

West Elementary	Math Lesson Plans	Briggs/Latil	5 th Grade	Week: 9/28/09
Monday, September 28	Tuesday, September 29	Wednesday, September 30		
<p>Competency 3a: Analyze and describe the characteristics of symmetry relative to classes of polygons (parallelograms, triangles, etc.) (DOK 2)</p> <p>GSD 12: Identify, compare, and classify polygons to include congruent, similar, regular, and irregular shapes.</p> <p>Essential Question or Purpose: to identify polygons; differentiate regular/irregular polygons</p> <p>Resources/Materials: string, polygon pictures, textbook (c7,p256-57), Promethean flipchart "Polygons"</p> <p>Teacher Procedure: TW lead students in cooperative activity below (p.256). TW introduce vocabulary and discuss angles, vertices, types of polygons. TW show flipchart. TW have students id polygons in pictures and classroom. TW lead students in guided practice (p.257) and assist with independent practice.</p> <p>Student Activity: >Small groups: SW construct various polygons with string and describe figures. >Differentiated Instruction: SW complete AMath exercises/tests. >Early Finishers: SW cut photos of polygons from magazines for bulletin board. SW label and describe each.</p> <p>Assessment: Teacher observation and review of independent practice.</p> <p>Design Qualities: <input type="checkbox"/>_x_Content & Sub. <input type="checkbox"/>_x_ Org. of Knowledge <input checked="" type="checkbox"/>_x_Product Focus <input type="checkbox"/>_x_Standards <input type="checkbox"/>_x_Protection <input checked="" type="checkbox"/>_x_Affirmation <input type="checkbox"/>_x_Affiliation <input checked="" type="checkbox"/>_x_Novelty/variety <input type="checkbox"/>_x_Choice <input type="checkbox"/>_x_Authenticity</p>	<p>Competency 3a: Analyze and describe the characteristics of symmetry relative to classes of polygons (parallelograms, triangles, etc.) (DOK 2)</p> <p>GSD 12: Identify, compare, and classify polygons to include congruent, similar, regular, and irregular shapes.</p> <p>Essential Question or Purpose: to classify triangles as equilateral, scalene, isosceles, right, acute, and obtuse.</p> <p>Resources/Materials: rulers, paper, textbook (c7,p260), poster, Promethean flipchart "Polygons and Triangles"</p> <p>Teacher Procedure: TW lead discussion about acute, obtuse, and right triangles, using examples in text and on poster. TW model triangles by lengths of their sides (equilateral, isosceles, scalene). TW show flipchart. TW work with students in guided practice to classify triangles by angles and length of sides. (p261)</p> <p>Student Activity: Pairs: Introductory-SW draw squares and rectangles and form triangles within. SW compare triangles and discuss. Pairs: SW draw various triangles. Partners will classify by measure of angles (obtuse, right, acute) and length of sides (equil/isos/scalene). >Differentiated Instruction: SW complete AMath exercises/tests. >Early Finishers: SW cut photos of polygons from magazines for bulletin board. SW label and describe each.</p> <p>Assessment: Teacher observation and review of student drawings</p> <p>Design Qualities: <input type="checkbox"/>_x_Content & Sub. <input type="checkbox"/>_x_ Org. of Knowledge <input checked="" type="checkbox"/>_x_Product Focus <input type="checkbox"/>_x_Standards <input type="checkbox"/>_x_Protection <input checked="" type="checkbox"/>_x_Affirmation <input type="checkbox"/>_x_Affiliation <input checked="" type="checkbox"/>_x_Novelty/variety <input type="checkbox"/>_x_Choice <input type="checkbox"/>_x_Authenticity</p>	<p>Competency 3a: Analyze and describe the characteristics of symmetry relative to classes of polygons (parallelograms, triangles, etc.) (DOK 2)</p> <p>GSD 12: Identify, compare, and classify polygons to include congruent, similar, regular, and irregular shapes.</p> <p>Student teachers from USM will teach lesson on symmetry of polygons today.</p> <p>With remaining time, TW lead students in guided and independent practice to classify triangles by their angles and sides.(p. 262-63) (extension of yesterday's lesson)</p> <p>>Differentiated Instruction: SW complete AMath exercises/tests. Gifted students will use geoboards to make triangles, keeping the length of one or two sides constant (p262). >Early Finishers: SW cut photos of polygons from magazines for bulletin board. SW label and describe each.</p> <p>Assessment: Teacher observation and review of independent practice.</p> <p>Design Qualities: <input type="checkbox"/>_x_Content & Sub. <input type="checkbox"/>_x_ Org. of Knowledge <input checked="" type="checkbox"/>_x_Product Focus <input type="checkbox"/>_x_Standards <input type="checkbox"/>_x_Protection <input checked="" type="checkbox"/>_x_Affirmation <input type="checkbox"/>_x_Affiliation <input checked="" type="checkbox"/>_x_Novelty/variety <input type="checkbox"/>_x_Choice <input type="checkbox"/>_x_Authenticity</p>		