Student Centered Lesson Plan

Name: Mr. Aghedo Course: Geometry (Pre-AP) Period: <u>1 & 4 - 8</u> Date: <u>01/26-30/15</u>

Monday to Tuesday (01/26-27/15)			
Objective:	Activities:	Methodology	
 Students will be able to determine the perimeter of triangles Students will be able to determine the area of a triangles. 	 Students will take "Do Now" spiraling/re-teaching unmastered TEKS on concluded CA 6. Teacher will do the correction on "Do Now". Students will take notes. Teacher will check for understanding (7 minutes). Modeling: Teacher introduces lesson and direction. Teacher models how to determine the perimeter and area of a triangle (12 minutes). Student takes notes as teacher introduces and presents directions. Teacher checks for understanding. Collaboration: Students seat in collaborative group of 4-5 to solve the modelled problems on perimeter and area of triangles. Teacher works around the group to further check for understanding and also pay more attention to assist the special need and English learners. Teacher again checks for understanding at the end of group work. At the end of group work. Teacher also checks for understanding by randomly picking students to present group work (30 min) Independence: Student begins independent practice (30 min). Exit ticket: Students writes down or shares what they have learnt for the day (5 min). 	 Application Audio/ Visual Demonstration Written Independent Study Manipulatives/ Hands-on Lecture/ Notes Coop. Learning Thinking Maps Review/ Reteach Other 	
Language Objective: Students will be able to demonstrate the understanding of the vocabularies: perimeter, triangle, altitude, base, height, side lengths, right triangles, and scalene triangle, isosceles and equilateral triangles.	HOTS: What is area of a side of a triangular pyramid? How far would I have travelled a triangular football field?	Assessment:✓Teacher Evaluation✓Portfolio✓Peer/ Self Evaluation✓Test/ Quiz✓Written/ Oral✓Presentation Other	
Blooms: ✓ Remembering ✓ Understanding ✓ Applying ✓ Analyzing ✓ Evaluating ✓ Creating Modifications: Differentiate Instruction Group Support Peer Assistance	Content Specific Notes: GEOM.11B, GEOM.11D, GEOM.8A, GEOM.8E	Materials/Resources✓Textbook✓Technology✓Worksheet✓Other	

Wednesday to Thursday (01/28-29/15)			
Objective:	Activities:	Methodology	
 Students will be able to determine the perimeter of quadrilaterals Students will be able to determine the area of quadrilaterals. 	 Students will take "Do Now" spiraling/re-teaching unmastered TEKS on concluded CA 6. Teacher will do the correction on "Do Now". Students will take notes. Teacher will check for understanding (7 minutes). Modeling: Teacher introduces lesson and direction. Teacher models how to determine the perimeter and area of a quadrilateral (12 minutes). Student takes notes as teacher introduces and presents directions. Teacher checks for understanding. Collaboration: Students seat in collaborative group of 4- 5 to solve the modelled problems on perimeter and area of quadrilaterals. Teacher works around the group to further check for understanding and also pay more attention to assist the special need and English learners. Teacher again checks for understanding at the end of group work. At the end of group work. Teacher also checks for understanding by randomly picking students to present group work (30 min) Independence: Student begins independent practice (30 min). Exit ticket: Students writes down or shares what they have learnt for the day (5 min). 	 Application Audio/ Visual Demonstration Written Independent Study Manipulatives/ Hands-on Lecture/ Notes Coop. Learning Thinking Maps Review/ Reteach Other 	
Language Objective: Students will be able to demonstrate the understanding of the vocabularies: area, quadrilaterals, parallelograms, trapezoids, kites, regular polygons, altitude, base, height, side lengths.	HOTS: How far would I have run round the periphery of the field of a stadium? What portion of the football field is covered by the rectangular soccer playing field?	Assessment:✓Teacher Evaluation✓Portfolio✓Peer/ Self Evaluation✓Test/ Quiz✓Written/ Oral✓Presentation Other	
Blooms: ✓ Remembering ✓ Understanding ✓ Applying ✓ Analyzing ✓ Evaluating ✓ Creating ✓ Modifications: Differentiate Instruction Group Support Peer Assistance	Content Specific Notes: GEOM.11B, GEOM.11D, GEOM.8A, GEOM.8E	Materials/Resources✓Textbook✓Technology✓Worksheet✓Other	

Friday 01/30/15			
Objective:	Activities:	Methodology	
 Students will be able to determine the perimeter of circle Students will be able to determine the area of circle. 	 Students will take "Do Now". Teacher will do the correction on "Do Now" spiraling on previous lesson. Students will take notes. Teacher will check for understanding (7 minutes). Modeling: Teacher introduces lesson and direction. Teacher models how to determine the perimeter and area of a circle (12 minutes). Student takes notes as teacher introduces and presents directions. Teacher checks for understanding. Collaboration: Students seat in collaborative group of 4- 5 to solve the modelled problems on perimeter and area of circle. Teacher works around the group to further check for understanding and also pay more attention to assist the special need and English learners. Teacher again checks for understanding at the end of group work. At the end of group work. Teacher also checks for understanding by randomly picking students to present group work (30 min) Independence: Student begins independent practice (30 min). Exit ticket: Students writes down or shares what they have learnt for the day (5 min). 	 Application Audio/ Visual Demonstration Written Independent Study Manipulatives/ Hands-on Lecture/ Notes Coop. Learning Thinking Maps Review/ Reteach Other 	
Language Objective: Students will be able to demonstrate the understanding of the vocabularies: area, quadrilaterals, parallelograms, trapezoids, kites, regular polygons, altitude, base, height, side lengths.	HOTS: How far would the minute hand of a wall clock periphery have moved around the periphery to complete one revolution (60 min)? How can I determine the space occupied by my Pizza on my dining table?	Assessment:✓Teacher Evaluation✓Portfolio✓Peer/ Self Evaluation✓Test/ Quiz✓Written/ Oral✓Presentation Other	
Blooms:	Content Specific Notes: GEOM.11B, GEOM.11D, GEOM.8A, GEOM.8E	Materials/Resources Textbook Technology Worksheet Other	