## **Student Centered Lesson Plan**

## Name: Mr. Aghedo Course: Geometry (Pre-AP) Period: <u>1 & 4 - 8</u> Date: <u>02/23-27/15</u>

Monday to Tuesday (02/23-24/15)			
<b>Objective:</b> 1. Students will be able to determine their mastery on TEKS in the first 3-week into the 5 <sup>th</sup> cycle by taking CA.	<ul> <li>Activities: Student do warn up through "do now". Teacher gives solution to to "do now" using spiraling (7 min). Teacher introduces review lesson on general TEKS covered on first 3-week into the 5<sup>th</sup> cycle. Students takes note. Teacher models use of Kahoot Quiz to accomplish review. Teacher checks for understanding. Students open their laptops and to take kahoot quiz (20). Teacher administers Kahoot. At the end of Kahoot quiz, teacher introduces the CA. Students take CA for the remaining lesson period (60 min).</li> </ul>	Methodology✓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 mastery of composite and 3 dimensional figures.	<b>HOTS:</b> Have I truly mastered my masteries? Have I had the formative assessment of my mastery in all topics covered in first 3-week of cycle 5?	Assessment:✓Teacher Evaluation✓Portfolio✓Peer/ Self Evaluation✓Test/ Quiz✓Written/ Oral✓Presentation Other	
Blooms:	<b>Content Specific Notes</b> : All TEKS covered in first 3-week into 5 <sup>th</sup> cycle.	Materials/Resources✓Textbook✓Technology✓Worksheet✓Other	

Wednesday to Friday (02/25-26/15)			
Objective:	Activities:	Methodology	
<b>Objective:</b> 1. Students will be able to deconstruct 3D figure. 2. Students will be able to determine the lateral and total surface area of 3D figures.	<ol> <li><b>Activities:</b> <ol> <li>"Do Now": Students will take "Do Now" on question based on the unmastered TEK on concluded CA. Teacher reviews with students the solution to CA question adopting spiraling. Students will take notes. Teacher will check for understanding (10 minutes).</li> </ol> </li> <li>Lesson Introduction: Teacher introduces lesson of the day and direction. Students takes notes as teacher introduces and presents direction</li> <li>Modeling: Teacher models deconstruction of 3D figure, solves problem on lateral and total surface area the figure. Teacher checks for understanding by randomly calling student name in chunks of lesson delivery. Students also write solution steps on worksheet on worksheet to for use during guarded practice (15 minutes).</li> <li>Guarded Practice/Interactive Activity: In an extended guarded practice, students work on a question per group of 4 – 5 students. Teacher walks the crowd to further check for understanding in each group (5 minutes).</li> <li>Activity: At the end of guarded practice, 2-3 groups are called out to present solution to their assigned problem (5 min).</li> <li>Independent Practice: Students are assigned questions 3D figures to compute lateral and surface areas (20)</li> <li>Mastery and Exit Ticket: Students opens up their computer and go to a web site teacher shall assign to formatively master their skills on lateral and total surface areas of a 3D figures (20 min). Students screen prints and sends the results to teacher mail on the hub or teacher uses running roster to record result on assigned work on computer.</li> </ol>	Methodology         ▲ Application         ▲ Audio/ Visual         Demonstration         ♥         Independent Study         ■ Independent Study         ♥         Independent Study         ♥         ▲ seesement:	
<b>Objective:</b> Lateral surface, Total surface, base area, deconstruct, 3D figure, Plane figure.	How do plane shapes construct a volume (3D figure)?	<ul> <li>✓ Teacher Evaluation</li> <li>Portfolio</li> <li>✓ Peer/ Self Evaluation</li> <li>□ Test/ Quiz</li> <li>✓ Written/ Oral</li> <li>✓ Presentation Other</li> </ul>	
Blooms: ✓ Remembering ✓ Understanding ✓ Applying ✓ Analyzing ✓ Evaluating ✓ Creating Modifications: Differentiate Instruction Group Support Peer Assistance	Content Specific Notes: GEOM.8D, GEOM.8F, GEOM.9D	Materials/Resources ✓ Textbook ✓ Technology ✓ Worksheet ✓ Other	

Friday (02/27/15)			
<ul> <li><b>Objective:</b> <ol> <li>Students will be able to describe and determine the effect on area, when one or more dimensions of a 3D figure are changed.</li> <li>Students will be able to apply this idea in solving problems.</li> </ol> </li> </ul>	<ul> <li>Friday (02/27/15)</li> <li>Activities:</li> <li>7. "Do Now": Students will take "Do Now" on question based on the unmastered TEK on concluded CA. Teacher reviews with students the solution to CA question adopting spiraling. Students will take notes. Teacher will check for understanding (10 minutes).</li> <li>8. Lesson Introduction: Teacher introduces the objective and demonstrate the effect on area the changes in dimensions of 3D figure. Students takes notes as teacher introduces and presents direction (5 min)</li> <li>9. Modeling: Teacher models deconstruction of 3D figure, solves problem on effect of lateral dimensions lateral and total surface area the figure. Teacher checks for understanding by randomly calling student name in chunks of lesson delivery. Students also write solution steps on worksheet on worksheet to for use during guarded practice (15 minutes).</li> <li>2. Guarded Practice/Interactive Activity: In an extended guarded practice, students work on a question per group of 4 – 5 students to demonstrate effect on changes in lateral dimensions. Teacher walks the crowd to further check for understanding in each group (5 minutes).</li> <li>10. Activity: At the end of guarded practice, 2-3 groups are called out to present solution to their assigned problem (5 min).</li> <li>11. Independent Practice: Students area assigned questions 3D figures to compute lateral and surface areas (20)</li> <li>12. Mastery and Exit Ticket: Students opens up their computer and go to a web site teacher shall assign to formatively master their skills on effect of changes in lateral dimensions on lateral and total surface areas of a 3D figures Students screen prints and sends the results to teacher mail on the hub or teacher uses</li> </ul>	Methodology         ▲ Application         ▲ Audio/ Visual         Demonstration         ♥ Independent Study         ▲ Manipulatives/ Hands-on         Lecture/ Notes         Coop. Learning         ♥ Thinking Maps         Review/ Reteach         ♥ Other	
Language Objective: Parameter changes, dimensional changes, lateral and total surface area, perimeter.	(20 min). <b>HOTS:</b> What effect does lateral dimensions has on surface area?	Assessment:         ✓         Teacher Evaluation         Portfolio         ✓         Peer/ Self Evaluation         Test/ Quiz         ✓         Written/ Oral         ✓         Presentation         Other	
Blooms:✓Remembering✓Understanding✓Applying✓Analyzing✓Evaluating✓Creating✓Modifications:Differentiate InstructionGroup SupportPeer Assistance	Content Specific Notes: GEOM.10B, GEOM.11D	Materials/Resources✓Textbook✓Technology✓Worksheet✓Other	