that looks like a **point**, a **line** or a **line segment**

<table>
<thead>
<tr>
<th>Classroom Object</th>
<th>Point</th>
<th>Line</th>
<th>Line Segment</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Image of a globe]</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>![Image of a chalkboard]</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>![Image of a smartphone]</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

21.
Handout for Level 4 ELLs

Name_______________________ Date_________________

Peer Partner_____________________

Directions: Cut each word on the dotted line to create flash cards on the following page. Use the written prompts in the Prompt Box below if you need help.

Prompt Box

Point
• A dot
• A spot
• A mark

Line
• is long
• keeps going
• has two arrows

Line Segment
• has two points
• starts then stops
• has one point at each end
Point
Line
Line Segment
Handout for Level 3 ELLs

Name ___________________________ Date ____________

Peer Partner _______________________

Directions: Look at each picture. Say the name of each picture with your partner. Take turns saying the meaning of each word in your own words with your partner. Complete each sentence with the help of the phrases in the word bank.

**Word Bank**
- a dot, spot or mark
- has 2 arrows on each end and keeps going in both directions
- has 1 point on each end; starts and stops

1. 

A point is ________________________.

2. 

A line ______________________________.

3. 

A line segment ________________________.
Handout for Level 2 ELLs

Name ____________________________  Date _____________

Teacher Guided Activity

Directions: The teacher points to each figure, names it and defines it orally. The students will name each figure and repeat its meaning with the teacher out loud. (Do this 4 – 5 times)

1. 

This is a point. A point is a dot.

2. 

This is a line. It does not have end points.

3. 

This is a line segment. It has two end points.
Handout for Level 1 ELLs

Name ___________________________ Date ____________

Teacher Guided Activity

Directions: **Part 1:** The teacher points to each figure, names it and defines it orally. The students will name each figure along with the teacher out loud. (Do this 4 – 5 times) **Part 2:** The teacher will ask the students to circle each figure as she names it she says out loud.

1. [Circle]

   This is a point.

2. [Line]

   This is a line.

3. [Line segment]

   This is a line segment.
Handout for Level 1 ELLs

Name ________________________     Date ____________

Teacher Guided Activity

Directions: **Part 3**: The teacher cuts the picture cards below and holds each of them up to the students. Ask sample questions like the ones listed below each figure.

1. 

Is this a point?

2. 

Is this a line segment? Does it have end points? Is this a line? Does it keep going in two directions?

3. 

Is this a line? Does it have two arrows? Is this a line segment? Does it have two end points?

27.
Handout for Level 5 ELLs

Name ___________________________ Date _______________

Directions: Write a short paragraph using the words: point, line segment, and line in the word bank below.

Word Bank

- point
- line segment
- line

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

28.
Handout for Level 4 ELLs

Name__________________________ Date________________

Peer Partner____________________

Directions: Write a short paragraph, with the help of your peer partner, using the words: **point**, **line segment**, and **line** in the word bank below.

<table>
<thead>
<tr>
<th>Word Bank</th>
</tr>
</thead>
<tbody>
<tr>
<td>• point <img src="image" alt="point" /></td>
</tr>
<tr>
<td>• line segment <img src="image" alt="line segment" /></td>
</tr>
<tr>
<td>• line <img src="image" alt="line" /></td>
</tr>
</tbody>
</table>

________________________________________________________________________
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29.
Handout for Level 3 ELLs

Name ___________________________ Date _____________

Peer Partner _______________________

Directions: Describe a point, a line segment and a line by filling in the blanks below. The phrases in the word bank will help you. Pick one phrase to complete each blank. Remember! Use the pictures on the board and the paper to help you too.

<table>
<thead>
<tr>
<th>Word Bank</th>
</tr>
</thead>
<tbody>
<tr>
<td>• a dot</td>
</tr>
<tr>
<td>• a spot</td>
</tr>
<tr>
<td>• a mark</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

1. A point is a _______________________.

2. A line segment _______________________.

3. A line _______________________.
Directions: Describe a **point**, a **line segment** and a **line** by picking a word from the word bank that completes each sentence. **Look** at the **pictures** if you need help.

### Word Bank
- **point** 🔄
- **line segment** 🔄
- **line** 🔄

1. A __________ is long and has 2 arrows at each end.
2. A __________ is a line that has 1 point at each end.
3. A __________ is a dot.
Handout for Level 1 ELLs

Name_________________________ Date____________

Peer Partner_____________________

Directions: **Draw** a point, line segment, and line in the space below. **Write** the word from the word bank that matches each picture.

**Word Bank**
*point*  *line segment*  *line*

1. 

2. 

3. 

4. 

32.
Teacher Narrative for Lesson 1

I chose to create a math unit on Geometry because there are so many opportunities for me to relate geometry to a student’s everyday life. Lines, line segments, points, and many other figures make up our everyday lives.

What you are reviewing is an introductory lesson to a unit on Geometry. I use several Sheltered Instruction techniques to make this lesson comprehensible for ELLs. For instance, in this first lesson, I use pictures of items that the students use and see every day and relate them to the math vocabulary. I do this because I want to create and build background knowledge. For instance, I’m trying to make a connection between words some of my students may not be familiar with (my ELLs) and objects that they see and use every day in the classroom.

During my lesson, I pause many times. I do this to allow the ELLs and intervention students to process what I’m saying to them. I’m also giving them some time to negotiate the meaning of my words.

Additionally, I give the students many opportunities to work in pairs and small groups. This gives them a chance to practice saying the words and repeating the definitions to each other and to me. Therefore, students like my ELLs will become more comfortable using the words. For further practice, I created differentiated worksheets that allow all students to practice describing a point, line segment line but on their own individual level.

While I was working on revising this lesson, I wanted to make sure the students had opportunities to get up and move around the room in pairs while applying what they learned in class (negotiating meaning). This is why I decided to add the Scavenger Hunt Activity to my lesson. This activity gives the students a chance to physically move around the room studying various objects while they practice using the vocabulary words they were introduced to in the lesson.

I also like the fact that the Scavenger Hunt Activity gives me a chance to work with my lower level ELLs in a small group and practice modeling language for them as well as giving them a chance to practice language out loud. (This is very important.)

33.
Lastly, but most importantly, I incorporated the use of gestures in my lesson so that the students are able to make an instant connection between a physical movement and a word. Gestures are movements that are easy for all students to make and they also have fun doing them. They are also more likely to remember the words if they can associate them to gestures. After all, learning should be fun!

In closing, I thought this lesson would take two days but I was able to complete it in one day. As I continue to teach this unit, I will review the new words the students have learned so that they don’t forget them. They will also be displayed on my Math Word Wall along with pictures of each word.
Lesson 2
Lesson 2 (Modified): 2-day lesson/ 60 Minutes Each Day

Content Objectives:

- The students will identify, name, and draw parallel lines and intersecting lines.
- The students will determine the similarities and differences between intersecting and parallel lines.

