

Math & Science Collaborative Lesson Plan



**Northwest Educational
Service District 189**

Together We Can

Lesson Title: Recognizing Quadrilaterals

Unit Learning Target (Standard/Performance Expectation(s)) Recognize, draw, and identify shapes having specified attributes as well as compare sizes.		
Building Block or Lesson Learning Target: Recognize and draw shapes: Quadrilaterals	Student Success Criteria: Identify and explain the attributes of quadrilaterals.	
Previous Lesson Learning Target: Recognize and sort: triangles		
Target Introduction/ Thinking Question * “What is a quadrilateral?”		
Lesson Progression (Flow) with Talk-Structures (Student Discourse) Play “guess my rule” with pictures and shapes (Teacher first, then students in groups. Make quadrilaterals on Geoboards. Draw all the quadrilaterals made on the Geoboards. Build quadrilaterals with different size straws	Key terms for this lesson Quadrilateral Square Rectangle Right angle parallel parallelogram Vertex vertices	Formative Task or Question* <i>Designed to elicit student misconception(s)</i> How are “side” and “face” the same, and how are they different?
	Forms of Student Discourse to include: Peer to peer Student to teacher Student to Whole Group	
Lesson Closure Students will share their straw quadrilaterals with the large group.	Exit Task* Given pictures with a variety of shapes, students will identify and correctly label all the quadrilaterals.	

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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>“corners”</p> <p>More or less sides than 4.</p>
<p>Lesson Instructional Adjustment(s) (if needed) <i>Tied to common misconception(s)</i></p> <p>Review triangles</p>	<p>Manipulatives and materials to include and have ready to support the lesson *</p> <p>Shape Cards</p> <p>Geoboards and Geobands</p> <p>Geoboard paper</p> <p>Straws pictures paper and pencil</p>

* Opportunity for formative assessment