

Lesson Plan

Learning Segment Focus: Triangles classification

Lesson: 2 of 3

Course & topic addressed: Two dimensional shapes

Grade: 5

Student Outcomes

Specific learning objectives for this lesson.	By the end of this lesson, students should be able to fill in the blank with the six correct types of triangles, when given the number of equal sides or the type of angles in the triangle with at least 90 percent accuracy.
Justify how learning tasks are appropriate using examples of students' prior academic learning.	Students will use their previous knowledge of different types of two dimensional shapes, and types of angles to help them recognize and classify the given shape.
Justify how learning tasks are appropriate using examples of students' personal, cultural, linguistic, or community assets.	In my class there are two students who are English learner, three students who are IEP/504. With the diversity of students in mind, I will allow for accommodations, modifications, and differential instructions. I will use a graphic organizer (Inspiration) to facilitate learning.

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	<ul style="list-style-type: none"> • AR. Math.Content.4.MD.C.5: Recognize angles of geometric shapes • AR. Math.Content.4. G.A.2: Classify two-dimensional figures base, and recognize right triangles as a category and identify right triangles
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the content?	Triangles, Angles, Sides, Isosceles, Equilateral, Scalene, Right angles, Acute angle, Obtuse angle,
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Academic Language Support

<p>What are the Academic Language Function(s) (the content and language focus of the learning task represented by the active verbs within the learning objectives/outcomes) and explain how they are utilized in the lesson plan?</p> <p>What planned Academic Language Supports will you use to assist students in their understanding of key academic language to express and develop their content learning and to provide varying supports for students at different levels of Academic Language development? How do these supports address all three Academic Language Demands (vocabulary, syntax, and discourse)?</p>	<p>Students will learn to complete the missing type of triangles given the number of equal sides or type of angles. I will use a graphic organizer (Inspiration) to help explain how students should think to classify a triangle correctly. I will use a poster on the wall to help identify the different angles. I will use scaffolding by demonstrating to the class how the classification is done and then allow the students to try and classify the triangles by themselves. Students need to be familiar with the terms isosceles, equilateral, scalene, right angle, acute and obtuse. Students could use the graphic organizer to help them in understanding these terms. I will ask each students to discuss with the student sitting next to them</p>
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	what they have learned today and write it down in their journals, as well as to fill in the blanks in the graphic organizer. At the end of the class, some students will share what they have learned today with me and the whole class.
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Materials

Materials needed by teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	Computer, Projector, graphic organizer (Inspiration), different angles poster, Text book.
Materials needed by students for this lesson. (computers, journals, textbook, etc.)	Computer, graphic organizer (Inspiration), Text book, Journals, Pencil.

Lesson Timeline with Instructional Strategies & Learning Tasks

Amount of Time	Teaching & Learning Activities (This should be a BULLETED LIST)	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson. (This should be VERY DETAILED)
5 minutes	<u>Introduction:</u>	Good afternoon class, in the last lesson we have learned about different two dimensional shapes and their classification. We have also learned about different angles. Today, we will learn more about a specific shape, the triangle, its different types, and how to identify each type. This will help us understand more about other shapes and their classification in the future.
30 minutes	<u>Instruction:</u>	A triangle is made up of three sides and three angles. There are six different types of triangles. We can know the type of triangle by looking at its sides and its angles. Please take a look at this graphic organizer. As you could see there are two ways to classify a triangle. One of these ways is based on the number of equal sides a triangle has. By equal I mean that the side of the triangle has the same length as another side in the same triangle. For example, over here it says all (three) equal sides. That mean that all the sides of the triangle have the same length. So this triangle is called an equilateral triangle. If