Language Objectives:

- After listening to a whole teacher demonstration, the students will work in pairs while they orally define each word in their own words.
- The students will be able to describe intersecting and parallel lines in their Math Journals.
- The students will be able to write about the similarities and differences between intersecting and parallel lines using a Venn diagram.
## Functional Chart Lesson 2

<table>
<thead>
<tr>
<th>Function</th>
<th>Situation</th>
<th>Expression</th>
<th>Words</th>
<th>Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify</td>
<td>Intersecting lines and</td>
<td>Intersecting</td>
<td>has 2 arrows.</td>
<td>Subject/Verb Agreement</td>
</tr>
<tr>
<td></td>
<td>Parallel lines</td>
<td>lines__________</td>
<td>keeps going</td>
<td>Action Verbs</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>meet or cross one another.</td>
<td>Conjunctions</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>have only one point in common.</td>
<td>Helping Verbs</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>look like a cross.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>have two arrows</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Parallel lines</td>
<td>has 2 arrows</td>
<td>Action Verbs</td>
</tr>
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<td>_________</td>
<td>keeps going</td>
<td>Helping Verbs</td>
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<td></td>
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<td>never intersect or touch.</td>
<td>Adverbs</td>
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<td>run perfectly straight next to each other.</td>
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<td></td>
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<td>are the same distance apart.</td>
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</table>
## Performance Indicator Chart Lesson 2 Day 1

<table>
<thead>
<tr>
<th>Domain</th>
<th>Level 5</th>
<th>Level 4</th>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Speaking:</strong></td>
<td>Each pair of students will take turns orally defining the words</td>
<td>Each pair of students will take turns orally defining the words</td>
<td>Each pair of students will repeat each word aloud and define it as the</td>
<td>Each pair of students will repeat each word aloud and define it as the</td>
<td>Each pair of students will repeat each word aloud and define it as the</td>
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<tr>
<td>**Sharing vocabulary</td>
<td>intersecting lines and parallel lines.</td>
<td>intersecting lines and parallel lines in their own words using flash</td>
<td>teacher points to the words intersecting lines and parallel lines and</td>
<td>teacher points to the words intersecting lines and parallel lines and</td>
<td>teacher points to the words intersecting lines and parallel lines and</td>
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<td><strong>definitions</strong></td>
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<td>cards.</td>
<td>defines them orally; this may be done three or more times; then they</td>
<td>defines them orally; this may be done three or more times; then they</td>
<td>defines them orally; this may be done three or more times.</td>
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<td>will practice with their partners</td>
<td>will practice with their partners</td>
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<tr>
<td><strong>Writing:</strong></td>
<td>The students will write a short paragraph describing 4 objects that</td>
<td>The students will write a short paragraph describing 3 or 4 objects</td>
<td>The students will identify intersecting and parallel lines by</td>
<td>The students will identify intersecting and parallel lines by</td>
<td>The students will identify intersecting and parallel lines in 4</td>
</tr>
<tr>
<td><strong>Describing vocabulary</strong></td>
<td>have intersecting and parallel lines in their everyday lives.</td>
<td>have intersecting and parallel lines that they see or use with a peer</td>
<td>completing 4 fill-in the blank sentences with the help of a word bank</td>
<td>completing 4 fill-in the blank sentences with the help of a word bank</td>
<td>pictures by drawing the symbol for each figure and labeling it with</td>
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<td></td>
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<td>partner.</td>
<td>and picture clues. (Peer Partner)</td>
<td>and picture clues. (Peer Partner)</td>
<td>the teacher’s help.</td>
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37.
<table>
<thead>
<tr>
<th>Domain</th>
<th>Level 5</th>
<th>Level 4</th>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Writing:</strong></td>
<td>Each pair of students will write 3–4 ways intersecting and parallel lines are alike and 2 ways they are different.</td>
<td>Each pair of students will write 2-3 ways intersecting and parallel lines are alike and 1-2 ways they are different.</td>
<td>Each pair of students will write 2-3 ways intersecting and parallel lines are alike and 1-2 ways they are different using a word bank.</td>
<td>Each pair of students will write 1-2 ways intersecting and parallel lines are alike and 1 way they are different using a word bank.</td>
<td>Each pair of students will <strong>Draw</strong> and label 1–2 ways intersecting and parallel lines are alike and different using picture clues with the teacher’s help.</td>
</tr>
<tr>
<td><strong>Speaking:</strong></td>
<td>The students will take turns explaining 2 ways intersecting and parallel lines are alike and 3–4 ways they are different using their completed Venn diagram.</td>
<td>The students will take turns explaining 2 ways intersecting and parallel lines are alike and 2-3 ways they are different using their completed Venn diagram.</td>
<td>The students will take turns explaining 2 ways intersecting and parallel lines are alike and 1 way they are different.</td>
<td>The students will share 1 way they are different.</td>
<td>Each pair of students will repeat ways that intersecting and parallel lines are alike and different as the teacher points to a completed Venn diagram and says the ways aloud. Repeat 2-3 times.</td>
</tr>
</tbody>
</table>

38.
Lesson 2 (Modified): (Part 1/ Day 1)  70 Minutes

Lesson Plan 2 Week 1 Day 1

Time Allotment
- One Hour

Vocabulary
- Intersecting Lines
- Parallel Lines

Materials
- White board/chart paper
- Dry Erase Markers
- Math Journals
- Timer / Scissors

Pre-Introduction
- Read the book *Lines* by Rob Court to the lower level ELLs and intervention students in the class before the lesson. While you are reading the book, be sure to point out the pictures that clearly display intersecting and parallel lines. *(Resource Handout pgs. 45 - 58)*
- Take the time to review the new vocabulary words listed above on flash cards with pictures to expose the ELLs and intervention students to key terminology that will help them to understand the lesson better.
- The new vocabulary words will be posted on the Math Word Wall.
- The book will also be read to the entire class because it is a great tool to use to build background knowledge for all students.

Introduction  (Time: 15 Minutes)

1. Display 2 pictures on the white board that represent parallel lines; one is a picture of *train tracks* and the other one is a picture of *hard wood floors*. *(Resource Handout pgs. 59 - 60)* and 2 pictures that represent intersecting lines; one is a picture of a *street intersection* and the other is a picture of *floor tiles*. *(Resource Handout pgs. 61 - 62)*

2. Slowly say: “We are going to continue exploring the wonderful world of geometry by identifying parallel lines *(hold your arms straight in the air)* and intersecting lines *(cross your arms forming a cross in front of your body).*”

3. Also read and explain the Language Objectives that are written on the board.

39.
4. Call students to sit on the area rug. Some of the ELLs are sitting next to Mainstream ELLs and other ELLs are sitting next to Native English Speakers.

