1. Teacher objective(s)

   - The students will identify pairs of angles formed by two lines and a transversal (MS framework 2a, 2b).

2. Instructional Activities

   - Class will be divided into four groups of equal members of students.
   - After defining alternate interior, corresponding and alternate exterior angles, the students will identify the special angles.
   - The students will make models out of meter sticks or other sticks and bolts to illustrate the properties of parallel lines and congruent angles.
   - Students may not understand what is meant by the interior and exterior of two lines. The group will copy the diagram on parallel lines cut by a transversal line; the students will shade the interior angle with one color and the exterior angle with a different color.
   - The group will investigate the following pairs of angles by measuring them with a protractor: alternate interior, alternate exterior, consecutive interior, and corresponding angles.
   - Students will be asked to describe each special angle relationship when two parallel lines are cut by a transversal line in their own words.
   - Students will be given handout worksheets for class work and the teacher will do one example from the worksheet before the students start their work.
   - Student will write a journal entry on “Why are parallel lines important in everyday life?”
   - Students whose class work and/or homework indicate that additional help is required will be assigned reteaching worksheets during the next lesson period for before or after school remedial help.
3. Material and Resources

- Straightedge, protractor, transparencies
- Practice worksheets identify pairs of angles formed by two parallel lines and a transversal line
- Worksheet on reteaching
- Sticks, bolts
- White board
- Dry erase markers

4. Assessment

- Observation of the Activity
- Classroom work – Practice worksheet
- Homework page 135 – exercise 1-15
- Reteaching worksheet
- Students’ response
- Biweekly Test
Practice

Parallel Lines & Transversal

1. Identify the special name for the angle pair.

   a. Angle 1 and Angle 12

   b. Angle 2 and Angle 10

   c. Angle 4 and Angle 9

   d. Angle 6 and Angle 3

   e. Angle 14 and Angle 10

   f. Angle 7 and Angle 13
Reteaching

In the figure at right, line $l$ and $p$ are parallel.

1. List all the angles that are congruent to Angle 1.

2. List all the angles that are congruent to Angle 2

3. Alternate interior angles __________

4. Alternate exterior angles __________

5. Corresponding angles __________

6. Same-side interior angles __________