

Math & Science Collaborative Lesson Plan



**Northwest Educational
Service District 189**

Together We Can

Lesson Title: Basic Geometric Shapes – Drawing and Naming

<p>Unit Learning Target (Standard/Performance Expectation(s)) Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.</p>	
<p>Building Block or Lesson Learning Target: Draw and name a basic geometric shape (square, triangle, circle, rectangle) by tracing, copying, or freehand.</p>	<p>Student Success Criteria: The students will be able to trace, copy, and freehand draw identified geometric shapes.</p>
<p>Previous Lesson Learning Target: Build and name a basic geometric shape (square, triangle, circle, rectangle) by using straws, toothpicks, or other common materials.</p>	
<p>Target Introduction/ Thinking Question * Looking at your straw models, do you think you can use your template to trace each shape and label each shape? Now try copying them freehand.</p>	
<p>Lesson Progression (Flow) with Talk-Structures (Student Discourse)</p> <p>Review straw models with appropriate vocabulary.</p> <p>Provide templates to trace</p> <p>Trace shapes and label them correctly</p> <p>Make a second freehand copy below the traced copy</p>	<p>Key terms for this lesson side, vertex (corner), straight , curved copy, freehand rectangle, square, trapezoid, triangle, half- circle, and quarter-circle</p>
	<p>Formative Task or Question* <i>Designed to elicit student misconception(s)</i> Wrong name for various shapes Inability to recognize when a shape is misdrawn</p>
	<p>Forms of Student Discourse to include: Peer to peer writing and drawing Partner evaluations Student to teacher</p>
<p>Lesson Closure Review a peer’s paper for correct shape and label. Discuss needed adjustments with the peer.</p>	<p>Exit Task* Remove all models and then ask students to freehand draw any stated shape.</p>

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<p>Do the Math for the Thinking Question</p> <p>All geometric shapes for this lesson. No arithmetic needed.</p>	<p>Lesson Anticipated Misconceptions:</p> <p>Faulty drawings</p> <p>Traced shapes that are not asked for</p> <p>Making a picture with template shapes instead of labeling</p> <p>Confusion between defining and non-defining attributes</p>
<p>Lesson Instructional Adjustment(s) (if needed) <i>Tied to common misconception(s)</i></p> <p>Have sample constructed models with correct names attached.</p> <p>Have sample templates and/or paper models.</p> <p>Model what is not a shape and explain why it is not a correct shape.</p>	<p>Manipulatives and materials to include and have ready to support the lesson *</p> <p>Previously constructed shape models</p> <p>templates</p> <p>Paper and pencil</p>

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* Opportunity for formative assessment



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