

Lesson 4: Puntos y rectas por todas partes

Standards Alignments

Addressing 4.G.A.1

Building Towards 4.G.A.2

Teacher-facing Learning Goals

- Draw figures with parallel and intersecting lines.
- Identify parallel and intersecting lines in figures and drawings.

Student-facing Learning Goals

- Encontramos rectas paralelas y rectas que se intersecan a nuestro alrededor.

Lesson Purpose

The purpose of this lesson is for students to practice identifying parallel and intersecting lines and drawing them.

In this lesson, students identify parallel and intersecting lines in the world around them—in a map of a neighborhood, in the letters of the alphabet, in some part of their classroom, and in familiar logos. They apply their understanding to represent and draw a part of their environment that shows such lines and to create a new logo with these types of lines. The synthesis of this lesson further highlights the presence and necessity of parallel and intersecting lines in real life.

In future lessons, students will use their understanding of lines that intersect to talk about angles.

Access for:

Students with Disabilities

- Action and Expression (Activity 2)

English Learners

- MLR8 (Activity 1)

Instructional Routines

Which One Doesn't Belong? (Warm-up)

Materials to Gather

- Materials from a previous lesson: Activity 1
- Rulers or straightedges: Activity 1, Activity 2

Lesson Timeline

Warm-up	10 min
Activity 1	15 min
Activity 2	20 min
Lesson Synthesis	10 min
Cool-down	5 min

Teacher Reflection Question

What strategy did most students use in their work today? What strategy did you anticipate today? Which did you not anticipate?

Cool-down (to be completed at the end of the lesson)

🕒 5 min

Diversión con palabras

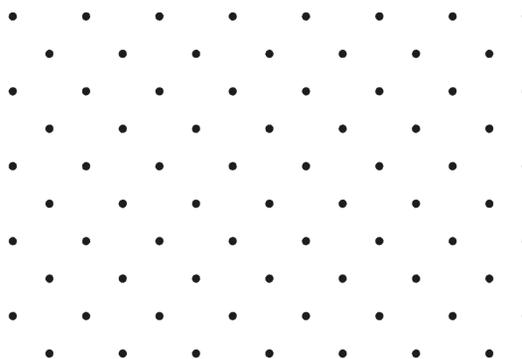
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Student-facing Task Statement

FUN KITES

- En la frase “FUN KITES” (en español, cometas divertidas), cuáles letras:
 - tienen segmentos paralelos
 - no tienen segmentos paralelos
- Este es un campo de puntos. Úsalo para dibujar 2 pares de rectas paralelas. Cada par debe apuntar en una dirección diferente.



Student Responses

1. a. F, U, N, and E
 b. K, T, S and I
2. Sample response:

