LESSON PLAN	**Subject**	Year 8 Maths	**Topic**	Geometric Reasoning	**Teacher**	Jeremy Hughes	**Lesson**	W9 L2 (50 min)	**Date**	20 Sept 2018

Lesson Overview	Review properties of triangles	**Previous Lesson / Background Knowledge**	Reviewed names of traingles
Learning Intentions	- Develop familiarity with properties of triangles - Learn to recognise and name the angles made by traversals	**Differentiation (teaching, assessment, homework)**	Which One Doesn't Belong Activity allows for contributions at varying levels of complexity Classwork includes optional extension work

Time (mins)	**Teacher Activity**	**Student Activity**	**Resources**
5	Markroll, allow for lesson change to occur	Take seats, rule up page ready for the lesson to start	
15	Show example Which One Doesn't Belong to explain the rules: - Each object is different. Give a reason why one object doesn't fit with the others. Can you find reasons for each object? Allow 2 minutes for students to attempt the example problem. Once all students are clear on the rules, show the second WODB, this time with triangles with different angles and sides. Allow 3 minutes for students to generate ideas with each other, then get a few example ideas from some students, to help prompt the other students, then allow 5 minutes for students to come up with solutions. Then get students to share what they noticed with the class. Write down all suggestions, and praise the most inventive ones	Analyse two types of Which One Doesn't Belong tasks in small groups, before contributing suggestions to the whole group	Two Which One Doesn't Belong examples
5	Introduce the three different types of angle pairs made by traversals. Highlight the shapes formed to assist with identification. Show worked example of working with parallel lines	Practice using the names and results of the traversal angle pairs.	Year 8 Essentials – 2B Q3-7, 2C Q9-10

Student Evaluation Assessment	Group discussion to get feedback on features of triangles	**Reflection**	