

# 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.

\_\_\_\_\_ State/local objectives: \_\_\_\_\_

## 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

\_\_\_\_\_ ⇨  *South Carolina 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.
- \_\_\_\_\_ **South Carolina Math Curriculum Standards, Grade 8: NO I.A.1., NO III.A.1., NO III.B.1., DAP I.B.3.**
- \_\_\_\_\_ State/local objectives: \_\_\_\_\_

## 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
- \_\_\_\_\_ ⇨  *South Carolina 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

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# 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.

\_\_\_\_\_ **South Carolina Math Curriculum Standards, Grade 8: GEO IV.A.1.**

\_\_\_\_\_ State/local objectives: \_\_\_\_\_

## 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

\_\_\_\_\_ ⇨  *South Carolina 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

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# 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.

\_\_\_\_\_ **South Carolina Math Curriculum Standards, Grade 8: GEO IV.A.1., DAP I.B.3.**

\_\_\_\_\_ State/local objectives: \_\_\_\_\_

## 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

\_\_\_\_\_ ⇨  *South Carolina 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

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# 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.

\_\_\_\_\_ State/local objectives: \_\_\_\_\_

## 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

\_\_\_\_\_ ⇔  *South Carolina 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

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# 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.
- \_\_\_\_\_ **South Carolina Math Curriculum Standards, Grade 8: NO III.D.1., NO III.D.2., GEO I.B.1., GEO III.A.1., GEO IV.E.1., MEA II.E.1.**
- \_\_\_\_\_ State/local objectives: \_\_\_\_\_

## 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
- \_\_\_\_\_ ⇨  *South Carolina 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.

\_\_\_\_\_ **South Carolina Math Curriculum Standards, Grade 8: NO III.D.1., NO III.D.2., GEO I.A.1., GEO IV.E.1., MEA II.E.1.**

\_\_\_\_\_ State/local objectives: \_\_\_\_\_

## 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

\_\_\_\_\_ ⇨  *South Carolina 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

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# 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.

\_\_\_\_\_ State/local objectives: \_\_\_\_\_

## 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

\_\_\_\_\_ ⇨  *South Carolina 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

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# 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.

\_\_\_\_\_ **South Carolina Math Curriculum Standards, Grade 8: GEO II.A.1., GEO III.B.1., GEO IV.E.1.**

\_\_\_\_\_ State/local objectives: \_\_\_\_\_

## 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

\_\_\_\_\_ ⇨ *South Carolina 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

\_\_\_\_\_ ⇨ *South Carolina Parent and Student Study Guide Workbook*, p. 110

\_\_\_\_\_ ⇨ *South Carolina PACT Workbook and Test Preparation, Grade 8*

\_\_\_\_\_ ⇨ 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

\_\_\_\_\_ ⇨ Test and Review Software

\_\_\_\_\_ ⇨ *MindJogger Videoquizzes*, Chapter 11

\_\_\_\_\_ ⇨ *State Test Preparation CD-ROM*

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