

## Lesson Plan – Trigonometry Day 2 & 3

### Special Right Triangle – Reteach/Activity

Utah State Core Standard and Objective	F.TF.3 - Use special triangles to determine geometrically the values of sine, cosine, tangent for $\pi/3$ , $\pi/4$ and $\pi/6$ , and use the unit circle to express the values of sine, cosine, and tangent for $\pi - x$ , $\pi + x$ , and $2\pi - x$ in terms of their values for $x$ , where $x$ is any real number.
Essential Question	What is the relationship between the three sides of special right triangles?
How do activities, materials, etc connect to student's prior knowledge?	Students have had a special right triangle lesson in the class period before. It didn't seem like they were understanding. This lesson will be a re-teach. I am going to use chunking to help students remember the different steps.
Assessments (formative and/or summative)	Bell Ringer – Rationalizing the denominator. We talked about this in the last class. This will help me check their understanding. It will give them practice using it again before we jump in to the lesson.
Learning Activities: (include detailed description and time frame for each activity)	<p>Bell Ringer (5 min) – Rationalizing the denominator</p> <p>Lesson (50 min) – Reteach Special Right Triangles I will be using chunking. We will do five different sections: 45-45-90 given one leg, 45-45-90 given the hypotenuse, 30-60-90 given the short leg, 30-60-90 given the long leg, &amp; 30-60-90 given the hypotenuse.</p> <p>5 min – direct instruction. The examples I will use will be from the previous days homework (reviewing homework while re-teaching)</p> <p>5 min – students will find problems around the room to answer for the section they just re-learned</p> <p>repeat for each section</p>
Accommodations made for struggling and accelerated learners (grouping patterns, content literacy strategies, etc.)	<p>Group work - They can work in groups while they are working around the classroom.</p> <p>Prepared Notes - They will have notes that are already prepared to help them follow along and they can add to them to help their understanding.</p>
Differentiation (2 ways)	Steps – I will give them clear and simple steps to follow to get their answers.
Resources	Mrs. Dangerfield
How has the prior day's assessment shaped your instruction?	Students were confused in the prior days lesson. I don't feel like I taught it in the best way. I know I can do better, so we will be re-teaching the same material, but simplifying the process and steps.

# Lesson Plan Special Right Triangles

**Alva Walker Stamper**



## **Lesson Plan Special Right Triangles:**

**Geometry Iii Tm' 2001 Ed. ,** *Math for Everyone Teachers Edition* Nathaniel Rock,2007 Tired of ten pound math textbooks Tired of math textbooks with 700 to 1 000 pages Tired of massive student failure in gatekeeper math courses like Algebra I Tired of math phobic students and their parents exclaiming I hate math Maybe it is time to try a different curriculum Math For Everyone is a curriculum designed to promote massive student and teacher math success Each year s content in the six math courses 7th Grade Math Algebra I Geometry I Algebra II Math Analysis and Calculus is boiled down into its essential vocabulary and 5 7 key concepts with particular attention paid to clarity and articulation between courses Assessment includes old favorites as well as authentic assessment with rubrics and grading advice included No text is longer than 80 pages as the 5 7 key concepts can be amply demonstrated and practiced in this amount of space Math For Everyone is not only great for new math teachers and struggling math students but great for everyone Nathaniel Max Rock is an educator since 2001 and the author of more than a dozen education books He has taught the following courses 7th Grade Math Algebra I Geometry I Algebra II Math Analysis Calculus as well as California High School Exit Exam CAHSEE Prep Classes AVID Elective 9th 10th grade and Carnegie Computer classes Max s authoring topics include math education and religion

**Collaborative Teaching in Secondary Schools** Wendy W. Murawski,2009-03-31 Comparing the co teaching relationship to a marriage this resource offers a lighthearted yet comprehensive perspective on setting up conducting and maintaining a successful co teaching partnership

Middle School Math, Course 3 McDougal Littell Incorporated,2004

*Lesson Plans in Arithmetic* Alva Walker Stamper,1909

Resources in Education ,1998

Research in Education ,1974

**Foundations and Applications Geometry Iii' 99 Ed. ,** **Mathematics, the Common Core, and RTI** Dolores Burton,John Kappenberg,2013-09-12 Don t let the revolution in math education pass your teachers by Individually the Common Core and RTI are formidable enough Together they create a perfect storm of challenges with most teachers left wondering where to turn first Finally here s a resource that distills the central elements of the Common Core and RTI into a single manageable instructional strategy for serving all students It provides Real world scenarios Classroom ready work samples Content area applications Recommended online resources Guidance on special needs students behavioral issues ELLs and parent involvement

