			Name	Katie	Anderson	
	Lesson P	lan				
Learning Segment Focus	Polygons	Lesson	1	_of	5	
Course & topic addressed	Geometry – Area of Shape	<u>s</u> Dat	e <u>2/3/2(</u>	020	_Grade	<u>6th</u>

### **Student Outcomes**

Specific learning objectives for	Students will be able to find the area of all triangles, special quadrilaterals, and polygons. Students
this lesson.	will be able to break bigger shapes into smaller ones in order to find the area of the whole shape.
Justify how learning tasks are	Students will need to know how to add, subtract, multiply, divide, and have a general understanding
appropriate using examples of	of what each shape looks like and the name of that particular shape.
students' prior academic	
learning.	
Justify how learning tasks are	There are 20 students in the class: 12 females, 9 males, 8 African American students, 7 Caucasian
appropriate using examples of	students, 3 Hispanic/Latino students, 2 Asian students
students' personal, cultural,	
linguistic, or community	3 ELL students – ELL students need minimal accommodations as they are far along in the ELL
assets.	program. Cognates for vocabulary words will be provided in their native language in case they have
	difficulty understanding any vocabulary words.

# **State Academic Content Standards**

List the state academic content	AR.Math.Content.6.G.A.1 Find the area of right triangles, other triangles, special
standards with which this lesson is	quadrilaterals, and polygons by composing into rectangles or decomposing into triangles
aligned. Include abbreviation, number &	and other shapes.
text of the standard(s).	

# **Key Vocabulary**

What <b>vocabulary terms/content specific</b> <b>terminology</b> must be addressed for students to master the content?	Area (Área) formula (fórmula) for each shape: Triangle (Triángulo): $A = \frac{1}{2}bh$ Rectangle (Rectángulo): $A = lw$ ; Parallelogram (Paralelogramo): $A = bh$ Trapezoid (Trapezoide): $A = \left(\frac{b1+b2}{2}\right)h$ Square: $A = s^2$ Kite: $A = \frac{1}{2}d_1d_2$ Rhombus (Rombo): $A = \frac{1}{2}d_1d_2$

# Academic Language Support

Academic Danguage Support	
What are the Academic Language Function(s) (the content	Students will justify how each shape connects to one another.
and language focus of the learning task represented by the	(Example: rectangles are made up of triangles, a kite is similar to a
active verbs within the learning objectives/outcomes) and	rhombus – rhombus has 4 equal sides and kite has 4 sides in which
explain how they are utilized in the lesson plan?	each pair has a different length, and that is why they share the same
What planned Academic Language Supports will you use to	formula)
assist students in their understanding of key academic	
language to express and develop their content learning and to	I will use the graphic organizer to help students learn the category
provide varying supports for students at different levels of	and area for each shape. This will be used as a guide to study.
Academic Language development? How do these supports	
address all three Academic Language Demands	
(vocabulary, syntax, and discourse)?	

# Materials

Materials needed by <b>teacher</b> for this lesson. (such as books,	Area of Polygons graphic organizer, pen/pencil, whiteboard, each shape
writing materials, computers, models, colored paper, etc.)	cut out for students' group work, calculator, answer key

Materials needed by <b>students</b> for this lesson. (computers, journals, textbook, etc.)	Pencil, paper, Area of Polygons (handed out at beginning of class), calculators

# 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	<ul> <li>Introduction:</li> <li>Explain objective and lesson topic</li> <li>Hand out Area of Polygons graphic organizer</li> </ul>	I will begin by explaining the objective and topic of today's lesson. Then I will hand out a graphic organizer (Area of Polygons) to each student.
35 minutes	<ul> <li>Instruction:</li> <li>Teach lesson on Area of Polygons</li> <li>Put students into groups</li> <li>Hand out shapes to each group</li> <li>Have each group calculate the area of each shape</li> </ul>	I will start the lesson by asking students the name of each shape and why each shape falls into the specific category such as polygons or quadrilaterals. Then I will show them the area formula for each shape and work a few problems on each shape. During the lesson, the students will take notes writing down different shapes and examples of finding the area for them. After the lesson is over, I will pair up the students and hand out 2 triangles and 2 quadrilaterals to each student. Each shape will have enough information on it for the student to plug in the numbers to the formula and find the answer. Each student will need to work the formulas on their own sheet of paper but may come up with answers together. While students are working, I will walk around to help anyone who may be struggling or answer any questions they have.
15 minutes	<ul> <li>Closure:</li> <li>Go over correct answers for each shape's area</li> <li>Answer questions students may have</li> </ul>	When each group is finished, I will ask one person from each group to call out the answers they came up with and make sure they understand how to use the formulas. I will also answer and questions that the students may have.

## Accommodations/Modifications

How might I modify instruction for:	To accommodate for IEP and Intervention, I will pull those students aside after
Remediation?	instruction to help them if they are struggling with information from the lesson.

Intervention?	To accommodate for ESL students, I have provided cognates on the Area of
IEP/504?	Polygons graphic organizer.
LEP/ESL?	
(All students who have plans mandated by	
federal and state law.)	

#### Differentiation

How might you provide a variety of	I will provide a graphic organizer that has every level in a different color. I will
techniques (enhanced scaffolding, explicit	also use explicit instruction to make sure the material is explained efficiently to
instruction, contextualized materials,	every student. Students will be allowed to work in groups after instruction, and
highlighters/color coding, etc.) to ensure all	that will meet the needs of the students that work better in groups versus direct
student needs are met?	instruction.
(All students who are not on specific plans	
mandated by federal and state law.)	

#### Assessments: Formative and/or Summative

Describe the <b>tools/procedures</b> that will be used in this lesson to monitor students'	X Formative / Summative	Questions will be asked during the lesson to check students' understanding.
learning of the lesson objective(s) (include type of assessment & what is assessed).	X Formative / Summative	Class discussion on the answers from their group work assignment.
	□ Formative /□ Summative	

### **Research/Theory**

Explain connections to theories and/or	For this lesson I will be using Direct Instruction. Direct Instruction relates to
research (as well as experts in the field or	Skinner's Behaviorist Theory. Direct Instruction has been found to be
national organization positions) that support	particularly effective with elementary and secondary at-risk students
the approach you chose and justify your	academically; furthermore, it promotes self-esteem and positive social skills
choices using principles of the connected	(Dell'Olio and Donk 2007).
theories and/or research.	

### Lesson Reflection/Evaluation

What went well?	TO BE FILLED IN AFTER TEACHING
What <b>changes</b> should be made?	
How will I use assessment data for next	
steps?	

Include supporting material such as slides, pictures, copy of textbook, and handouts for any activities students will be using as part of your lesson.

\*adapted from: <u>http://webcache.googleusercontent.com/search?q=cache:EsQcNWuG1ZoJ:web.mnstate.edu/harms/StudentTeachers/edTPA-LessonPlan.doc+&cd=2&hl=en&ct=clnk&gl=us; <u>http://www.moreheadstate.edu/getmedia/cd3fd026-939f-4a47-a938-29c06d74ca01/Lesson-Plan-and-Reflections.aspx;</u></u>

http://www.mcneese.edu/f/c/9cb690d2/Lesson%20Plan%20Rubric%20Aligned%20with%20InTASC.docx;https://www.uwsp.edu/education/Documents/edTPA/Resource11.pdf;

https://www.uwsp.edu/education/Documents/edTPA/Resource11a.pdf; https://www.uwsp.edu/education/Documents/edTPA/LessonPlanTemplateSOE.docx; https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanGuide.docx;

https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanTemplate.docx

