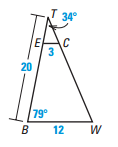
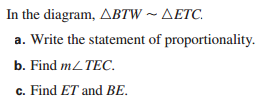
**Course**: Honors Geometry

**Chapter/Section:** 8.4- Similar Triangles

**Date:** January 30th, 2013

**Objective(s):** Find the height of an object indirectly by using similar triangles.

1. **Bell ringer (8 minutes)**
   1. Present on SMARTBOARD for students to work individually
   2. Review of similar triangles
      1. 
   3. Walk around room to check homework completion and assess students’ knowledge of bell ringer
   4. Use random name generator to:
      1. Present answer for each question
      2. Have students’ partner explain their process
      3. Have a third student analyze responses
   5. Transition:
      1. Thank students for their responses and prompt them to put away bell ringer
2. **Main Activity- Mirror Similar Triangles (35 minutes)**
   1. Hand out Activity write-up to each student
   2. Students will be working in their groups of 4
   3. Read directions
      1. First part of write-up
   4. Stations should be set up before class starts
   5. Assign groups to which stations they should start at
   6. Walk around during activity to prompt groups for questions
      1. What ideas do you have to start this?
      2. What is the mirror going to help you do?
      3. Why would similar triangles be involved?
      4. How are you using the properties of similar triangles?
   7. Groups should be given the most time at their first station
   8. Misconceptions
      1. Students may set up similar triangles incorrectly
   9. Transition
      1. Have students finish up the station they are at
      2. Choose one student to turn in write-ups
3. **Closure (5 minutes)**
   1. Choose two groups to explain how they worked through the activity
4. **Homework**
   1. Dependent on time, have students finish their individual write-ups to turn in first thing next period
5. **Materials**
   1. 8 mirrors
   2. 8 tape measures
   3. 8 paper rectangles
   4. Activity write-up
   5. Unit conversion signs
   6. SmartBoard
6. **Assessment**
   1. Walk around during both bell ringer and activity to monitor their written work
   2. Ask questions during activity to assess problem solving and critical thinking skills
   3. Grade one write-up per group to analyze thought processes and explanation