5. Point to the first two pictures and slowly ask the students to study the pictures. Ask the students to share what they see in the pictures with a classmate. Ask the students to share out their answers. (Students should share out that they see two lines—the same length and the same space apart from each other). Point to the pictures of the train tracks and hard wood floors and say, “that’s correct!” “The lines in the pictures are an equal distance apart from each other and they will never meet.” Say: “They are parallel lines” (hold your arms straight up in the air to make the gesture for parallel lines.) Write the word above the pictures.

6. Point to the second two pictures and ask the students to take a minute to study the second two pictures on the board then slowly say: “What do these pictures have in common?” Slowly ask the students to share out what is the same about both pictures with a classmate. Ask the students to share out their answers with the class. (Students should share out that the lines cross each other.) Point to the pictures of the intersection and tiles and say: “that’s correct!” Say: “the lines in the pictures cross or intersect at 1 point are called intersecting lines” (cross your arms to make the gesture for intersecting lines.) Write the word above the pictures.

Before you begin the lesson, allow the students to go back to their desks to get their pencils, Math Journals, dry erase boards and makers before rejoining their classmates on the area rug. (One dry erase board per two students.)

Pair the students up (Mainstream students and Level 5 ELLs should be paired with lower level ELLs.)

Teaching the Lesson - (Time: 30 Minutes)

1. Review the hand gestures you taught the class yesterday. Ask: “How many of you can show me the symbol you make when you understand something?” (Students should put their thumbs up in the air.)

2. Say: “Show me what symbol you make when you’re not sure about something?” (Students should put their thumbs to the side.)

3. Say: “Show me what you do when you don’t understand something?” (Students should put their thumbs down.) Say: “Excellent!” “I’m glad you remembered the gestures!”

4. Say: “All eyes on me!” Tell the students to draw a pair of parallel lines (make the parallel line gesture) on their white boards. (For this part of the lesson, lower level ELLs are paired with higher level ELLs.

40.
5. Say: “1...2...3....show me!” At this time, the students hold their white boards in the air to show you the parallel lines. *(You may have the students switch partners so that everyone gets a chance to practice drawing parallel lines.)*

6. Say: “Show me the gesture for parallel lines.” *(All of the students should raise their arms in the air.)*

7. Say: “Now you will have a change to walk around the room with your partner to find examples of parallel lines.” *(Students can draw and label their examples on the dry erase board or in their Math Journals.)* Explain to the students that they have 8 minutes to find at least 3 examples of parallel lines around the room.

8. Set your timer while the students walk around the room.

9. While the Mainstream students and Higher ELLs are walking around the room, you pull a group of 2 and 1 Level ELLs to practice identifying parallel lines.

9. Hold up a picture of parallel lines. Slowly say: “When lines are the same length and the same space apart but they never meet *(point to the distance between the lines)*, we call them parallel lines.” *(Have the students repeat the word and the definition after you slowly repeat it. *(This oral activity should take about 8 minutes.)*)

10. When the timer rings, call the students back to the area rug.

11. Ask the class to turn and talk to their partner and describe parallel lines in their own words. *(Remember to pace the rate of your speech.)* Students should say that they are two lines that are the same length and same distance apart but will never meet.

12. Ask students to share out some of their examples of parallel lines they found around the classroom. Chart student responses on chart paper/ white board.

13. Monitoring for understanding, ask the class to show you the gesture for parallel lines *(two arms extended in the air- not touching).*

14. Ask the class to turn and talk to their partner and describe intersecting lines in their own words. *(Remember to pace the rate of your speech.)* Students should say that they are two lines that meet or cross each other.
15. Say: "All Eyes on Me!" Tell the class that they did a great job identifying parallel lines. Explain that they will now practice identifying intersecting lines (make the gesture for intersecting lines.)

16. Tell the students to draw a pair of intersecting lines on their white boards as you make the gesture for intersecting lines. (Again, lower level ELLs are paired with higher level ELLs.)

17. Say: "1...2...3...show me!" At this time, the students hold their white boards in the air to show you the intersecting lines. (You may have the students switch partners so that everyone gets a chance to practice drawing intersecting lines.)

18. Say: "Now you will have a chance to walk around the room with your partner to find examples of intersecting lines." (Students can draw and label their examples on the dry erase board or in their Math Journals.) Explain to the students that they have 8 minutes to find at least 3 examples of intersecting lines around the room.

19. Set your timer while the students walk around the room.

20. While the Mainstream students and Higher ELLs are walking around the room, you pull a group of 2 and 1 Level ELLs to practice identifying intersecting lines.

21. Hold up a picture of intersecting lines. Slowly say: "When lines cross each other in one spot (point to the place where the lines meet) we call them intersecting lines." (Have the students repeat the word and the definition after you slowly repeat it.) This oral activity should take about 8 minutes.

22. When the timer rings, call the students back to the area rug.

23. Ask the class to turn and talk to their partner and describe intersecting lines in their own words. (Students should say that they are two lines that meet or cross each other.)

24. Ask students to share out some of their examples of intersecting lines they found around the classroom. Remember to pace the rate of your speech. Chart student responses on chart paper/ white board.

25. Monitoring for understanding, ask the class to show you the gesture for intersecting lines (two arms crossed in front of you).
**Independent Practice Part 1: (10 Minutes)**

- During Peer Share, pairs of students will take turns orally defining the words: parallel lines and intersecting lines on their own levels.
- Circulate around the room and then work with the lower level ELLs.
- The level 5 ELLs along with the mainstream students will practice the vocabulary words orally with a partner.
- The level 4, and 3, ELLs will be able to utilize flash cards. Refer to Resource Handout pgs. 63 and 64.
- The level 2 and 1 ELLs will not need handouts for this activity; it can be completed orally.

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<thead>
<tr>
<th>Domain</th>
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<th>Level 4</th>
<th>Level 3</th>
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<th>Level 1</th>
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</thead>
<tbody>
<tr>
<td>Speaking: Sharing vocabulary definitions</td>
<td>Each pair of students will take turns orally defining the words intersecting lines and parallel lines.</td>
<td>Each pair of students will take turns orally defining the words intersecting lines and parallel lines in their own words using flash cards.</td>
<td>Each pair of students will take turns orally defining the words intersecting lines and parallel lines using flash cards.</td>
<td>Each pair of students will repeat each word aloud and define it as the teacher points to the words intersecting lines and parallel lines and defines them orally; this may be done three or more times; then they will practice with their partners</td>
<td>Each pair of students will repeat each word aloud and define it as the teacher points to the words intersecting lines and parallel lines and defines them orally; this may be done three or more times.</td>
</tr>
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</table>
Independent Practice Part II: (10 Minutes)

- During this part of the lesson, the students will work together in pairs or even small groups of 3 or 4 to describe the vocabulary terms: parallel lines and intersecting lines in their journals.

