LESSON PLAN (Linda Bolin)

<table>
<tr><td colspan="2">Lesson Title: Angle Attributes and Measures
Course: Math 7 Date</td></tr>
<tr><td colspan="2">Utah State Core Content and Process Standards:
4.1c Draw label and describe attributes of angles, 4.2b Measure angles</td></tr>
<tr><td colspan="2">Lesson Objective(s):
Students will describe angle attributes and will be able to measure and estimate measures for angles.</td></tr>
<tr><td>Enduring Understanding (Big Ideas):
Angles are a basic idea in geometric thought and measurement</td><td>Essential Questions:
• Where are examples of angles found in the real-world?
• How can I describe the attributes for an angle?
• What is the measure for a given angle?</td></tr>
<tr><td>Skill Focus:
Recognize attributes of angles
Measure angles
Estimate angle measures</td><td>Vocabulary Focus:
angle, vertex, protractor, degree, acute, right, obtuse</td></tr>
<tr><td colspan="2">Materials:
• Angle Sort paper
• Measuring Angles worksheets
• Measuring angles quiz
• Classifying Angles song overhead
• Scissors
• Protractors
• Two-Colored Circular manipulative (made with small plastic plates)
• Paper for foldable</td></tr>
<tr><td colspan="2">Assessment (Traditional/Authentic): Student performance tasks, question responses, Quiz</td></tr>
<tr><td colspan="2">Ways to Gain/Maintain Attention (Primacy): sorting, cooperative learning, manipulative, music, movement, virtual manipulatives-Geoboard</td></tr>
<tr><td colspan="2">Written Assignment:
Measuring Angles
Angles Foldable</td></tr>
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Content Chunks

Post vocabulary on a Word Wall or board and refer to the vocabulary during the lesson.

Lesson Segment 1: Where are examples of angles found or used in the real-world?

Guessing game: Tell students you are thinking of a geometric idea and that you will point to some examples of that idea in the room. When they think they might know what the idea you are thinking of is, they may write the idea down. After pointing to several examples that suggest where an angle might be formed, ask for responses. Ask students to describe attributes for some of the angles you pointed to such as where the vertex point might be, or where the line segments are which form the angle. Show the math symbol for angle.