

Lesson Plan Template

Grade: 8	Subject: Math 8-Chapter 5 Geometry
Materials: Scavenger Hunt Sheets, notes packet	Technology Needed: Phones, Chromebooks
Instructional Strategies: <ul style="list-style-type: none"> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <ul style="list-style-type: none"> <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling 	Guided Practices and Concrete Application: <ul style="list-style-type: none"> <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) <ul style="list-style-type: none"> <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic <p>Explain: Students will work in pairs to find examples around the school of vocabulary words for chapter 5. Pairs will take pictures of their findings, then compile the pictures into a presentation to be presented to the rest of the class.</p>
Standard(s) <u>8.G.5</u> Use informal arguments to establish facts about: <ol style="list-style-type: none"> a. the angle sum and exterior angles of triangles b. the angles created when parallel lines are cut by a transversal c. the angle-angle criterion for similarity of triangles 	Differentiation Below Proficiency: Guide students towards examples in the classroom if they are struggling Above Proficiency: Students will find 5 different polygons and 3 different triangles, as incorporated in the assignment. This is as opposed to below proficient students who would only find 2 or 3 different polygons rather than 5 different. Approaching/Emerging Proficiency: Students will complete the assignment with minimal guidance throughout. Modalities/Learning Preferences: Students can complete the assignment at home if they don't finish or are absent.
Objective(s) Students will link real-life objects to geometry terms and concepts. Students will explain geometry terms and concepts through the representation of real-life objects. Bloom's Taxonomy Cognitive Level: Analyzing	
Classroom Management- (grouping(s), movement/transitions, etc.) Teacher will go through expectations and instructions at beginning of class. After doing this, students can ask any questions they may have about the assignment and/or procedure expectations. Students will work in pairs of their choosing and can get started after each pair comes to get the Scavenger Hunt sheet. Only one sheet per pairing. As pairs come to get the sheet from the teacher, the teacher can check the pairings to make sure each pairing is appropriate and will work well together. Adjustments can be made between partners.	Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students will know the classroom routine of entering the classroom and finding their assigned seats. While the teacher explains instructions and expectations, students are expected to be listening, seated in their assigned spots with phones put away. If any phones are out, the student will be asked to place the phone on teacher's desk until end of class time. If a student has any missing work for any class, the student will not be allowed to complete the Scavenger Hunt around the school and will be limited to completing the Scavenger Hunt in the classroom. While students are working on the Scavenger Hunt around the school, they are expected to be respectful to others and the building by staying on task. Students have been directed to stay out of the wing that has classes at that time (during period 2-3, 7 th grade has classes so that wing is off limits, but 6 th grade does not have classes so students can go to this wing). Students are not allowed in the restrooms or locker rooms for this assignment. If students want to go into an empty classroom, they have to ask the teacher of that classroom for permission and must respect that classroom by not making any kind of mess or disrupting the room. Students will show that teacher the Scavenger Hunt sheet as proof of the assignment they are completing. If the students are not respectful, the sheet instructs the teacher of that room to sign the back of the sheet. When students return to class, teacher will check to see if any students got signatures about being disrespectful around the school. Students are to use their phones to take pictures of the Scavenger Hunt items. Students are expected to use their phones appropriately and remain on task (not letting the phones be a distraction).