*Transforming Mathematics Instruction* Yeping Li,Edward A. Silver,Shiqi Li,2014-07-05 This book surveys and examines different approaches and practices that contribute to the changes in mathematics instruction including 1 innovative approaches that bring direct changes in classroom instructional practices 2 curriculum reforms that introduce changes in content and requirements in classroom instruction and 3 approaches in mathematics teacher education that aim to improve teachers expertise and practices It also surveys relevant theory and methodology development in studying and assessing mathematics instruction Classroom instruction is commonly seen as one of the key factors contributing to students learning of mathematics but much remains to be understood about teachers instructional practices

that lead to the development and enactment of effective classroom instruction and approaches and practices developed and used to transform classroom instruction in different education systems Transforming Mathematics Instruction is organized to help readers learn not only from reading individual chapters but also from reading across chapters and sections to explore broader themes including Identifying what is important in mathematics for teaching and learning emphasized in different approaches Exploring how students learning is considered and facilitated through different approaches and practices Understanding the nature of various approaches that are valued in different systems and cultural contexts Probing culturally valued approaches in identifying and evaluating effective instructional practices The book brings new research and insights into multiple approaches and practices for transforming mathematics instruction to the international community of mathematics education with 25 chapters and four section prefaces contributed by 56 scholars from 10 different education systems This rich collection is indispensable reading for mathematics educators researchers teacher educators curriculum developers and graduate students interested in learning about different instructional practices approaches for instructional transformation and research in different education systems It will help readers to reflect on approaches and practices that are useful for instructional changes in their own education systems and also inspire them to identify and further explore new areas of research and program development in improving mathematics teaching and learning

*Measures, Shape and Space* David Clemson, Wendy Clemson, 2002 Maths Action Plans is a series of four books for Years 4 6 P5 7 offering flexible supportive teacher and pupil resources and coherent coverage of the five strands of the Framework for Teaching Mathematics The series provides inspiring flexible activities that can be fitted into any maths scheme Each title contains clear learning objectives linked to the Framework for Teaching Maths the National Curriculum Programme of Study and the 5 14 National Guidelines for Mathematics lesson plans with up to three levels of differentiation supplementary activities for consolidation or linked work and suggestions for the application of ICT skills

**Instructor's Manual with Test Bank to Accompany Functions Modeling Change** Connally, 1999-12-15

**Research Advances in the Mathematical Education of Pre-service Elementary Teachers** Gabriel J. Stylianides, Keiko Hino, 2017-11-16 This book examines new trends and developments in research related to the mathematical education of pre service elementary teachers and explores the implications of these research advances for theory and practice in teacher education The book is organized around the following four overarching themes pre service teachers mathematics content and mathematics specific pedagogical preparation professional growth through activities and assessment tools used in mathematics teacher preparation programs pre service mathematics teachers knowledge and beliefs and perspectives on noticing in the preparation of elementary mathematics teachers Including contributions from researchers working in 11 different countries the book offers a forum for discussing and debating the state of the art regarding the mathematical preparation of pre service elementary teachers By presenting and discussing the findings of research conducted in different countries the book offers also opportunities to

readers to learn about varying teacher education practices around the world such as innovative practices in advancing or assessing teachers knowledge and beliefs similarities and differences in the formal mathematics education of teachers types of and routes in teacher education and factors that can influence similarities or differences

**Teaching Secondary and Middle School Mathematics** Daniel J. Brahier, 2016-02-12 Teaching Secondary and Middle School Mathematics combines the latest developments in research standards and technology with a vibrant writing style to help teachers prepare for the excitement and challenges of teaching secondary and middle school mathematics today In the fully revised fifth edition scholar and mathematics educator Daniel Brahier invites teachers to investigate the nature of the mathematics curriculum and reflect on research based best practices as they define and sharpen their own personal teaching styles The fifth edition has been updated and expanded with a particular emphasis on the continued impact of the Common Core State Standards for Mathematics and NCTM's just released Principles to Actions as well as increased attention to teaching with technology classroom management and differentiated instruction Features include A full new Chapter 7 on selection and use of specific tools and technology combined with Spotlight on Technology features throughout clearly illustrate the practical aspects of how technology can be used for teaching or professional development Foundational Chapters 1 and 2 on the practices and principles of mathematics education have been revised to build directly on Common Core State Standards for Mathematics and Principles to Actions with additional references to both documents throughout all chapters A new Chapter 4 focuses on the use of standards in writing objectives and organizing lesson plan resources while an updated Chapter 5 details each step of the lesson planning process A fully revised Chapter 12 provides new information on teaching diverse populations and outlines specific details and suggestions for classroom management for mathematics teachers Classroom Dialogues features draws on the author's 35 year experience as an educator to present real world teacher student conversations about specific mathematical problems or ideas How Would You React features prepares future teachers for real life scenarios by engaging them in common classroom situations and offering tried and true solutions With more than 60 practical classroom tested teaching ideas sample lesson and activities Teaching Secondary and Middle School Mathematics combines the best of theory and practice to provide clear descriptions of what it takes to be an effective teacher of mathematics