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	<p><u>Cont. Instruction:</u></p>	<p>only two sides have the same length, hence two equal sides, and the third side is different, then this triangle is called an isosceles triangle. If all the sides of a triangle have different length, hence no equal sides, then it is called a scalene triangle. So by knowing the number of equal sides in a triangle we can know what type it is.</p> <p>Any questions? Show me thumbs up if everything makes sense.</p> <p>Now, another way of classifying a triangle can be by looking at its angles. The triangle has three angles. If one of the angle is a right angle, then it is called a right angle triangle. Do you remember what a right angle was? Please look at the poster on the wall, the graphic organizer also has this information. A right angle is an angle with exactly 90 degrees. If the triangle has one obtuse angle, then it is called an obtuse triangle. Look over here, an obtuse angle is more than 90 degrees. If a triangle has three acute angles, then it is an acute triangle. Acute angle is an angle that is less than 90 degrees. So by looking at the angles of a triangle we can identify it as a right angle triangle, obtuse triangle or an acute triangle.</p> <p>Any questions? Show me thumbs up if everything is makes sense so far?</p> <p>Now, I want you to talk to your neighbor about what you have learned today.</p> <p>Would anyone like to share what they have learned with the class.</p> <p>Let us use the graphic organizer to help us identify the type of triangle. We will do the first one together. Over here it said the</p>

Amount of Time	Teaching & Learning Activities (This should be a BULLETED LIST)	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson. (This should be VERY DETAILED)
		triangle has two equal sides, so which triangle do you think that it is? Correct, it will be an isosceles triangle. Now, it is your turn. Please complete the graphic organizer, take care I have changed their order. When you are done, please turn it in and write in your journals what you have learned today.
10 minutes	<u>Closure:</u>	We have learned about triangle classification. Next time, we will learn how to classify more shapes. Now, please put everything away, clean your desk, and get ready for dismissal.

Accommodations/Modifications

<p>How might I modify instruction for: <i>Remediation?</i> <i>Intervention?</i> <i>IEP/504?</i> <i>LEP/ESL?</i> (All students who have plans mandated by federal and state law.)</p>	<p>Allow the ESL students to use a dictionary while doing any assignment. Send home a study guide, and allow extended time for the IEP/504 students. Give one student preferential seating to allow him/her to focus more on his work. Give students a graphic organizer to facilitate learning.</p>
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Differentiation

<p>How might you provide a variety of techniques (enhanced scaffolding, explicit instruction, contextualized materials, highlighters/color coding, etc.) to ensure all student needs are met? (All students who are not on specific plans mandated by federal and state law.)</p>	<p>I will read the text aloud in order to help struggling readers. I will use color coding when needed. I will use smaller groups for differentiated instructions for those that need more help. I will use a graphic organizer to facilitate learning.</p>
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Assessments: Formative and/or Summative

<p>Describe the tools/procedures that will be used in this lesson to monitor students' learning of the lesson objective(s) (include type of assessment & what is assessed).</p>	<input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative	<p>Show thumbs up</p>
	<input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative	<p>Raise hands if there are any questions.</p>
	<input type="checkbox"/> Formative / <input checked="" type="checkbox"/> Summative	<p>Turn in the graphic organizer.</p>

