

11-1 Lesson Planning Guide

(pp. 548–553)

Teacher's Name _____ Dates _____

Grade _____ Class _____ M Tu W Th F

Materials/resources needed: _____

Objectives

- _____ 11-1.1: Identify points, lines, planes, rays, segments, angles, and parallel, perpendicular, and skew lines.
- _____ 11-1.2: Classify angles as acute, right, or obtuse.
- _____ **Georgia Quality Core Curriculum, Pre-Algebra: 1, 9, 10, 20**

NCTM Curriculum Standards: 1, 4, 6-10

1 FOCUS

- _____ 5-Minute Check, *TWE*, p. 548
- _____ ⇔ Transparency 11-1A
- _____ Motivating the Lesson, Questioning, *TWE*, p. 548

2 TEACH


- _____ In-Class Examples, *TWE*, pp. 549, 550
- _____ ⇔ Transparency 11-1B
- _____ Reteaching, Work Backward, *TWE*, p. 551
- _____ ⇔ Study Guide Masters, p. 91
- _____ Alternative Learning Styles, Kinesthetic, *TWE*, p. 548
- _____ Math Lab 11-1B, *SE*, pp. 554–555

3 PRACTICE/APPLY

- _____ Checking Your Understanding, *SE*, p. 551
- _____ Error Analysis, *TWE*, p. 552

Homework Assignments

- _____ Core: 19–45 odd, 46, 47, 49–58
- _____ Enriched: 18–44 even, 46–58
- _____ Alternate Assignment: _____

- _____ Extra Practice, *SE*, p. 767
- _____ ⇔ Practice Masters, p. 91
- _____ ⇔ Real-World Applications, 25
- _____ ⇔  Georgia Parent and Student Study Guide Workbook, p. 101

4 ASSESS

- _____ Closing Activity, Modeling, *TWE*, p. 553
- _____ Extension, Using Models, *TWE*, p. 553
- _____ ⇔ Enrichment Masters, p. 91
- _____ ⇔ Group Activity Card 11-1

KEY *SE* = Student Edition *TWE* = Teacher's Wraparound Edition ⇔ = Other Program Components

11-2 Lesson Planning Guide



(pp. 556–560)

Teacher's Name _____ Dates _____

Grade _____ Class _____ M Tu W Th F

Materials/resources needed: _____

Objectives

- _____ 11-2: Make a circle graph to illustrate data.
- _____ Georgia Quality Core Curriculum, Pre-Algebra: 1, 9, 31, 45

NCTM Curriculum Standards: 1, 5-10

1 FOCUS

- _____ 5-Minute Check, *TWE*, p. 556
- _____ ⇔ Transparency 11-2A
- _____ Motivating the Lesson, Questioning, *TWE*, p. 556

2 TEACH

- _____ In-Class Examples, *TWE*, p. 557
- _____ ⇔ Transparency 11-2B
- _____ Reteaching, Using Data, *TWE*, p. 558
- _____ ⇔ Study Guide Masters, p. 92
- _____ ⇔ Interactive Mathematics Tools Software, 11-2

3 PRACTICE/APPLY

- _____ Checking Your Understanding, *SE*, p. 557
- _____ Error Analysis, *TWE*, p. 558

Homework Assignments

- _____ Core: 9, 11–13, 15, 17–21
- _____ Enriched: 10–21
- _____ Alternate Assignment: _____

- _____ Extra Practice, *SE*, p. 767
- _____ ⇔ Practice Masters, p. 92
- _____ ⇔ Real-World Applications, 26
- _____ ⇔ Tech Prep Applications Masters, p. 21
- _____ ⇔ Georgia Parent and Student Study Guide Workbook, p. 102

4 ASSESS

- _____ Closing Activity, Speaking, *TWE*, p. 560
- _____ Extension, Using Models, *TWE*, p. 559
- _____ ⇔ Enrichment Masters, p. 92
- _____ ⇔ Activity Masters, p. 11
- _____ ⇔ Group Activity Card 11-2

KEY *SE* = Student Edition *TWE* = Teacher's Wraparound Edition ⇔ = Other Program Components

11-3 Lesson Planning Guide

(pp. 561–566)

Teacher's Name _____ Dates _____

Grade _____ Class _____ M Tu W Th F

Materials/resources needed: _____

Objectives

_____ 11-3: Identify the relationships of vertical, adjacent, complementary, supplementary angles, and angles formed by two parallel lines and a transversal.