- The higher level ELLs and English Native Speakers will complete this in their Math Journals while the lower level ELLs and intervention students will complete the Math Journal Inserts (Resource Handout pgs. 65 - 68)

| Writing: Describing vocabulary terms | The students will write a short paragraph describing 3-4 objects that display intersecting lines and 3-4 objects that display parallel lines in their everyday lives. | The students will write a short paragraph describing 2-3 objects that display intersecting lines and 2-3 objects that display parallel lines in their everyday lives (with a partner.) | The students will identify intersecting and parallel lines by completing 4 fill-in the blank sentences with the help of a word bank and picture clues. (with a partner) | The students will identify intersecting lines or parallel lines in 4 pictures by drawing the symbol for each figure and labeling it with the teacher’s help. |

Summarize/Assess - (Time: 5 Minutes)

- Ask the students to stand up. Explain to the students that you will make two, different gestures symbolizing parallel lines and intersecting lines and ask the students to name each gesture.

- To wrap up the lesson, call on students to volunteer to go the front of the class (alone or in pairs) to make gestures of (parallel and intersecting lines) and elicit responses from the class. Repeat this 2 times.

- End the class with students sharing out the definition of each word as you write the responses on chart paper.

- Say, “Tomorrow we will learn about how parallel and intersecting lines are alike and how they are different.
Lines

Featuring LOOP! the Fantastic Line
Loopi

Dotty

Squiggly

Arrowhead

Dash

Heavy

The Lino Brothers
There are many kinds of lines.

Some are dotted lines.

Some are squiggly lines.

Some lines point in a direction.

Some lines are drawn with dashes.

Other lines are very, very thick.

Sometimes lines work together to make designs.
People use lines every day. We can use lines instead of words to pass on important messages.

What does the line in this sign mean? Where else in the picture do you see lines? What do they tell you?
Straight Lines

The most basic straight line is called a **horizontal** line. A horizontal line is flat. It goes from left to right—or right to left.

Look at the picture on the next page. Can you see where the sky meets the earth? Where they meet, they form a straight, horizontal line. Artists call this the horizon line.

When you start to make a picture, do you draw a horizontal line to show the ground and the sky?
Another kind of straight line is called a **vertical** line. A vertical line goes up and down. Can you see where the darker side of the boat touches the lighter side? It makes a straight, vertical line.

Look closely at the picture. Where do you see lines that look like Squiggly? How are they different from a straight line?
Angled Lines

Sometimes two straight lines meet at a point. Together they form an angled line.

Loopi and Dotty join at the point on top of the roof. The lines of the roof form an angle against the sky. How many different angled lines do you see in the picture?
Sometimes a line is not horizontal. Sometimes a line is not vertical. When a line leans to one side, it is called a **diagonal** line.

Look closely at the picture of the leaf. Do you see the diagonal lines? Do you see a horizontal line?
Joan Miró, *Prades, the Village*, 1917. Oil on canvas.

This painting was created by the artist Joan Miró. He used many bright colors and different kinds of lines.
Put It All Together

Take a minute to study the painting by Miró. How many kinds of lines can you find? How do the straight and angled lines form the buildings? Do you see the lines where the roofs meet the sky? Can you see how Miró painted trees and plants with lines? There are many ideas for you to use in your own painting of a town.

Make an Abstract Design with Lines

Do you remember the painting by Vasily Kandinsky on pages 12 and 13? What kinds of lines did it use? Try using lines to make a design on a piece of paper. You can put them anywhere on the paper. You can add colors, too.

Students, Teachers, and Parents

LOOPI the Fantastic Line™ is always waiting to help you learn more about drawing with lines—at www.scribblesinstitute.com. You can get helpful ideas for your drawings at the Scribbles Institute™. It's a great place for students, teachers, and parents to find books, information, and tips about drawing. You can even get advice from a drawing coach!

The Scribbles Institute®

SCRIBBLESINSTITUTE.COM
Level 4 ELLs Handout

Making Flash Cards!

Name ____________________________

Directions: Read each word. Define each word in your own words. Cut the words out and write the definitions on the back of each flash card. Practice studying the words with your partner.

Parallel Lines

Intersecting Lines

63.
Making Flash Cards!

Name _______________________

**Directions**: Read each word. Define each word with the help of the word bank. Cut the words out and write the definitions on the back of each flash card. Practice studying the words with your partner.

**Word Bank**
- Intersecting lines
- Parallel lines

---

**Parallel Lines**

---

**Intersecting Lines**

---
Handout Level 5 ELLs

Name ___________________ Date ______________

Directions: Write a short paragraph describing four objects that have parallel lines and intersecting lines that you see or use in your everyday life.
Handout Level 4 ELLs

Name_________________________ Date_________________

Peer Partner_____________________

Directions: Write a short paragraph describing 3 or 4 objects that have parallel lines and intersecting lines that you see or use in your everyday life.

____________________________________
____________________________________
____________________________________
____________________________________
____________________________________
____________________________________

66.
Handout Level 3 ELLs

Name __________________________ Date ______________

Peer Partner _______________________

Directions: **Look** at the pictures next to each word. **Pick** a word that best completes each blank. Fill in the blanks next to the word bank. Use the **picture clues** to help you. **Talk** about your answers with your partner.

<table>
<thead>
<tr>
<th>Word Bank</th>
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</thead>
<tbody>
<tr>
<td>Tennis Court</td>
</tr>
<tr>
<td>A Sign</td>
</tr>
<tr>
<td>Street</td>
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<tr>
<td>Checkerboard</td>
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</tbody>
</table>

1. I see parallel lines on a __________________________.
2. I see parallel lines __________________________.
3. I see intersecting lines __________________________.
4. I see intersecting lines __________________________.
Handout Level 2 ELLs

Name__________________________________ Date_____________________

Peer Partner____________________________

Directions: Look at the pictures next to each word. Pick a word that best completes each blank. Fill in the blanks at the bottom of the page. Use the picture clues to help you. Talk about your answers with your partner.

Word Bank

Tennis Court

Sign

Street

Checkerboard

1. I see parallel lines on a _______________________.

2. I see intersecting lines on a _______________________.
Handout Level 1 ELLs

Name_________________________ Date_________________

Directions: **Look** at the pictures in the word bank. **Listen** to your teacher as she reads each word. Each picture shows an example of **parallel** lines or **intersecting** lines. Draw a ✗ next to the number if the lines are **intersecting** and draw a ☑ next to the number if the lines are **parallel**.

**Word Bank**

- Tennis Court
- Sign
- Street
- Checkerboard
Teacher Narrative for Lesson 2 Day 1

This is the first day of a two day lesson. Initially, I thought I’d be able to teach the lesson objective in one lesson. However, when I unwrapped the content and language objectives, I realized that this lesson definitely needed to be taught in two parts.