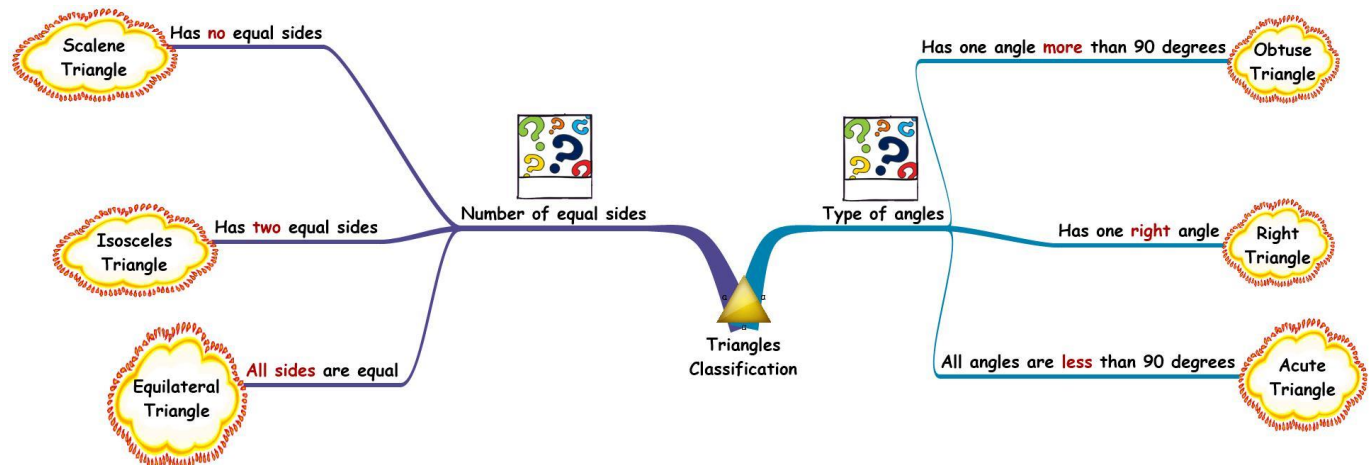
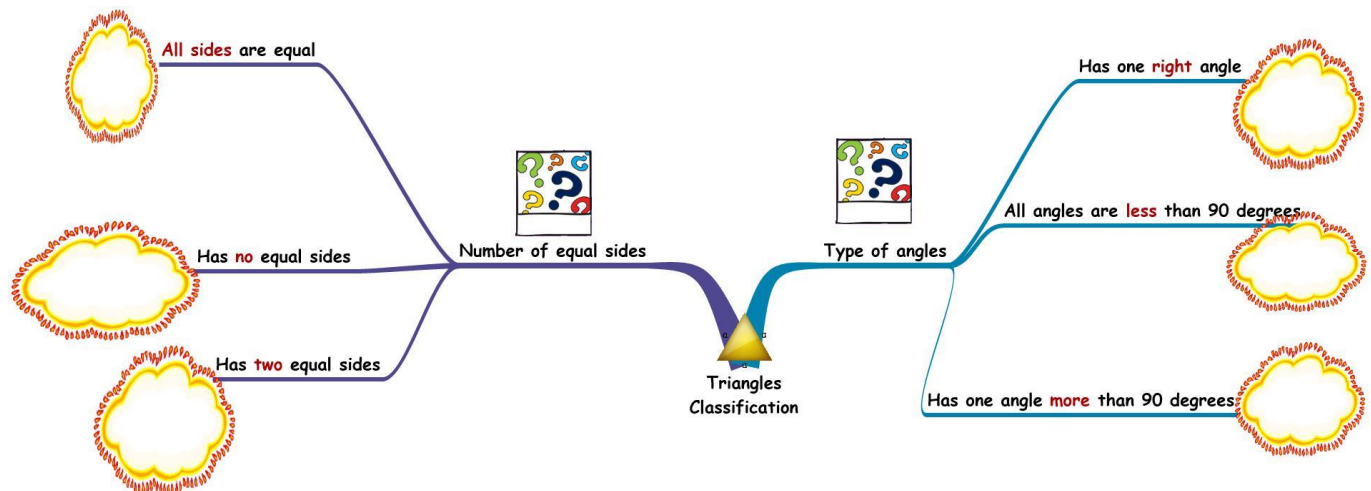
Research/Theory

<p>Explain connections to theories and/or research (as well as experts in the field or national organization positions) that support the approach you chose and justify your choices using principles of the connected theories and/or research.</p>	<p>This lesson uses logic and cognitive operation which aligns with the concrete stage of Piaget developmental theory. Using the summarize and note taking in Marzano's strategies by using the graphic organizer to summarize the whole lesson and highlighting the important parts in the classification.</p>
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Lesson Reflection/Evaluation

<p>What went well? What changes should be made? How will I use assessment data for next steps?</p>	<p><i>TO BE FILLED IN AFTER TEACHING</i></p>
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Include supporting material such as slides, pictures, copy of textbook, and handouts for any activities students will be using as part of your lesson.



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