_____ **Georgia Quality Core Curriculum, Pre-Algebra: 1, 9, 10, 20, 27**

NCTM Curriculum Standards: 1, 6-10

1 FOCUS

_____ 5-Minute Check, *TWE*, p. 561

_____ ⇔ Transparency 11-3A

_____ Motivating the Lesson, Situational Problem, *TWE*, p. 562

2 TEACH

_____ In-Class Examples, *TWE*, pp. 562–564

_____ ⇔ Transparency 11-3B

_____ Reteaching, Using Diagrams, *TWE*, p. 564

_____ ⇔ Study Guide Masters, p. 93

_____ Alternative Teaching Strategies, Student Diversity, *TWE*, p. 562

_____ Math Lab 11-3B, *SE*, p. 567

3 PRACTICE/APPLY

_____ Checking Your Understanding, *SE*, p. 564

Homework Assignments

_____ Core: 17–43 odd, 44–51

_____ Enriched: 18–38 even, 40–51

_____ Alternate Assignment: _____

_____ Extra Practice, *SE*, p. 767

_____ ⇔ Practice Masters, p. 93

_____ ⇔  Georgia Parent and Student Study Guide Workbook, p. 103

4 ASSESS

_____ Closing Activity, Writing, *TWE*, p. 566

_____ Assessment and Evaluation Masters, Quiz A, p. 295

_____ Extension, Using Proofs, *TWE*, p. 566

_____ ⇔ Enrichment Masters, p. 93

_____ ⇔ Activity Masters, p. 25

_____ ⇔ Group Activity Card 11-3

KEY *SE* = Student Edition *TWE* = Teacher's Wraparound Edition ⇔ = Other Program Components

11-4 Lesson Planning Guide



(pp. 568–572)

Teacher's Name _____ Dates _____

Grade _____ Class _____ M Tu W Th F

Materials/resources needed: _____

Objectives

- _____ 11-4.1: Find the missing angle measure of a triangle.
- _____ 11-4.2: Classify triangles by angles and sides.
- _____ **Georgia Quality Core Curriculum, Pre-Algebra: 1, 11, 28**

NCTM Curriculum Standards: 1, 6-10

1 FOCUS

- _____ 5-Minute Check, *TWE*, p. 568
- _____ ⇨ Transparency 11-4A
- _____ Motivating the Lesson, Hands-On Activity, *TWE*, p. 569

2 TEACH

- _____ In-Class Examples, *TWE*, p. 569
- _____ ⇨ Transparency 11-4B
- _____ Reteaching, Using Manipulatives, *TWE*, p. 570
- _____ ⇨ Study Guide Masters, p. 94
- _____ ⇨ Interactive Mathematics Tools Software, 11-4

3 PRACTICE/APPLY

- _____ Checking Your Understanding, *SE*, p. 570

Homework Assignments

- _____ Core: 13–35 odd, 36–41
- _____ Enriched: 12–30 even, 31–41
- _____ Alternate Assignment: _____

- _____ Extra Practice, *SE*, p. 768
- _____ ⇨ Practice Masters, p. 94
- _____ ⇨ Georgia Parent and Student Study Guide Workbook, p. 104

4 ASSESS

- _____ Closing Activity, Modeling, *TWE*, p. 572
- _____ Self Test, *SE*, p. 572
- _____ Extension, Using Writing, *TWE*, p. 572
- _____ ⇨ Enrichment Masters, p. 94
- _____ ⇨ Group Activity Card 11-4

KEY *SE* = Student Edition *TWE* = Teacher's Wraparound Edition ⇨ = Other Program Components

11-5 Lesson Planning Guide



(pp. 573–577)

Teacher's Name _____ Dates _____

Grade _____ Class _____ M Tu W Th F

Materials/resources needed: _____

Objectives

- _____ 11-5: Identify congruent triangles and corresponding parts of congruent triangles.
- _____ **Georgia Quality Core Curriculum, Pre-Algebra: 1, 32**

NCTM Curriculum Standards: 1, 6-10

1 FOCUS

- _____ 5-Minute Check, *TWE*, p. 573
- _____ ⇔ Transparency 11-5A
- _____ Motivating the Lesson, Questioning, *TWE*, p. 573

2 TEACH

- _____ In-Class Examples, *TWE*, pp. 574, 575
- _____ ⇔ Transparency 11-5B
- _____ Reteaching, Using Models, *TWE*, p. 575
- _____ ⇔ Study Guide Masters, p. 95
- _____ Alternative Learning Styles, Visual, *TWE*, p. 573
- _____ ⇔ Math Lab and Modeling Math Masters, p. 86

3 PRACTICE/APPLY

- _____ Checking Your Understanding, *SE*, p. 575

Homework Assignments

- _____ Core: 9–27 odd, 29–33
- _____ Enriched: 10–22 even, 24–33
- _____ Alternate Assignment: _____

- _____ Extra Practice, *SE*, p. 768
- _____ ⇔ Practice Masters, p. 95
- _____ ⇔ Georgia Parent and Student Study Guide Workbook, p. 105