Before I began this lesson, I read the book, *Lines* to my ELLs and intervention students to continue building on the background knowledge from lesson one. As I continued to plain the lesson, I realized that all of my students could benefit from the information in the book. Therefore, I decided it was best to read and discuss the book with the entire class. I also used it as an opportunity to review the vocabulary words: point, line segment, and line which they were introduced to in the first lesson. Lastly, I chose this book because it had several colorful pictures that displayed lines in everyday objects. This is the reason I chose to make the copies of the book in color.

The book was also a perfect springboard into my lesson because I had the students walk around the classroom in pairs to identify objects that displayed parallel lines and intersecting lines. Notice that I did not ask the students to look for parallel lines and intersecting lines at the same time. I didn’t want to overwhelm my ELLs with too many directions or expectations at one time.

I also made sure that I spoke slowly and clearly so that I enunciated each word so that the ELLs could understand me. Additionally, I made sure I continued to use gestures so that my ELLs could make a physical connection to the new vocabulary words they were learning in class.

In closing, the independent activities that I planned and created were designed to meet the individual needs of my ELLs from the highest to the lowest levels. I tried to include just the right mix of hands on activities and peer interaction that would give all of my students (especially the ELLs) plenty of opportunities to negotiate meaning throughout the lesson.
Lesson 3
Lesson 2 (Modified): (Part 2/ Day 2) 75 Minutes

Lesson Plan 2 Week 1 Day 2

Time Allotment
- One Hour and Fifteen Minutes

Vocabulary
- Intersecting Lines
- Parallel Lines
- Alike
- Different
- Venn Diagram

Materials
- Venn Diagram Chart
- KWL Chart
- Dry Erase Markers
- 2 Packages of Twizzlers
- Math Journals
- Parallel Lines/ Intersecting Lines Visual Charts

Pre-Introduction
- Take about ten minutes to re-read the book Lines by Rob Court to the lower level ELLs before introducing the lesson. (Resource Handout Pgs. 45-58.) As you read it, point out ways in which lines are the same and different. While you are reading the book, be sure to point out the pictures that clearly display intersecting and parallel lines (just like you did yesterday.)
- Take the time to review the new vocabulary words along with the old vocabulary words listed above on flash cards with pictures to expose the ELLs to key terminology that will help them to understand the lesson better.
- The new vocabulary words will be posted on the Math Word Wall.

Introduction (Time: 20 Minutes)
1 Call students over to the area rug. (The KWL Chart is already posted on the board. (Resource Handout pg.76) Remind the class that the K stands for what they already know; the W stand for what they want to know; the L stands for what they learned at the end of the lesson. Monitor the rate of your speech.

2 The students should be sitting next to the same partners they had yesterday. (Lower level ELLs are paired with Higher ELLs or Native Speakers.)
3. Say: “Think about the kind of lines we learned about yesterday.” (Point to your head.) **Monitor the rate of your speech.** “Now turn and tell your partner about them.” (Give the students 2-3 minutes to turn and talk to their partners.)

4. Initiate the share out by saying, “All thumbs up in the air and all eyes on me when you’re ready to listen. (Pull on your ear.)” When most or all thumbs are in the air, ask students to share out their answers. You record the student responses on the

5. **KWL Chart** under the letter K. (Students should say they learned about intersecting lines; they are lines that cross each other) On the chart, write the word *intersecting lines* and the student friendly definition. Say: “That’s correct.” “Intersecting lines are lines that cross (make the gesture for intersecting lines) each other.” **Monitor the rate of your speech.**

6. Ask the class about other lines they learned about. Give them 2-3 minutes to turn and talk to their partners before initiating the share out. (Students should say they learned about parallel lines; they are lines that are the same length and the same space apart but they never meet.) On the chart, write the word *parallel lines* under the letter K and the student friendly definition. Say: “That’s correct.” “Parallel lines are lines that are the same length and space apart but they never meet.” (Make the gesture for parallel lines.)

7. Ask the students to turn and talk to their partners about other geometry words they learned about. Give the student the students 4-5 minutes to think about the last two lessons and what they learned. Also, encourage the students to use the word wall to help activate their prior knowledge. **Monitor the rate of your speech**

8. At the end of 3 or 4 minutes, put your thumb in the air and say, “All thumbs up in the air and all eyes on me when you’re ready to listen. (Pull on your ear.)” When most or all thumbs are in the air, ask students to share out their answers.

9. To illicit responses from the ELLs, use gestures to help them activate their prior knowledge. Make a fist and say: “What does this mean?” An ELL should respond, “a point, dot, or mark.” Accept all reasonable answers and chart them under the letter K. **Monitor the rate of your speech**

10. To illicit responses from the ELLs, use gestures to help them activate their prior knowledge. Extend your arms and ball your hands into fists. Say: “What does this mean?” An ELL should respond, “a line segment or a line that starts and stops” Accept all reasonable answers and chart them under the letter K.

72.
11. To illicit responses from the ELLs, use gestures to help them activate their prior. Extend your arms and point your hands. Say: “What does this mean?” An ELL should respond, “a line.” Accept all reasonable answers and chart them under the letter K. **Monitor the rate of your speech.**

**Teaching The Lesson** (Time: 25 Minutes)

1 Say, “Very good!” (Give the class the thumbs up sign.) As you can see by our **KWL Chart**, we’ve learned a lot about lines. Today, we are going to continue to learn about intersecting and parallel lines. Refer to the Content and Language Objectives written on the board. **Monitor the rate of your speech.**

2 Say: “Under the W we will write that we want to know how intersecting lines and parallel lines are the same and different. (Write it on the chart.)

3 Put your thumb in the air and say, “All eyes on me!” “Thumbs up when you are ready to listen.” (Continue when you see most of the students’ thumbs in the air.)

4 Stand up and point to the Venn diagram. (**Handout pg. 77.**) Say: “This chart is called a Venn diagram.” Ask: “Does anyone know what it is used for?” (Give the students a few minutes to talk about it with their partners.) Initiate a quick share out. (Some students may say it is used to make a list; listen to their responses.)

5 Say: “Good try!” “A Venn diagram is a kind of graph that is used to show how two items are the same (point to the middle) and how they are not the same. (Point to the left and right sides of the circles.)

6 Say: “We are going to use it to show ways that intersecting lines and parallel lines are the same and not the same. **Monitor the rate of your speech.**

7 Point to the pictures of the intersecting lines and parallel lines posted on the board. (**Handout pgs. 78 and 79.**) Ask the class to think about ways the lines are **not** the same. Tell them to hold their thoughts.

8 Explain to the class that they are going to work in small groups with the Twizzlers (already placed on their tables.) Tell them that they will use 2 Twizzlers to make parallel lines and 2 Twizzlers to make intersecting lines. They will share ways intersecting and parallel lines are the same and not the same with their group. The class will have about 10 minutes to do this.

