Eureka Math

4th Grade
Module 4
Lesson 4

At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this project!

Directions for customizing presentations are available on the next slide.

Icons

Read, Draw, Write

Learning Target

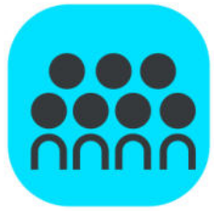
Personal White Board

Problem Set

Manipulatives Needed

Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

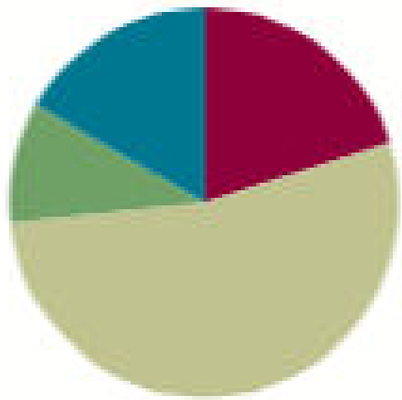
Small Group Time

Lesson 4

Objective: Identify, define, and draw parallel lines.

Suggested Lesson Structure

Fluency Practice	(12 minutes)
Application Problem	(6 minutes)
Concept Development	(32 minutes)
Student Debrief	(10 minutes)
Total Time	**(60 minutes)**



Identify, define, and draw parallel lines.

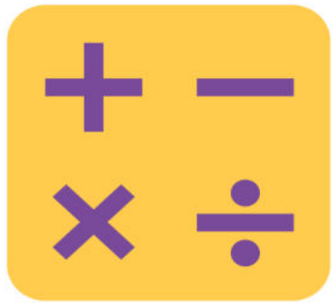
Multiply

40/2=_____

8/2=_____

48/2=

96/3=_____



Physiometry

Look on page 4.A.47 for directions

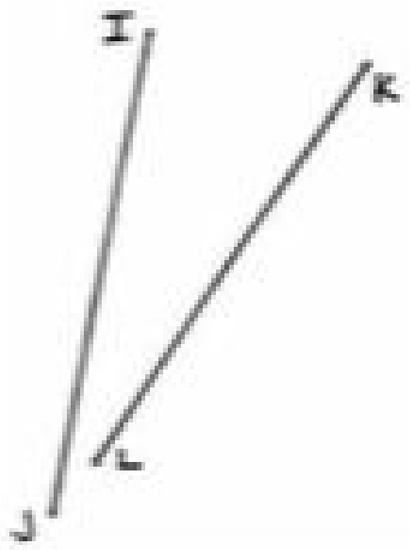
Application Problem

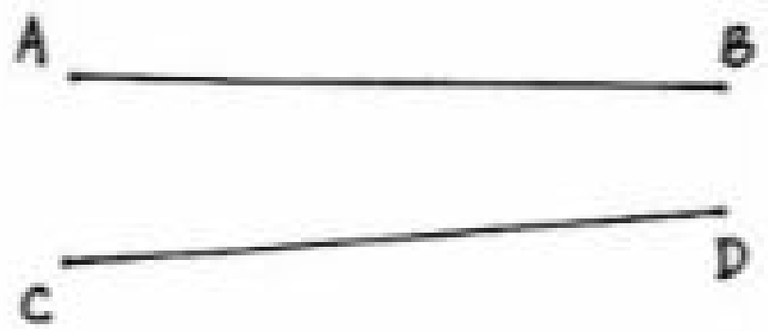
R E A L

- How many lines are perpendicular? Describe them.
- How many acute angles are there? Describe them.
- How many obtuse angles are there? Describe them

Define/Identify parallel lines

- What do you notice between these figures?





We call lines that run next to each other and NEVER intersect are called PARALLEL lines.