**Test Skills**, 1992 Designed to help students prepare for the Preliminary Scholastic Aptitude Test National Merit Scholarship Qualifying Test PSAT NMSQT Includes sample questions with explanations strategies and tips and a practice test

**Teaching and Learning High School Mathematics** Charlene E. Beckmann, Denise R. Thompson, Rheta N. Rubenstein, 2009-11-02 Too many high school students faced with mathematics in courses at the level of algebra and beyond find themselves struggling with abstract concepts and unwilling to pursue further study of mathematics When students curtail their course taking in mathematics they may be impacting their college and career options Thus high school mathematics teachers have the responsibility to help students recognize the value and importance of mathematics while also designing instruction that

makes mathematics accessible to all students Ball and Bass 2000 as well as other mathematics educators have recognized that mathematics teachers not only need to know mathematics content and mathematics pedagogy i e teaching strategies but they also need to know how these ideas are integrated This mathematical knowledge for teaching is the knowledge that teachers of mathematics need and it differs from the knowledge that research or applied mathematicians must know This text is designed to provide teachers with insights into this mathematical knowledge for teaching Teaching and Learning High School Mathematics is likely different from many other texts that you have used It integrates both content and pedagogy to help you develop and build your own understanding of teaching The text is designed to help you develop deep conceptual understanding of fundamental mathematics Ma 1999 so that you are able to approach mathematics from multiple perspectives with many tools Such flexibility in teaching is essential if teachers are to help all students become mathematically proficient Throughout this book you are encouraged to work in cooperative teams This strategy is designed to help you develop a mathematics learning community and build a professional network that will be a valuable resource during your professional career Hopefully you will experience the benefits of engaging in rich mathematical discussions with peers and consider how to encourage such learning environments in your own classrooms Lesson planning is another element pervasive throughout this text To help teachers plan for effective student centered lessons the Question Response Support QRS Guide is introduced in Lesson 1 1 and used throughout the remainder of the lessons The QRS Guide is a tool on which teachers may record tasks or questions Q for students expected and observed student responses R and teacher support S in the form of additional just enough questions to support students in their progress on the task In each unit teachers expand their repertoire of teaching and learning elements and strategies and incorporate these elements as they plan additional lesson segments In Unit 4 lesson planning is formally introduced as teachers put together elements from previous units into complete cohesive lesson plans

**The Perfect Score Project** Debbie Stier, 2014-09-09 Save yourself time money and frustration by reading The Perfect Score Project one of the most compulsively readable guides to SAT test prep ever written and a down to earth reminder of the things that really matter in life The project began as an attempt by Debbie Stier to help her teenage son Ethan who would shortly be studying for the SAT Aware that Ethan was a typical teenager i e uninterested in any test especially a 4 hour standardized exam and would be facing a much more competitive admissions process and economy than when she was in high school she decided to climb into the trenches with him She took the SAT seven times in one year ultimately compiling an accessible and relatable guide that is both a consumer report of fresh tips and an amusing snapshot of parental love and wisdom colliding with teenage apathy Stier quickly became hooked and her quest turned into an exercise in both hilarity and heartbreak as she persisted in deciphering the mind boggling menu of test prep options In The Perfect Score Project Debbie tries it all from Kaplan to Kumon and The Khan Academy she meets with a premier grammar coach takes a battery of intelligence tests and studies with the world s most prestigious and expensive test prep

company She answers all the questions that overwhelm students and parents facing the SAT When do I start Does brand name test prep work Do I need a tutor a class or can I self study What s the one thing I need to know and What s the secret to teenage motivation The Perfect Score Project has inspired thousands of parents students and teachers to connect and transform the most reviled right of passage in a high school student s life into a positive experience This book provides concrete research on the best ways to succeed on a test that serves as the last big milestone before kids leave for college

**The National Union Catalog** Library of Congress,1958 Constitutes the quinquennial cumulation of the National union catalog Motion pictures and filmstrips      *Mathematics: Applications and Connections-Course 3*

Glencoe/McGraw-Hill,1998-03      **A Tentative List of Objectives in the Teaching of Junior High School Mathematics**  
Raleigh Schorling,1925

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