9 While the class is working on this activity, you work with the level 1 and 2 ELLs on the rug. Pass out the Twizzlers to them. Each pair of students needs 4 Twizzlers. Tell the students to repeat after you. “Parallel lines are lines that will never meet.” (Make the gesture for the word.) **Monitor the rate of your speech.**

73.
10. Tell the students to repeat after you. “Intersecting lines cross (make the gesture) or meet in the middle.

11. Ask the students to make the parallel lines with the Twizzlers. Then have them make intersecting lines with the Twizzlers.

12. Put your thumb in the air and say, “Thumbs in the air when you are done!”

13. Say: Now. Can you tell me one way they are not the same? (Students should say, “Two lines cross and two lines do not cross.” Monitor the rate of your speech.

14. Say: “Can you tell me one way the lines are the same?” (Students may say they are all lines.) Say: “Yes. Parallel lines and intersecting lines are lines.”

15. Call all the students back to the carpet and ask the class to tell you some ways that parallel lines and intersecting lines are not the same. (Students may say things like: parallel lines don’t cross each other but intersecting lines do, parallel lines never touch but intersecting lines do touch, etc.) Write these responses in the left and right portions of the Venn diagram. Monitor the rate of your speech.

16. Explain to the class that you write ways that two things are not the same in the left circle and the right circle. (Do this now.)

17. Ask: “Can you tell me one way that parallel lines and intersecting lines are the same?” (Students may say things like: they are lines, they are long, they keep going, they are straight, etc.) Write these responses in the middle of the chart.

Independent Practice Part 1: (Time: 10 Minutes)

- Tell the class that they did a great job with that activity. Tell them that they will now go back to their seats and practice explaining how intersecting lines and parallel lines are the same and not the same with their partners.

| Speaking: Oral explanation of completed Venn diagram with small groups of students | The students will take turns explaining 2 ways intersecting and parallel lines are alike and 3-4 ways they are different using their completed Venn diagram. | The students will take turns explaining 2 ways intersecting and parallel lines are alike and 2-3 ways they are different using their completed Venn diagram. | The students will share 1 way intersecting and parallel lines are alike and 1 way they are different. | Each pair of students will repeat ways that intersecting and parallel lines are the same and different as the teacher points to a completed Venn diagram and says the ways aloud. Repeat 2-3 times. |
Independent Practice Part II: (Time: 10 Minutes)

- The last activity the students will complete is an assignment in their Math Journal based on their individual levels.

<table>
<thead>
<tr>
<th>Domain</th>
<th>Level 5</th>
<th>Level 4</th>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing:</td>
<td>Each pair of students will write 3-4 ways intersecting and parallel lines are alike and 2 ways they are different.</td>
<td>Each pair of students will write 2-3 ways intersecting and parallel lines are alike and 1-2 ways they are different.</td>
<td>Each pair of students will write 2-3 ways intersecting and parallel lines are alike and 1-2 ways they are different using a word bank.</td>
<td>Each pair of students will draw and label 1-2 ways intersecting and parallel lines are alike and 1 way they are different using a word bank.</td>
<td>Each pair of students will draw and label 1-2 ways intersecting and parallel lines are alike and different using picture clues with the teacher's help.</td>
</tr>
</tbody>
</table>

Summarize/Assess – (Time: 10 Minutes)

- Call students back to the carpet and point to the KWL Chart. Remind the students that the letter L stands for what they learned. Tell the students to turn and tell a classmate what they learned in class. (2 minutes.)
- Ask the class to share out what they learned today. (Students may say that they learned ways that parallel lines and intersecting lines were the same and not the same.) Chart their responses on the chart.
- Ask the class to share out what the letters KWL stand for in the chart. (Students should say that the K stands for what they already know; the W stands for what they want to know; the L stands for what they learned.
- Ask: “What is a Venn diagram used for?” (Students may say it is used to show how two items are the same and not the same.
- The students can eat the Twizzlers now!
- This concludes the informal, oral assessment.
## KWL Chart

<table>
<thead>
<tr>
<th>What I Know</th>
<th>What I Want to Know</th>
<th>What I Learned</th>
</tr>
</thead>
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</tbody>
</table>

76.
Venn Diagram
Intersecting Lines
Handouts for Level 5 ELLs

Name_________________________  Date________________

Peer Partner____________________

Directions: Each pair of students will write 3 to 4 ways intersecting and parallel lines are alike and 2 ways they are different. Use the Venn diagram and the pictures on the board if you need help.
Handouts for Level 4 ELLs

Name_________________________ Date________________

Peer Partner__________________

Directions: Each pair of students will write 2 to 3 ways intersecting and parallel lines are alike and 2 ways they are different. Use the Venn diagram and the pictures on the board if you need help.
Handouts for Level 3 ELLs

Name __________________________ Date ___________________

Peer Partner ______________________

Directions: Each pair of students will write 2 to 3 ways intersecting and parallel lines are alike and 2 ways they are different. Use the Venn diagram and the pictures on the board if you need help.

Word Bank

- Parallel Lines
- Intersecting Lines

_________________________
Handouts for Level 2 ELLs

Name_________________________ Date______________

Peer Partner____________________

Directions: Each pair of students will write 1 to 2 ways intersecting and parallel lines are alike and 1 ways they are different. Use the picture clues in the word bank to help you.

Word Bank

- Parallel Lines
- Intersecting Lines
Handouts for Level 1 ELLs

Name_________________________  Date_____________________

Peer Partner_____________________

Directions: Each pair of students will write ways intersecting and parallel lines are alike and 1 way they are different. Use the picture clues in the word bank to help you.

**Word Bank**

- Parallel Lines
- Intersecting Lines

__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

84.
Lesson 2 Day 2 Narrative

This lesson plan has been highly modified with sheltered strategies to make the content easier for ELLs to understand. I also wanted to provide them with opportunities to interact with hands on materials, as well as each other, to promote language development.

First of all, I implemented several sheltered strategies to make this lesson comprehensible to ELLs. I made sure I monitored the rate of my speech. I just wanted to make the fact that I continued to monitor the rate of my speech even if I did not mention it in every line of my lesson.

I used the KWL Chart to activate prior knowledge. For instance, I took the time to review older vocabulary words and the gestures associated with them to create a connection between all of the lessons. The KWL Chart was a great graphic organizer because students could see the information as we talked about it in the lesson.

I also gave the students plenty of opportunities to negotiate meaning of the content being taught. For example, the students were always sitting with their peer partners on the area rug. Any time I asked them a question I gave them a chance to talk about possible answers with their partners before I initiated a whole group share out.

Another way I made the lesson accessible was by including real life manipulatives or realia into my lesson. For instance, the students had an opportunity to use Twizzlers to create intersecting and parallel lines while they worked in small groups. This activity allowed my ELLs to negotiate their understanding of the material.

