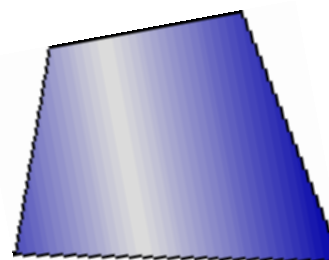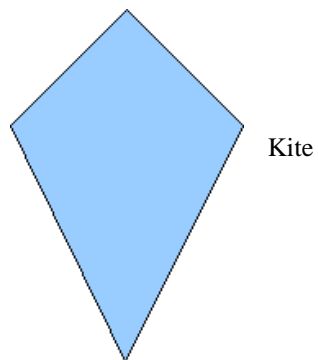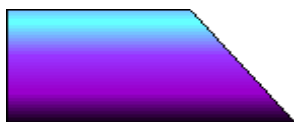# Math & Science Collaborative Lesson Plan

Lesson Title: **Define and describe and draw quadrilaterals.**

Unit Learning Target (Standard/Performance Expectation(s)) **3.4.C** **Identify and describe special types of quadrilaterals.** **CCSSM 3.G.1**	
Building Block or Lesson Learning Target: Define and describe and draw quadrilaterals, with parallel sides and right angles	**Student Success Criteria:** Students can list at least 4 different properties in describing various quadrilaterals.
Previous Lesson Learning Target: Find, demonstrate and explain the term "Perimeter" for triangles and several forms of quadrilaterals.	

Target Introduction/ Thinking Question *
After showing pictures of quadrilaterals, "Describe the characteristics of each quadrilateral." (language and vocabulary reminders – 4 sides {laterals}, 4 vertices {corners}, 4 angles.

Lesson Progression (Flow) with Talk-Structures (Student Discourse)	**Key terms for this lesson**	**Formative Task or Question*** *Designed to elicit student misconception(s)*
Review names of angles – acute, obtuse, right On grid paper draw these special quadrilaterals – Use a ruler to measure the perimeter then find the area. For perimeter do you find how many squares inside or the distance around the outside? Now draw a rectangle. How is the rectangle different from the square? Draw a parallelogram on the grid paper. How can you tell if the sides are parallel? (use 2 pencils, 2 straws or 2 rulers to help demonstrate.) Draw a rhombus. (use a pattern block for help) Is the rhombus a parallelogram? Draw a trapezoid. (help with a pattern block) Is the trapezoid a parallelogram? Go through your drawings to find and mark right angles. (help with a color tile)	Quadrilateral Parallel Right angle Perimeter Area Shape names (Laterals) Vertices	Are there different ways to describe a shape? What are some of the different parts to describe?
	Forms of Student Discourse to include: Student to teacher Student to small group Small group to large group Large group discussion	
Lesson Closure Using magazines, newspapers, and poster paper labeled by different quadrilaterals, each team takes one poster and finds examples of their quadrilateral and cuts out examples and glues them to the poster.	**Exit Task*** "Ticket out the Door" is to take a random quadrilateral and describe it by at least 4 different properties.	

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Do the Math for the Thinking Question

Kite

Lesson Anticipated Misconceptions:

Drawing more than 4 sides and/or vertices

Incorrect quadrilateral labels

Not all Quadrilaterals have right angles or not all have parallel sides

Not understanding that Kite is a quadrilateral

Lesson Instructional Adjustment(s) (if needed)
Tied to common misconception(s)

Manipulatives and materials to include and have ready to support the lesson *

Straws
Color tiles
Pattern blocks
Grid paper and rulers
"Hands-On" tagboard quadrilateral shapes

* Opportunity for formative assessment