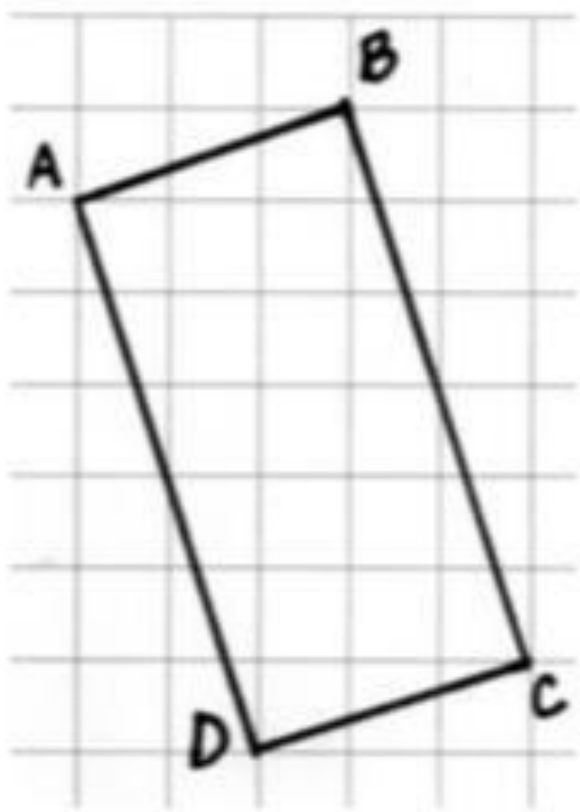
Identify parallel lines w/ a template.

- Follow directions on page 4.A.50

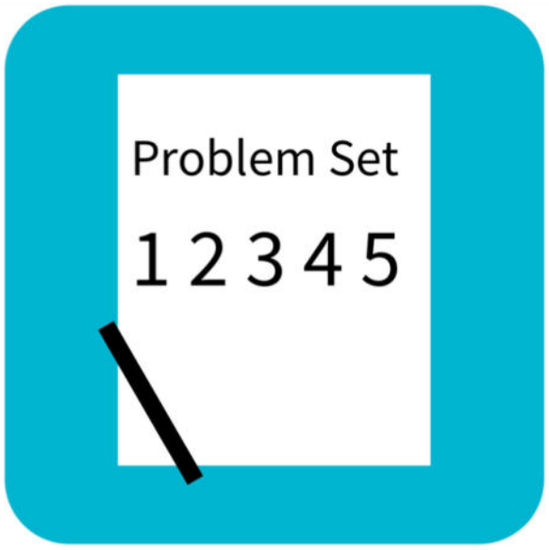
Represent parallel lines w/ symbol

- Look at the figure. Discuss with your partner what you notice.
- Let's look at line segment AB. Do you see a line segment that is parallel to it?
- This is how we show that line segments are parallel.

