**LESSON PLAN FORMAT**

**Name: Katherine J Penrose**

**Date: 03/09/2020**

1. **LESSON FOUNDATION**

**Lesson Title: Quadrilaterals Lesson Number w/in Unit: 6**

**Unit Title: Geometry**

**Grade Level(s): 4th Time Allotted: 80 Min**

**Subject Area(s)/Subject Content Explanation: Mathematics**

**Standard(s)/Anchors:**

**M04.C-G: Geometry**

**Assessment Anchor M04.D-M.3:** Geometric measurement: understand concepts of angle;

measure and create angles.

**M04.D-M.3.1:** Use appropriate tools and units to sketch an angle and determine angle measurements.

**M04.C-G.1.1.2:** Classify two-dimensional figures based on the presence or

absence of parallel or perpendicular lines or the presence or absence of angles

of a specified size. Recognize right triangles as a category and identify right

triangles.

**Essential Question(s):**

1. How are different ideas about geometry connected?

**Instructional Objective(s):**

1. Given independent practice problems 2-4 in the My Math Textbook on page 927, students will identify the classification of each quadrilateral with no error.
2. Given independent practice problem 8 in the My Math Textbook on page 927, students will identify the correct category for the quadrilateral and supportive reasoning for its placement with no error.

**Formative Assessment:**

1. I will be walking around answering individual student questions during their independent practice time.
2. Students will collaborate to check answers for textbook work.

**Summative Assessment:**

1. Students will have a quiz at the end of the unit.
2. **LESSON BODY**

**INTRODUCTION:**

1. Upon entering the classroom, students will complete their morning routine. This routine consists of their *Math Maintenance* worksheet and the challenge problem of the day on the smart board in their interactive math journal.
2. Students will play the following Kahoot! game as a review of the previous week’s lesson on lines, line segments, rays, and types of angles.
   1. <https://create.kahoot.it/details/4th-grade-geometry-lines-and-angles/66a2a5ac-4408-40ee-9b22-93d16fd28bc3>
3. Students will take the **Lines, Line Segments, Rays, and Angles** quiz from the previous week's lesson.
4. **Activating Strategy:**
   1. I will have the word *Quadrilateral* displayed on the board for students. Students will think pair share their ideas of the words' meanings and roots.
      1. Quad: four
      2. Lateral: lines

**TEACHING PROCEDURES:**

1. Each student will be given a peg board and a graphic organizer. Using the document camera, the students and I will work together to create, describe, and draw each of the following shapes in their graphic organizer.
   1. Square
   2. Rectangle
   3. Rhombus
   4. Parallelogram
   5. Trapezoid
2. **Guided Practice - Slide Five:**
   1. The students and I will work through the first practice problem together on page 925.
3. **Guided Practice - Slide Six:**
   1. The students and I will work through the second practice problem together on page 926.
4. Students will watch the following *Youtube* video:
   1. <https://www.youtube.com/watch?v=WMkY_uIku9Q>
5. **Independent Practice-** Students will complete problems 1-7 on page 926-927 in their *My Math* textbook. Once completed, we will check answers as a group.
6. **Independent Practice-** Students will complete problems 8-11 on pages 927-928 in their *My Math* textbook. Once completed, we will check answers as a group.

**CLOSURE:**

1. Students will work with their table partner to complete their Venn Diagram to compare and contrast the five types of quadrilaterals. This assignment will be turned in once completed for assessment on comprehension of the day’s learning activities.
2. Students will play the following online learning activity:
   1. <https://www.sheppardsoftware.com/mathgames/geometry/shapeshoot/QuadShapesShoot.htm>
3. Students will complete page 929-930 in the *My Math* textbook for homework.
4. **LESSON ESSENTIALS**

**DIFFERENTIATED LEARNING ACTIVITIES:**

1. Students will be allowed to choose where they work within the classroom. Options include their desk, the carpet in the back of the room, and the back table.
2. Students will be given an alternative worksheet if they need extra practice or wish to extend their thinking.

**INSTRUCTIONAL RESOURCES, MATERIALS AND TECHNOLOGY:**

1. Computer
2. Smartboard
3. Venn Diagrams
4. Peg Board
5. Graphic Organizer
6. *My Math* Textbook
7. Student Chromebooks
8. **POST-LESSON REFLECTION:**

**ANALYSIS OF STUDENT LEARNING**: **Review of data and documented evidence of lesson results as related to   
 instructional objectives or standards.**

**ANALYSIS OF TEACHING: Include modifications/recommendations of current instruction for future application on 1) planning and preparation, 2) classroom environment, 3) instruction, and 4) professional responsibilities as related to instructional objectives or standards.**

\*Approved by COE Assessment Committee 5-8-13

Quadrilaterals

Quadrilaterals all have 4 sides and 4 angles but they can still all be very different!

Let’s find out how!

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Name of Shape | Drawing | # of  Parallel  Pairs | # of Intersecting Lines | # of  Right  Angles |
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