

## MATH LESSON - QUADRILATERALS - DAY 4

Thursday, March 6, 2014

### Lesson 4 - My Missing Shape

*Standard:*

#### **Reason with shapes and their attributes**

3. G. 1 - Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals

*Content Objective:*

- Students will be encouraged to provide details and use proper vocabulary when describing the properties of quadrilaterals as they make their Missing Shape Poster
- Students will be able to identify and describe all six quadrilaterals - SQUARE / RECTANGLE / PARALLELOGRAM / RHOMBUS / TRAPEZOID / KITE
- Students will be able to describe both orally and written one quadrilateral that they have been given

*Language Objective:*

- Students will orally describe the different quadrilaterals they identified using sentence frames provided.

#### SENTENCE FRAMES -

A square has \_\_\_\_ sets of parallel lines

A trapezoid has \_\_\_\_ set(s) of parallel lines

A rhombus has \_\_\_\_ sides congruent but no \_\_\_\_ angles

A parallelogram has \_\_ sets of parallel lines

A parallelogram has \_\_\_\_ sets of parallel lines, \_\_\_\_ acute angles and \_\_\_\_ obtuse angles

#### *Materials needed*

6 11 x 17 poster paper

markers

rulers

sentence frames

pocket chart on display which has all terms learned thus far

#### *Instructional sequence*

##### Launch -

1. Review all different quadrilateral
2. Partner talk
  - Ask partners to share about their shape from previous day - properties - using sentence frames provided
3. Give instructions of the task for today
4. You will make a Missing Shape Poster

5. Your shape is lost and you have to find it
6. Make a poster giving as many details as you can - draw and/or write
  - properties
  - types of lines
  - types of angles
  - reward
  - whom to call
7. When you are done write a script that you will air on TV
8. This is a competition. The posters and presentation will be judged by a panel of judges
9. Partner talk
  - Tell your partner what your task is
10. Let students know that the score is based on how well they are able to describe their shape and present it to the class
11. Criteria for a good poster and presentation
  - 0 -1 DESCRIPTIONS -----> THUMBS DOWN
  - 2 - 3 DESCRIPTIONS -----> THUMBS OK!!!
  - 4 - 6 DESCRIPTIONS -----> THUMBS UP!!!
12. Dismiss to tables

#### Explore -

1. Students work as table groups to create a poster of their particular shape
2. Walk around to ascertain understanding
3. If there is confusion, regroup and repeat instructions
4. If done, students can start writing a script
5. Remind students of the criteria of the poster
  - At least 3 properties listed
  - A diagram
  - A real life example of the shape
6. When students are ready, each group will present
7. Judges (CT and students who get pulled out) will sit at the edge to score
8. When all done, have students come to the carpet for closure

#### Summary -

1. Back to the carpet
2. All posters on the white board on display
3. ASK -
  1. WHAT IS THE DIFFERENCE BETWEEN A TRAPEZOID AND THE REST OF THE QUADRILATERALS? Trapezoids are different because they have only one set of parallel lines and the others have two sets
  2. WHAT CAN WE CALL THIS QUADRILATERAL (HOLDING UP THE SQUARE)?  
Remind students that a square can be called a square, rhombus, rectangle, and parallelogram.

#### Assesment

DOUBLE SIDED TEST - Polygons + Quadrilaterals (See attached labeled F)