4 ASSESS

- _____ Closing Activity, Writing, *TWE*, p. 577
- _____ ⇔ Assessment and Evaluation Masters, Quiz B, p. 295
- _____ ⇔ Assessment and Evaluation Masters, Mid-Chapter Test, p. 294
- _____ Extension, Using Manipulatives, *TWE*, p. 577
- _____ ⇔ Enrichment Masters, p. 95
- _____ ⇔ Group Activity Card 11-5

KEY *SE* = Student Edition *TWE* = Teacher's Wraparound Edition ⇔ = Other Program Components

11-6 Lesson Planning Guide



(pp. 578–583)

Teacher's Name _____ Dates _____

Grade _____ Class _____ M Tu W Th F

Materials/resources needed: _____

Objectives

_____ 11-6.1: Identify corresponding parts and find missing measures of similar triangles.

_____ 11-6.2: Solve problems involving indirect measurement by using similar triangles.

_____ **Georgia Quality Core Curriculum, Pre-Algebra: 1, 36, 40**

NCTM Curriculum Standards: 1, 4, 6-10

1 FOCUS

_____ 5-Minute Check, *TWE*, p. 578

_____ ⇨ Transparency 11-6A

_____ Motivating the Lesson, Situational Problem, *TWE*, p. 579

2 TEACH

_____ In-Class Examples, *TWE*, pp. 579, 580

_____ ⇨ Transparency 11-6B

_____ Reteaching, Using Models, *TWE*, p. 581

_____ ⇨ Study Guide Masters, p. 96

_____ Cooperative Learning, Co-op Co-op, *TWE*, p. 579

_____ ⇨ Math Lab and Modeling Math Masters, p. 70

3 PRACTICE/APPLY

_____ Checking Your Understanding, *SE*, p. 581

_____ Error Analysis, *TWE*, p. 582

Homework Assignments

_____ Core: 13–23 odd, 24–28

_____ Enriched: 12–18 even, 19–28

_____ Alternate Assignment: _____

_____ Extra Practice, *SE*, p. 768

_____ ⇨ Practice Masters, p. 96

_____ ⇨ Tech Prep Applications Masters, p. 22

_____ ⇨ Georgia Parent and Student Study Guide Workbook, p. 106

4 ASSESS

_____ Closing Activity, Modeling, *TWE*, p. 583

_____ Extension, Logical Thinking, *TWE*, p. 583

_____ ⇨ Enrichment Masters, p. 96

_____ ⇨ Group Activity Card 11-6

KEY *SE* = Student Edition *TWE* = Teacher's Wraparound Edition ⇨ = Other Program Components

11-7 Lesson Planning Guide

(pp. 584–588)

Teacher's Name _____ Dates _____

Grade _____ Class _____ M Tu W Th F

Materials/resources needed: _____

Objectives

_____ 11-7: Find the missing angle measure of a quadrilateral, classify quadrilaterals, and explore similar quadrilaterals.

_____ Georgia Quality Core Curriculum, Pre-Algebra: 1, 27

NCTM Curriculum Standards: 1, 6-10

1 FOCUS

_____ 5-Minute Check, *TWE*, p. 584

_____ ⇔ Transparency 11-7A

_____ Motivating the Lesson, Hands-On Activity, *TWE*, p. 584

2 TEACH

_____ In-Class Examples, *TWE*, p. 585

_____ ⇔ Transparency 11-7B

_____ Reteaching, Using Diagrams, *TWE*, p. 586

_____ ⇔ Study Guide Masters, p. 97

_____ Cooperative Learning, Formations, *TWE*, p. 585

3 PRACTICE/APPLY

_____ Checking Your Understanding, *SE*, p. 586

_____ Error Analysis, *TWE*, p. 587

Homework Assignments

_____ Core: 11–33 odd, 35–40

_____ Enriched: 10–28 even, 29–40

_____ Alternate Assignment: _____

_____ Extra Practice, *SE*, p. 768

_____ ⇔ Practice Masters, p. 97

_____ ⇔ Georgia Parent and Student Study Guide Workbook, p. 107

4 ASSESS

_____ Closing Activity, Writing, *TWE*, p. 588

_____ ⇔ Assessment and Evaluation Masters, Quiz C, p. 296

_____ Extension, Using Analysis, *TWE*, p. 587

_____ ⇔ Enrichment Masters, p. 97

_____ ⇔ Group Activity Card 11-7

KEY *SE* = Student Edition *TWE* = Teacher's Wraparound Edition ⇔ = Other Program Components

11-8 Lesson Planning Guide



(pp. 589–593)

