

# Student Centered Lesson Plan

**Name:** Olutope Aghedo **Course:** Geometry (Pre-AP) **Period:** 1 & 4 - 8 **Date:** 01/23

**Friday 01/23/15**

<b>Objective:</b> 1. Students will be able to determine the perimeter of quadrilaterals  2. Students will be able to determine the area of quadrilaterals.	<b>Activities:</b> 1. Students will take "Do Now" on spiraling based on first and review for DLA. Teacher will do the correction on "Do Now" for correction spiraling. Students will take notes. Teacher will check for understanding (7 minutes). 2. <b>Modeling:</b> Teacher introduces lesson and direction. Teacher models the perimeter and area of a quadrilateral (12 minutes). 3. Students takes notes as teacher introduces and presents directions. Teacher checks for understanding. 4. <b>Collaboration:</b> Students seat in collaborative group of 4- 5 to solve the modelled problems on perimeter and area of a quadrilateral. Teacher works around the group to further check for understanding and also pay more attention to assist the special need and English learners. Teacher checks for understanding at the end of group work. At the end of group work, student is chosen at random to present group work (30 min) 5. <b>Independence:</b> Student begin independent practice (30 min). 6. <b>Exit ticket:</b> Students writes down or share what they have learnt for the day (5 min).	<b>Methodology</b> <input checked="" type="checkbox"/> Application <input checked="" type="checkbox"/> Audio/ Visual <input checked="" type="checkbox"/> Demonstration <input checked="" type="checkbox"/> Written <input checked="" type="checkbox"/> Independent Study <input checked="" type="checkbox"/> Manipulatives/ Hands-on <input type="checkbox"/> Lecture/ Notes <input checked="" type="checkbox"/> Coop. Learning <input checked="" type="checkbox"/> Thinking Maps <input checked="" type="checkbox"/> Review/ Reteach <input checked="" type="checkbox"/> Other
<b>Language Objective:</b> Students will be able to demonstrate the understanding of the vocabularies: area, quadrilaterals, parallelograms, trapezoids, kites, regular polygons, altitude, base, height, side lengths.	<b>HOTS:</b> How far would I have run round the periphery the field of a stadium? What portion of the football field is covered by the rectangular soccer playing field?	<b>Assessment:</b> <input checked="" type="checkbox"/> Teacher Evaluation <input checked="" type="checkbox"/> Portfolio <input checked="" type="checkbox"/> Peer/ Self Evaluation <input checked="" type="checkbox"/> Test/ Quiz <input checked="" type="checkbox"/> Written/ Oral <input checked="" type="checkbox"/> Presentation Other
<b>Blooms:</b> <input checked="" type="checkbox"/> Remembering <input checked="" type="checkbox"/> Understanding <input checked="" type="checkbox"/> Applying <input checked="" type="checkbox"/> Analyzing <input checked="" type="checkbox"/> Evaluating <input checked="" type="checkbox"/> Creating  <b>Modifications:</b> Differentiate Instruction Group Support Peer Assistance	<b>Content Specific Notes:</b> GEOM.11B, GEOM.11D , GEOM.8A, GEOM.8E	<b>Materials/Resources</b> <input checked="" type="checkbox"/> Textbook <input checked="" type="checkbox"/> Technology <input checked="" type="checkbox"/> Worksheet <input checked="" type="checkbox"/> Other