

# Lesson Plan

<b>Teacher Candidate Name:</b> Jocelyn Frierson ◆ 3rd Grade
<b>Date of Lesson:</b> April 19th - 11:10am-12:30pm
<b>Lesson Topic:</b> Attributes of Quadrilaterals
<b>CA Common Core State Standards - Mathematics:</b> → <u>Domain: Geometry</u> ◆ Reason with shapes and their attributes. <ul style="list-style-type: none"> <li>● <i>Standard G.3.1. Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.</i></li> </ul>
<b>Lesson Objectives:</b> → Students will be able to <ul style="list-style-type: none"> <li>◆ <i>describe</i> the attributes of a rectangle, square, rhombus, and parallelogram</li> <li>◆ <i>identify</i> quadrilaterals as rectangle, square, rhombus, and parallelogram</li> <li>◆ <i>classify</i> attributes describing rectangle, square, rhombus, and parallelogram</li> </ul>
<b>Co-teaching approach(es):</b> The teacher candidate will be taking on a lead role, while the cooperating teacher will take on a supportive role. Within the supportive role the cooperating teacher will provide support through redirecting off task students, assisting in progress monitoring, and passing out any needed materials.

Phases of the lesson	How you plan to deliver instruction, teach the students, using each phase of the lesson.
<b>Anticipatory Set</b> How are you going to focus students? Motivate? Give Students Rationale for your lesson.	Small Group - At Desks - Students with Math Kits (20 mins) → <u>Rationale for Lesson</u> <ul style="list-style-type: none"> <li>◆ The teacher will remind students that now that they have begun to learn new geometry vocabulary it's important to use those words during their investigation.</li> </ul> → <u>Activate Prior Knowledge</u> <ul style="list-style-type: none"> <li>◆ The teacher will activate the prior knowledge of the students asking students if they remember the definitions of the term quadrilateral, right angle, and parallel.</li> </ul> → <u>Math Investigation - Building Quadrilaterals</u> <ul style="list-style-type: none"> <li>◆ Students will work together in heterogeneous groups of 4 to complete the "Building Quadrilaterals" investigation. Students will use straws and pipe cleaners to build a variety of shapes following the directions on their worksheets. Students will be asked questions that encourage them to compare and contrast attributes between the quadrilaterals being built.</li> </ul>

<p><b>Teach to Objective</b> How are you going to teach to the objective? Model the skills? Provide Examples? Student Involvement?</p>	<p>Whole Class - Desks - Discussion (20 mins) → <u>Attribute Chart</u> ◆ The teacher will engage students in a discussion about the attributes of the various quadrilaterals they built in each question and add them to the chart on display. Students will be apart of the creation of the chart as they provide the attributes and the teacher records.</p>								
<p><b>Guided Practice</b> What is it going to be? How are you going to check for understanding?</p>	<p>Whole Class - Desks - Powerpoint (10) → <u>Formative Assessment - Progress Monitoring</u> ◆ The teacher will check for understanding by displaying various attributes and quadrilaterals under the document cam for students to guess the name shape displayed or described. The teacher have students think, share with a partner, then chorally respond. The teacher will take time after each example to provide feedback and an explanation of the answer.</p>								
<p><b>Independent Practice</b> How will this occur?</p>	<p>Whole Class - Desks - Individual Work (30 mins) → <u>Summative Assessment - Math Ready Workbook</u> ◆ Students will work independently on a math page from their Math Ready workbooks. The page will focus on identifying, describing, and classifying quadrilaterals. The worksheet will serve as a formal assessments of students ability to meet the learning objectives and as a way to guide future instruction.</p>								
<p><b>Closure</b> How are you and the students going to summarize the learning? It should relate back to the objective.</p>	<p>Whole Class - Desks (1 mins) → <u>Revisiting Learning Objectives</u> ◆ The teacher will ask students to share with a neighbor the name of a special quadrilateral and one corresponding attribute before leaving to lunch.</p>								
<p><b>Assessment</b> What criteria will you use to judge student success?</p>	<p>Evaluation Criteria → <u>Summative Assessment</u> ◆ The teacher will use the worksheet completed by students to assess students' ability to identify, describe, and classify quadrilaterals.</p> <table border="1" data-bbox="435 1564 1450 1755"> <tr> <td>Score</td> <td>Exceeding</td> <td>Meeting</td> <td>Developing</td> </tr> <tr> <td>Grading Criteria</td> <td>Student receives a 90% or above.</td> <td>Student receives a 70% - 89%</td> <td>Student receives below a 70%</td> </tr> </table>	Score	Exceeding	Meeting	Developing	Grading Criteria	Student receives a 90% or above.	Student receives a 70% - 89%	Student receives below a 70%
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