Teacher's Name _____ Dates _____

Grade _____ Class _____ M Tu W Th F

Materials/resources needed: _____

Objectives

_____ 11-8: Classify polygons and determine the sum of the measures of the interior and exterior angles of a polygon.

_____ **Georgia Quality Core Curriculum, Pre-Algebra: 1, 20, 22, 28**

NCTM Curriculum Standards: 1, 6-10

1 FOCUS

_____ 5-Minute Check, *TWE*, p. 589

_____ ⇨ Transparency 11-8A

_____ Motivating the Lesson, Questioning, *TWE*, p. 590

2 TEACH

_____ In-Class Examples, *TWE*, pp. 590, 591

_____ ⇨ Transparency 11-8B

_____ Reteaching, Using Models, *TWE*, p. 592

_____ ⇨ Study Guide Masters, p. 98

_____ Alternative Learning Styles, Kinesthetic, *TWE*, p. 589

_____ Alternative Teaching Strategies, Reading Mathematics, *TWE*, p. 590

_____ ⇨ Interactive Mathematics Tools Software, 11-8

_____ Math Lab 11-8B, *SE*, p. 594

3 PRACTICE/APPLY

_____ Checking Your Understanding, *SE*, p. 591

_____ Error Analysis, *TWE*, p. 591

Homework Assignments

_____ Core: 11–29 odd, 30–34

_____ Enriched: 12–26 even, 27–34

_____ Alternate Assignment: _____

_____ Extra Practice, *SE*, p. 768

_____ ⇨ Practice Masters, p. 98

_____ ⇨ Georgia Parent and Student Study Guide Workbook, p. 108

4 ASSESS

_____ Closing Activity, Speaking, *TWE*, p. 593

_____ Extension, Using Constructions, *TWE*, p. 593

_____ ⇨ Enrichment Masters, p. 98

_____ ⇨ Activity Masters, p. 43

_____ ⇨ Multicultural Activity Masters, p. 21

_____ ⇨ Group Activity Card 11-8

KEY *SE* = Student Edition *TWE* = Teacher's Wraparound Edition ⇨ = Other Program Components

11-9 Lesson Planning Guide

(pp. 595–599)

Teacher's Name _____ Dates _____

Grade _____ Class _____ M Tu W Th F

Materials/resources needed: _____

Objectives

_____ 11-9.1: Identify and draw reflections, translations, and rotations.

_____ 11-9.2: Identify and draw symmetric figures.

_____ **Georgia Quality Core Curriculum, Pre-Algebra: 1, 21, 32, 33**

NCTM Curriculum Standards: 1, 6-10

1 FOCUS

_____ 5-Minute Check, *TWE*, p. 595

_____ ⇨ Transparency 11-9A

_____ Motivating the Lesson, Hands-On Activity, *TWE*, p. 596

2 TEACH

_____ In-Class Examples, *TWE*, p. 596

_____ ⇨ Transparency 11-9B

_____ Reteaching, Using Manipulatives, *TWE*, p. 597

_____ ⇨ Study Guide Masters, p. 99

_____ Alternative Learning Styles, Auditory, *TWE*, p. 595

_____ ⇨ Graphing Calculator Masters, p. 11

3 PRACTICE/APPLY

_____ Checking Your Understanding, *SE*, p. 597

Homework Assignments

_____ Core: 9–19 odd, 20–21, 23–28

_____ Enriched: 10–18 even, 20–28

_____ Alternate Assignment: _____

_____ Extra Practice, *SE*, p. 769

_____ ⇨ Georgia Parent and Student Study Guide Workbook, p. 109

_____ ⇨ Practice Masters, p. 99

4 ASSESS

_____ Closing Activity, Modeling, *TWE*, p. 599

_____ ⇨ Assessment and Evaluation Masters, Quiz D, p. 296

_____ Extension, Using Research, *TWE*, p. 598

_____ ⇨ Enrichment Masters, p. 99

_____ ⇨ Activity Masters, p. 44

_____ ⇨ Multicultural Activity Masters, p. 22

_____ ⇨ Group Activity Card 11-9

Review and Assessment Options

_____ Chapter 11 Highlights, *SE*, p. 601

_____ Chapter 11 Study Guide and Assessment, *SE*, pp. 602–604

_____ Chapter 11 Alternative Assessment, *SE*, p. 605

_____ ⇨ Assessment and Evaluation Masters, Chapter 11 Tests, pp. 281–292; Performance Assessment, p. 293; Standardized Test Practice, p. 297; Cumulative Review, pp. 298–299

_____ Chapter 11 Test, *SE*, p. 784

_____ ⇨ MindJogger Videoquizzes, Chapter 11

_____ ⇨ State Test Preparation CD-ROM

_____ ⇨ Test and Review Software

_____ ⇨ Georgia Parent and Student Study Guide Workbook, p. 110

_____ ⇨ Georgia Stanford 9 Practice and Sample Test Workbook

KEY *SE* = Student Edition *TWE* = Teacher's Wraparound Edition ⇨ = Other Program Components