

Lesson Plan

Teacher Candidate:

Grade Level: 6-8 ish

Date: 6-26-19

Subject: Geometry

Instructional Plan Title: Intro to geometry

Learning Standards:

Common Core State Standards

7.G1: draw, construct and describe geometrical figures and describe the relationships between them.

7.G2: Draw (freehand, with a ruler and protractor, and with technology)

geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.

7.G4: Know the formula for the area and circumference of a circle and use

them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.

Targets/objectives:

Students should be able to visualize components of basic shapes. Upon creating these shapes, students will be able to calculate the perimeter/area.

Materials:

pen

paper

1) Lesson Introduction: Students will act out the drawing of a shape.

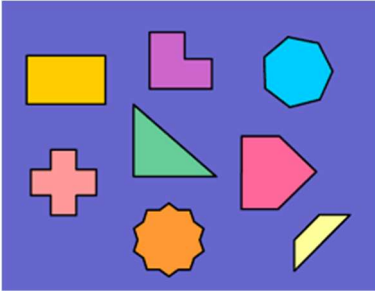
2) Instructional procedures:

- a. Students will pair up
- b. One student will write out the instructions for creating a square.
- c. The other student will stand in an open space.
- d. The student will read the instructions to their partner step by step to complete the process of acting out the drawing of a square.
- e. Students will then transfer their instructions to Scratch code

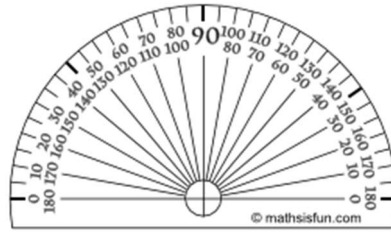
Differentiated Instruction: Visual aids in both spanish and english will be provided. Students will have different assessments based on each student's abilities. Anchor charts will also be provided as supplemental help.

3) Closure: Students will be able to translate their step by step (algorithmic) thinking into their Scratch projects.

polygons - polígonos



degrees - grados



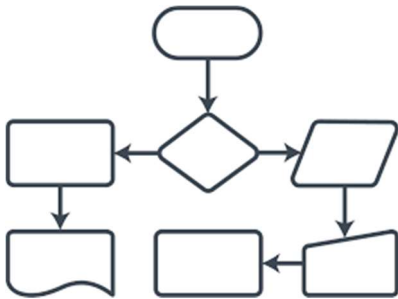
clockwise - agujas del reloj



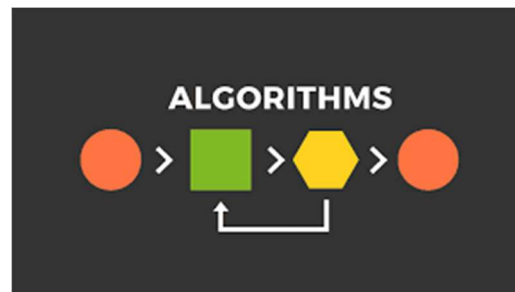
counter clockwise - a la izquierda



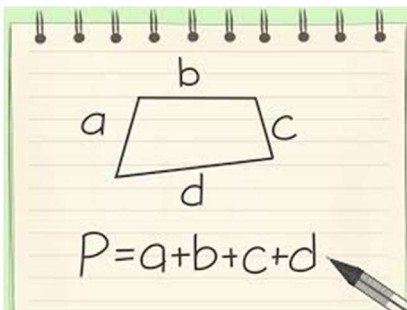
flowchart - diagrama de flujo



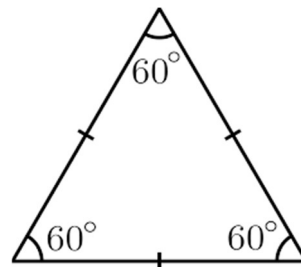
algorithm - algoritmo



perimeter - perímetro



equilateral triangle - triángulo equilátero



Informal Assessment:

Informal Assessment Teacher Observation Checklist

3= Excellent, 2= Fair, 1= Needs Improvement

While walking around the room and monitoring student work, record the participation/engagement, behavior, and task completion of the students.

Date:

Date: Students' Names	Participation/Engagement	Behavior	Task Completion
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			



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