The ELLs also had plenty of opportunities to practice the language orally with me and their peer partners. For example, when I sent the students off to complete tasks independently, I always kept my low level ELLs in a small group to complete the same task that was modified to meet their level of language development.

Lastly, teacher created worksheets were designed to meet the individual needs of all levels of ELLs in my classroom.

85.
Checklists
Unit: Introduction to Geometry
Grammar and Functions Checklists

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<td>Conjunctions</td>
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<td>Simple Verbs</td>
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<table>
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<tr>
<th>Function</th>
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<td>Describe</td>
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<tr>
<td>Compare and Contrast</td>
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86.
TSL 518: Sheltered ELL Strategies Checklist

Write the page numbers and any other identifying features to identify those parts of your lessons that employ the following strategies.

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<tr>
<td>I.D. Model (Instructions, Processes)</td>
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<tr>
<td>I.E. Create Opportunities To Negotiate Meaning</td>
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<td>II.B. Modify Written Text</td>
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<tr>
<td>II.C. Amplify Number of Activities per Text</td>
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<td>III.C. Use of Word Walls</td>
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<td>III.D. Frame Main Ideas</td>
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<td>VI.B. Model Language for Oral and Written Production</td>
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<td>VI.C. Use Group/Pr. Work to Elicit Student Talk; Students as Researchers</td>
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<tr>
<td>VI.D. Respond to Student’s Voice – Writing and Error Correction</td>
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Appendix
An Appendix of Geometry Unit

By Kimya Rice
Kimya H. Rice
Dr. Lorrie Stoops Verplaetse
FLA 518
Introduction
July 3, 2013

1. **Title:** Introduction to Geometry

2. **Grade:** Fourth Grade

3. **Target Group:** Mainstream Class with Integrated ELL students

4. **Sources of Written Reading Materials:**


5. **Source of Lessons:**


6. **Goals:**

   I want my students to know how to develop a clear understanding of geometric vocabulary.

   I want my students to know how to be able to classify different kinds of lines (parallel, intersecting, etc.) and angles (obtuse, acute, right).

   I want my students to know how to describe both orally and in written form a variety of angles and lines.

   I want my students to know how to compare and contrast the differences and similarities between groups of lines and angles.
Lesson Plan One

Objective: To identify, name, and draw points, lines, and line segments.

Vocabulary: plane, point, line segment, line, endpoint

Materials:
- Geometric shapes cut from construction paper
- Geometric solids
- Pattern blocks
- Blank transparency
- Rulers
- Colored Pencils
- Crayons

Procedure: Part I. (Lesson Readiness)
- Display various geometric shapes and geometric solids. Invite two volunteers to sort the figures into two groups: flat and not flat. Discuss how the figures in the two sets are alike and how they are different. (Flat figures have only one surface; solid figures are 3-dimensional.)
- Distribute pattern blocks to pairs of students. Have them work together to sort blocks into categories of their own choosing. Then ask each student to create a pattern with the blocks; have the partner describe and show the next block pattern.

Part II. (Teaching the Lesson)
- Place a blank transparency on the overhead. Ask students to imagine it going on forever in all directions- and still staying flat. Explain that a never ending flat surface is called a plane. Now draw two dots on the transparency. Label them A and B. Tell students that point A and point B are points in the plane.
- Ask a volunteer to use a ruler to draw a straight path on the transparency from A to B. Elicit that the figure drawn is straight and that it ends at the points A and B. Point out that this figure is called a line segment; it is straight and has two endpoints. Now extend the line segment past the endpoints and draw arrows at the end of the extensions. Explain that the
arrows mean the figure now go on forever in both directions. Tell students that this is called a line.

- Have volunteers read aloud each definition on page 326. As each definition is read, draw and label the figure on the board or overhead, identify it by its name, and discuss the symbol used when writing it.

**Part III (Practice and Apply Knowledge)**

- As you work through exercises 1-8 on page 326 with the class, have volunteers come to the board to write the name of each figure using symbols.
- Ask volunteers to do exercises 9, 10, and 11 at the top of page 327 at the board while the remaining students work at their desks. Discuss students’ drawings.

**Part IV Closure (Wrapping up the Lesson)**

- In their Math Journals, have students draw and label examples of a point, line, and line segment. Have them define each in their own words.
Lesson Plan Two

Objective: To determine whether an angle is acute, obtuse, right or straight.

Vocabulary: angle, vertex, right angle, protractor, acute angle, obtuse angle, straight angle

Materials:
- 1-inch by 8-inch strips of construction paper
- Paper fasteners
- Protractor
- Rectangular dot paper

Procedure: Part I. (Lesson Readiness)
- Have one student draw a point on the board and label it A. Have another student draw a line and label it BC. Ask the third student to draw a line segment and label it DE. Ask students to name the line and the line segment.

Part II. (Teaching the Lesson)
- Distribute two 1-inch by 8-inch paper strips and a paper fastener to each pair of students.
- Show students how to make an angle marker by fastening the strips together at one end so that the angle created can be adjusted.
- Let students experiment with the angle marker by opening it to different widths. Have them make different V-shaped figures on paper by tracing along the inner sides of their angle marker. Point out that these V-shaped figures form angles.
- Ask if anyone made an angle with square corners. Explain that angles with square corners are called right angles.
- Direct students to the definition of angle. Relate this definition to the angles they drew in the Teaching the Lesson activity.

- Discuss the ways to name angle PQR. Stress that in an angle, the vertex is the endpoint and that when using three letters to name an angle, the vertex is always the middle letter.
• Have students label one or two of the angles they drew in the *Teaching the Lesson* activity and share their labeled angles with the class.

• Ask a student to read aloud the definition of right angle in the teaching box on page 329. Tell students that angles are measured using a protractor and there is in units of degrees. Point out that a red right angle symbol represents a right angle.

• At the overhead, use a protractor to demonstrate that the measure of a right angle is 90 degrees.

• Distribute protractors. Have students locate the 0 and 90 degree marks. Demonstrate how to use a protractor to tell whether an angle is right, acute, or obtuse.

• Instruct students to draw one of each kind of angle. Make sure students understand that the measure of an angle is determined by the distance between its sides not by the length of the sides.

**Part III (Practice and Apply Knowledge)**

• Have volunteers do exercise 1-5 on page 328 at the board. Discuss students’ drawings. Then do exercises 6, 7, and 9 orally with the class.

**Part IV Closure (Wrapping up the Lesson)**

• On rectangular dot paper have students draw, label and name each of the following: a right angle, an acute angle, and an obtuse angle.
Lesson Plan Three

Objective: To classify sets of lines as intersecting, perpendicular or parallel.

Vocabulary: intersecting lines, perpendicular lines, parallel lines

Materials:
- Regular dot paper
- Teacher-made transparency
- Rulers
- Colored Pencils

Procedure: Part I. (Lesson Readiness)
- Have volunteers draw lines on the overhead, label two points and name each line.
- Ask volunteers to draw and label right angles on the overhead. Remind students about the symbol used to indicate that an angle is a right angle. Have other volunteers name the angles.

