

Math & Science Collaborative Lesson Plan



Northwest Educational
Service District 189

Together We Can

Lesson Title: ALL ABOUT LINES!

Unit Learning Target (Standard/Performance Expectation(s)) 3.4.A CCSSM 4.G.1 Identify and sketch parallel, intersecting, and perpendicular lines and line segments.	
Building Block or Lesson Learning Target: Compare and contrast perpendicular, intersecting, and parallel lines and line segments.	Student Success Criteria: Students can correctly define and explain what makes two lines parallel or intersecting and identify “real-life” examples.
Previous Lesson Learning Target: Define, draw, demonstrate, identify, and explain the difference between lines and line segments.	
Target Introduction/ Thinking Question * “What is similar and different about these lines?” <div style="text-align: center;"> </div>	
Lesson Progression (Flow) with Talk-Structures (Student Discourse) Draw lines on the board and students copy into their journals. Discuss in small group teams, the similarities and differences between examples and record the answers to later be written on the board. Introduce explain and distinguish the term “parallel lines” as lines that continue and never touch or Intersect. (cross) Make a list of examples of parallel lines from around the classroom. Introduce explain and distinguish the term “intersecting lines” as lines that cross or Intersect at some point. Provide visual examples of several different formats of intersecting lines by using ling dowels	Key terms for this lesson lines, line segments, parallel, perpendicular, Intersecting, compare, contrast, define, demonstrate, explain similar different
	Formative Task or Question* <i>Designed to elicit student misconception(s)</i> If I make these two lines () extend, do you think they will ever cross? How can you prove they will not intersect?
Lesson Closure “Study objects and/or places in the classroom that are examples of parallel or intersecting lines.”	Forms of Student Discourse to include: Student to Teacher Student to Student Student to small Group Small group to small group Large Group discussion
	Exit Task* Verbally give an example and explain either parallel or intersecting lines using the correct vocabulary.

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Do the Math for the Thinking Question

There is no numerical math involved in this lesson – only symbolic.



Lesson Anticipated Misconceptions:

Not recognizing the difference between intersecting and not intersecting.

Lesson Instructional Adjustment(s) (if needed)

Tied to common misconception(s)

Review of geometric lines terms

Manipulatives and materials to include and have ready to support the lesson *

Pencil and paper (journals)

Dowels

Straws – skewers

String

* Opportunity for formative assessment