

MATH-ESE Workshop
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COVER SHEET

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Lesson #1: Identifying Pairs of Angles Formed by Transversals (Mastering Math Vocabulary Lesson)

This lesson identifies troublesome mathematics vocabulary and develops a strategy to help students assimilate new vocabulary. By having the students check their quiz by the note cards they had made and studied by, they were given the opportunity to reflect on their work.

Lesson #2: The Student-Generated Word Problems

This lesson develops higher-level knowledge of math content for the public schools, develops their reading comprehension of math problems because they have to make up their own. They have to apply math skills to real-life situations and put that situation into words.

Name: Ellen Montgomery

Grade Level/Subject: Geometry

Topic: Identifying Pairs of Angles Formed by Transversals

Objectives (P.A.S.S.): 1.1.a Identify the relationships of parallel lines with a transversal
1.1.b Identify relationships between pairs of angles

Introduction: Review the pairs of angles we have already covered:
adjacent, complementary, supplementary, linear, vertical.
Sketch a pair of lines that appear to be parallel with a transversal.
Identify as many pairs as we already know.

Instructional process: Identify one pair of corresponding angles: same position as relating to the two lines--to the right of the transversal and above the top line/to the right of the transversal and above the bottom line. Have students find three other pairs.

Continue with each pair: corresponding, alternate interior, alternate exterior, consecutive interior (same side interior). Indicate the pairs with appropriate designation on the picture of parallel-looking lines cut by a transversal. Have students write the definitions in their taxonomy.

Closure: Each student was given four note cards on which they put the picture of a pair on one side, and the appropriate angle pair name on the other. They were then grouped in pairs to study, using the cards.

Assessment: After 10 minutes of study time, a quiz on the overhead was given. They then checked themselves using their own notecards.

Modifications/Accommodations: This particular class requires repeated instruction and numerous learning tools to succeed. I was able to lead the other class in introducing the Corresponding Angles Postulate with the theorems pertaining to parallel lines.

Reflection: I had already taught my faster class, so I knew to take smaller increments here. Some of them were able to learn the basics of this terminology immediately, but, of course, this was a mere introduction to the vocabulary for this class.

Interaction in the study cards seemed beneficial. Learning the concepts will be the next step.