**Math**

Lesson Title/#: Quadrilaterals

Grade Level: 3rd Grade

**Learning Central Focus**

|  |  |
| --- | --- |
| Central Focus  What is the central focus for the content in the learning segment? |  |
| Content Standard  What standard(s) are most relevant to the learning goals? | AR.Math.Content.3.G.A.1 |
| Student Learning Goal(s)/ Objective(s)  **Skills/procedures**  What are the specific learning goal(s) for student in this lesson?  **Concepts and reasoning/problem solving/thinking/strategies[[1]](#footnote-1)**  What are the specific learning goal(s) for students in this lesson? | * 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.   Note: An informed discussion of types of lines (parallel and perpendicular) and angles is needed; however, student assessment is not required.  Note: Trapezoids will be defined to be a quadrilateral with at least one pair of opposite sides parallel, therefore all parallelograms are trapezoids. |
| Prior Academic Knowledge and Conceptions  What knowledge, skills, and concepts must students already know to be successful with this lesson?  What prior knowledge and/or gaps in knowledge do **these** students have that are necessary to support the learning of the skills and concepts for this lesson? | 1. Prior knowledge of parallel and perpendicular lines. 2. Prior knowledge that the inside angles equals 360 degrees. |
| Common Errors, Developmental Approximations, Misconceptions, Partial Understandings, or Misunderstandings  What are common errors or misunderstandings of students related to the central focus of this lesson?  How will you address them for **this group** of students? |  |

**Instructional Strategies and Learning Tasks**

*Description of what the teacher (you) will be doing and/or what the students will be doing.*

|  |  |
| --- | --- |
| Launch  \_\_\_\_\_\_\_\_\_\_ Minutes  How will you start the lesson to engage and motivate students in learning? |  |
| Instruction  \_\_\_\_\_\_\_\_\_\_ Minutes  What will you do to engage students in developing understanding of the lesson objective(s)?  How will you link the new content (skills and concepts) to students’ prior academic learning and their personal/cultural and community assets?  What will you say and do? What questions will you ask?  How will you engage students to help them understand the concepts?  What will students do?  How will you determine if students are meeting the intended learning objectives? |  |
| Structured Practice and  Application  \_\_\_\_\_\_\_\_\_\_ Minutes  How will you give students the opportunity to practice so you can provide feedback?  How will students apply what they have learned?  How will you determine if students are meeting the intended learning objectives? |  |
| Closure  \_\_\_\_\_\_\_\_\_\_ Minutes  How will you end the lesson? |  |
| Differentiation/ Planned Support  How will you provide students access to learning based on individual and group needs?  How will you support students with gaps in the prior knowledge that is necessary to be successful in this lesson? | *Whole Class*:  *Groups of students with similar needs*:  *Individual students*:  *Students with IEP’s or 504 plans*:  *Strategies for responding to common errors and misunderstandings, developmental approximations, misconceptions, partial understandings, and/or misunderstandings*: |
| Student Interactions  How will you structure opportunities for students to work with partners or in groups? What criteria will you use when forming groups? |  |
| What Ifs  What might not go as planned and how can you be ready to make adjustment? |  |
| Theoretical Principles and/or Research–Based Best Practices  Why are the learning tasks for this lesson appropriate for your students? |  |
| Materials  What materials does the teacher need for **this lesson?**  What materials do the students need for **this lesson?** |  |

**Academic Language Demand(s):**

|  |  |
| --- | --- |
| What language function do you want students to develop in this lesson? What must students understand in order to be intellectually engaged in the lesson? |  |
| What content specific terms (vocabulary) do students need to support learning of the learning objective for this lesson |  |
| What specific way(s) will students need to use language (reading, writing, listening and/or speaking) to participate in learning tasks and demonstrate their learning for this lesson? |  |
| What are your students’ abilities with regard to the oral and written language associated with this lesson? |  |
|  |  |
| How will you **support** students so they can understand and use the language associated with the language function and other demands in meeting the learning objectives of the lesson? |  |

**Assessments:**

*Describe the tools/procedures that will be used in* ***this lesson*** *to monitor students’ learning of the lesson objective(s). Attach a copy of the assessment and the evaluation criteria/rubric in the resources section at the end of the lesson plan.*

|  |  |  |  |
| --- | --- | --- | --- |
| Type of assessment  (Informal or Formal) | Description of assessment | Modifications to the assessment so that all students could demonstrate their learning. | Evaluation Criteria - What evidence of student learning (related to the learning objectives and central focus) does the assessment provide? |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

**Analyzing Teaching**

To be completed after the lesson has be taught

|  |  |
| --- | --- |
| What worked?  What didn’t?  For whom? |  |
| Adjustments  What instructional changes do you need to make as you prepare for the lesson tomorrow? |  |
| Proposed Changes.  If you could teach this lesson again to this group of students what changes would you make to your **instruction**? | *Whole class*:  *Groups of students*:  *Individual students*: |
| Justification  Why will these changes improve student learning?  What research/ theory supports these changes? |  |

**Resources:**

Attach each assessment and associated evaluation criteria/rubric.

1. *The prompt provided here should be modified to reflect subject specific aspects of learning. Language here is mathematics related. See candidate edTPA handbooks for the “Making Good Choices” resource for subject specific components.* [↑](#footnote-ref-1)