$$\overline{AB} \parallel \overline{CD}$$



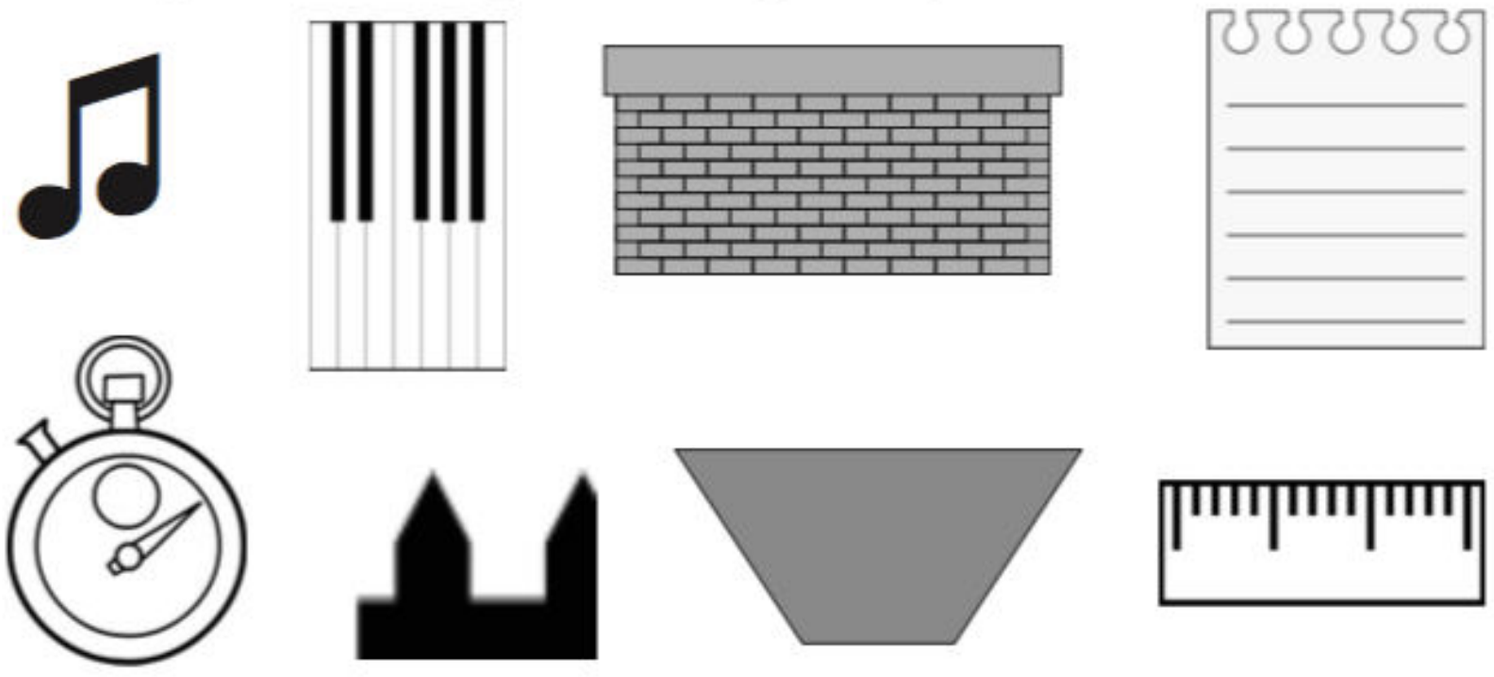
- Do you see any other parallel line segments?
- How would you show that those lines are parallel?



Problem Set

Name _____ Date _____

1. On each object, trace at least one pair of lines that appear to be parallel.



2. How do you know if two lines are parallel?

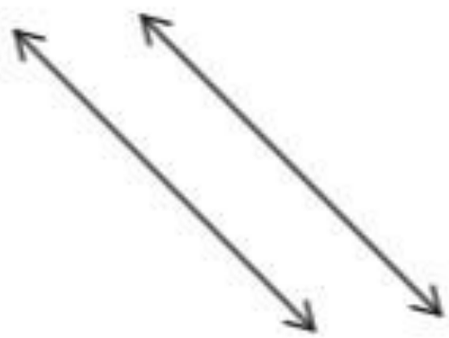
Debrief

- In Problem 1, how could your right angle template serve as a guide for identifying parallel lines?
- How do you know if two lines are **parallel** (Problem 2)?
- In Problem 3, the given line segments were not drawn on gridlines. What challenge did this pose in drawing lines parallel to the segments? What patterns did you find in the grids to help you analyze if your lines were, in fact, parallel?
- Which shapes in Problem 4 had parallel lines? Are opposite sides always parallel?
- How do parallel lines differ from perpendicular lines?
- Two segments that don't intersect must be parallel. True or false? Explain.

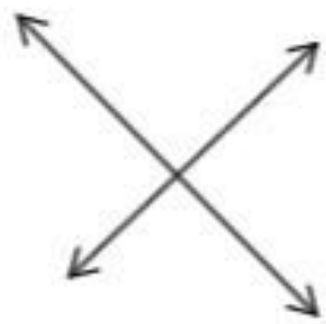
Exit Ticket

Name _____ Date _____

Look at the following pairs of lines. Identify if they are parallel, perpendicular, or intersecting.



1. _____



2. _____