Part II. (Teaching the Lesson)
- Distribute rectangular dot paper and rulers to students. Ask students to work along with you as you demonstrate on a dot paper transparency at the overhead. Draw and label the pair of intersecting lines illustrated at the top of page 330. Ask how the lines are related to one another (they cross), and name the point at which the lines cross. (point E) Explain that the lines that cross are called intersecting lines.
- Now draw and label the perpendicular lines. Ask how the pair of lines is similar to the first pair of lines. Ask how the pairs of lines are different. Explain that intersecting lines that form right angles are called perpendicular lines.
- Next, draw and label the parallel lines illustrated in the display. Remind students that lines go on forever and point out that this pair of lines will always stay the same distance apart. Explain these lines are called parallel lines.
• Have volunteers read aloud each definition of intersecting lines, perpendicular lines, and parallel lines on page 330. Stress that each pair of lines is in the same plane. Review the fact that lines go on forever in both directions, so that when they are extended they will meet at one point or stay an equal distance apart.

Part III (Practice and Apply Knowledge)
• Do exercises 1-3 on page 330 orally with the class. Ask students to explain their reasoning. Note in exercise 3, the intersecting lines are also perpendicular.
• Have students name each of the lines in the drawing at the top right of page 331 orally.

Part IV Closure (Wrapping up the Lesson)
• Have students identify and discuss examples of parallel and perpendicular line segments in everyday objects around the classroom.
A plane is a flat surface that extends indefinitely in all directions. The surface of a table or a sheet of paper are both parts of planes.

A point names a location in space. A, B, and X are points in a plane.

A • B • X

Read: point A, point B, point X
Write: A, B, X

A line is straight. It is a set of points that extends forever in opposite directions.

G ↔ H

Read: line GH or line HG
Write: GH or HG

A line segment is the part of a line between two endpoints.

D ——— E

Read: line segment DE or line segment ED
Write: DE or ED

Identify each as a point, line, or line segment. Use symbols.

1. ● R
2. Y
3. F ——— G
4. M
5. H
6. L
7. P ——— Q
8. W

326 Chapter 10
Draw and label each.

9. $TV$  
10. $K$  
11. $ST$  
12. $FG$
13. $D$  
14. $PQ$  
15. $LM$  
16. $Z$

Which figures are line segments?

17. a.  
18. a.

b.  
18. b.  

c.  
18. c.  

d.  
18. d.  

d.

Name each line two ways.

19.  
20.  
21.  

Name each line segment two ways.

22.  
23.  
24.  

CHALLENGE

You can name a line by naming any two points on the line in any order.

25. Write 6 names for this line: 

26. Write 12 names for this line: 

10-2 Rays and Angles

A ray is the part of a line that starts at an endpoint. A ray goes on forever in one direction.

Read: ray $\overline{KJ}$
Write: $K\overline{J}$

Read the endpoint first.

An angle is formed by two rays with the same endpoint.

The rays form the sides of the angle.

The common endpoint is the vertex of the angle.

Read: angle $Q$, angle $PQR$, or angle $RQP$
Write: $\angle Q$ or $\angle PQR$ or $\angle RQP$

When you name an angle with three letters, the vertex is always the middle letter.

Draw and label each figure.

1. $\angle DEF$  
2. $\overrightarrow{ED}$  
3. $\angle FED$  
4. $\angle H$  
5. ray $EF$

Name each figure.

6.  

7.  

8.  

Name each angle three ways.

9.  

10.  

11.  

Chapter 10
Measuring Angles

You can measure angles in degrees (°) using a protractor. Measure an angle by measuring the distance between its sides.

Right Angle
- forms a square corner
- measures 90°

Acute Angle
- measures less than 90°

Obtuse Angle
- measures more than 90°, but less than 180°

Straight Angle
- measures 180°

Use a protractor to tell whether each angle is right, acute, obtuse, or straight.

12.  

13.  

14.  

15.  

16.  

17.  

18.  

Chapter 10 329
Parallel and Perpendicular Lines

- Intersecting lines are lines that meet or cross at a common point.
  \[ \overrightarrow{AB} \text{ and } \overrightarrow{CD} \text{ intersect at point } E. \]

- Perpendicular lines are intersecting lines that form four right angles.
  Read: line \( FG \) is perpendicular to line \( HI \)
  Write: \( FG \perp HI \)

- Parallel lines are lines in the same plane that never intersect.
  Read: line \( KL \) is parallel to line \( MN \)
  Write: \( KL \parallel MN \)

Line segments can also be intersecting, perpendicular, or parallel.

Write intersecting or parallel to describe each pair of lines.

1. \[ \overrightarrow{\text{Intersection}} \]
2. \[ \overrightarrow{\text{Parallel}} \]
3. \[ \overrightarrow{\text{Perpendicular}} \]
Use the figure at the right.

4. At what point does \( \overrightarrow{EH} \) intersect \( \overrightarrow{KL} \)?

5. Name the lines that appear to be parallel lines.

6. What kind of angle is \( \angle IBA \)?

7. Name two pairs of perpendicular lines.

8. Is \( \angle FGL \) acute or obtuse?

Copy these lines on dot paper.
Use these lines for exercises 9–12.

\[ \begin{align*}
\cdot \cdot \cdot \cdot \\
\cdot \cdot \cdot \cdot \\
\cdot \cdot \cdot \cdot \\
\cdot \cdot \cdot \cdot
\end{align*} \]

Draw a line segment that:

9. is perpendicular to both red lines.

10. is parallel to the green line and intersects the blue line.

11. intersects one red line but not the other.

12. is perpendicular to the green line.

**Critical Thinking**

13. Are \( \overrightarrow{RS} \) and \( \overrightarrow{XY} \) parallel, intersecting, or neither? Explain your answer in your Math Journal.
What's Your Angle, Pythagoras?

by Julie Ellis, Phyllis Hornung (Illustrator)

Overview - Young Pythagoras can't seem to stay out of trouble. Every time he tries to help, people get angry. On a trip to Egypt, his curiosity helps him to discover the secret of the right triangle. This story is a clever introduction to the Pythagorean Theorem. In ancient Greece, young Pythagoras discovers a special number pattern (the Pythagorean theorem) and uses it to solve problems involving right triangles. ... See more details below

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<th>Marketplace</th>
</tr>
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<tbody>
<tr>
<td>NOOK Book (1)</td>
<td>$6.99</td>
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<tr>
<td>Paperback (1)</td>
<td>$7.15</td>
<td>$3.14</td>
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<tr>
<td>Hardcover (2)</td>
<td>——</td>
<td>$12.22</td>
</tr>
</tbody>
</table>

Note: Kids' Club Eligible. See More Details

Customers Who Bought This Also Bought