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	<p>Students are expected to return to the classroom as soon as they have completed the Scavenger Hunt or when there is 10 minutes left of class.</p> <p>When students return to the classroom after completion of Scavenger Hunt, they will be instructed to compile their findings into a presentation that will be submitted on Google Classroom. The creation of the presentations is homework. Presentations will be presented during the next class.</p>
Minutes	Procedures
15	<p>Set-up/Prep: Create Scavenger Hunt sheet Create and post assignment in Google Classroom for presentations to be submitted.</p>
2-3	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Greet students at door as they come into class. Take attendance. Ask the students “Who remembers what we get to do today?” *Students have been made aware of this assignment since the beginning of the chapter and throughout the chapter Give students a brief overview of the assignment: “Today, you and a partner will be going on a Scavenger Hunt to find examples of the concepts discussed in this chapter. Then, as homework, you will put together a presentation of your findings. Next class, you will present your presentations to the rest of the class.” “Be as creative as possible with what you find and how you put it into your presentations so no one has the same findings as the next group because that would get boring.”</p>
5-10	<p>Explain: (concepts, procedures, vocabulary, etc.) “For this Scavenger Hunt, there are 20 items you and your partner will need to find around our school. Each item is a vocabulary word or concept from this chapter. When you find an item, you have to take a picture of it and check it off your list. For example, you could take a picture of the square ceiling tiles to represent the term ‘Right Angle’ and no, you cannot use that example for yours.” “On the sheet, there are three ‘Triangle’ items with two blanks for each one. Any ideas what you should be looking for to fill in the blanks so they will be three different triangles?” (wait for student response) “Triangle classifications: options include acute, obtuse, right, or equiangular for the angle classification; for the side classification your options are isosceles, scalene, or equilateral.” “There are also five ‘Polygon’ items which means you have to identify five DIFFERENT polygons around the school and take pictures of them for the presentation. Remember that polygons are closed plane figures.” “Every item on the list is something we have discussed and worked with in this chapter. If you can’t remember what one of the items is, look in your notes packet. If I were you, I would bring my notes with me on the scavenger hunt.”</p> <p>“A few rules and expectations as you complete this scavenger hunt:</p> <ul style="list-style-type: none"> • You and your partner stay focused and on task. This means you aren’t goofing around in the halls or disrupting other classes. You get to choose your partner, but if you can’t handle it, I will be choosing partners in the future. • Respect others and the building. This means you aren’t disruptive to other classes or classmates, and you aren’t damaging anything in our building. You shouldn’t have to move anything for this, you are just taking pictures. • You are not allowed to go into restrooms or locker rooms for this assignment. • Stay in areas where classes are not happening. Ask permission to go into an empty classroom before you go into it. • The Scavenger Hunt sheet is your hall pass. If a teacher questions why you are in the halls, show them your sheet. If you are being disruptive, they will sign your sheet. • You are allowed to use your phones to take pictures for the Scavenger Hunt. Use your phones responsibly, do not let them be a distraction. • Use your time wisely. There is no reason for you to not complete the Scavenger Hunt in the remainder of class today. • Come back to the classroom by 9:30 as a midpoint check-in, show me what you’ve got and then you can head back out. • Return to our classroom no later than 10:05. If you finish before then, come back to our classroom.” <p>“This is a privilege for you to explore the building for this assignment. Be respectful and responsible. Have fun and be creative.” “If you have any questions, I will be in the classroom so you can come back and ask.”</p> <p>*have students recap the expectations, specifically being respectful and on-task, and being back by 9:30 and 10:05, then let them get started</p> <p>“If you have any missing work, you have to stay in our classroom to complete the Scavenger Hunt.” (have a list of students who have missing work prior to class starting, let those students know)</p> <p>“Are there any questions?”</p>
55-65	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p>

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5-10	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> *all students should be back in classroom by 10:05 *as students filter back into the classroom, ask about their findings (if they found something cool or creative) <p>To the whole class: “Your next step is to create a presentation-PowerPoint, Google Slides, Prezi-of all your pictures of the Scavenger Hunt items. This is your homework between now and next class. Both partners should work on it, not just one person putting together the presentation. When we come to class next time, you will all present and tell us where you found each item and explain each item. For example, I would explain that I found ‘Right Angle’ in our classroom ceiling tiles and a right angle is 90°.”</p> <p>“Before coming to next class, submit your completed presentation on Google Classroom.”</p> <p>*if there is still time left in class, students can begin working on the presentations.</p> <p>Dismiss class “Have a great day kiddos! See you next class!”</p>	
	<p>Formative Assessment: (linked to objectives)</p> <p>Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</p> <p>As students come back to the classroom, ask if they found all the items. Ask if they struggled to find any of the items. Ask if they found something cool or interesting.</p> <p>Check-in frequently with any students that are in the classroom completing the assignment because of missing work.</p> <p>Consideration for Back-up Plan:</p> <p>If students finish early and are back in the classroom before 10:05, explain the next steps to them and they can get started on creating the presentation.</p> <p>If students don’t find an item on the list, they are responsible for finding it, at home or elsewhere, before next class.</p>	<p>Summative Assessment (linked back to objectives)</p> <p>End of lesson: This assignment is the assessment of the chapter.</p> <p>If applicable- overall unit, chapter, concept, etc.:</p> <p>Presentations during next class.</p>
	<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>Be sure to thoroughly explain the instructions and expectations to ensure students still completed the assignment as smoothly as possible. Student engagement can be observed by student response when asked a question.</p> <p>During the scavenger hunt activity, I observed students around the school, and they were finding very creative examples for the vocab terms. They were able to review the vocab and concepts of the chapter by making connections to the real world. The students found the mathematical concepts they’d been working with all chapter all around their school which created a deeper understanding of these concepts as students made a connection between the content and the real world.</p> <p>Once students returned to the classroom to work on the presentation, I would have implemented some guidelines on how best to work together rather than having one student put the presentation together within a group.</p>	