Day 1

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| |  | | --- | | Name: Jessica Trelstad  Date: 2-8-16 Grade: 3 Time: 1:15 pm  Lesson #1 | |

**TPA-Referenced Lesson Template\***

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| **Lesson Title** | Investigating Line Segments, Rays, and Lines |
| **MN/CC State Standard(s)** | 3.3.1 Use geometric attributes to describe and create shapes in various contexts. |
| **Central Focus** | Students will understand and become familiar with geometric attributes and shapes. |
| **Learning Target** | Students will describe line segments, rays, and lines.  Students will draw and identify points, line segments, rays, and lines. |
| **Academic Language (AL)**  a. Domain-specific vocabulary  b. Any needed sentence structures  c. Language demands: Planned points where students will use AL | Line segment  Endpoint  Ray  Arrowhead  Line |
| **Needed modifications/supports**  Planned points for specific students |  |

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| **Lesson Part** | Activity description/teacher does | Students do |
| **Part 1 Initiating Instruction**  -Preview  -Review of pre-requisite  knowledge/skills | Teacher will instruct students to get their assigned chromebook out of the cart in the classroom. Teacher will give directions for students to complete the starred math problems in the geometry category on their IXL accounts. Teacher will explain to students that they have 20 minutes to work on IXL.  Teacher will display and explain the lesson topic and learning targets on the SMARTboard. Teacher will inform students that they are starting a new unit on Geometry today. Students have watched a video at home teaching the specific skill for this lesson. Teacher will do a quick check activity with the students on the video content. | Students will take their assigned chromebook to their desk. Students will work on the starred problems in the geometry category on their IXL accounts. Students will work on IXL for 20 minutes.  Students will watch the video on “Investigating Line Segments, Rays, and Lines” at home prior to this lesson. Students will listen to preview and participate in the quick check activity. |
| Assess 1.1  Check for Understanding | Teacher will check that all students have watched the video for the lesson. Teacher will check for any questions. Teacher will note students that struggled during the quick check activity and plan to meet these students first during small group time. | Students will indicate if they have watched the video for the lesson. Students will ask questions at this time if needed. |
| **Part 2 Teacher Input/Inquiry**  -Intro of learning target  -explanation procedures  -teacher demonstration  -teacher think aloud | Teacher will introduce the jobs for Daily 5. Teacher will explain to students to first make their cup choice with their popsicle stick indicating whether they understood the material, still need some help, or have no clue what is going on. Teacher will write what is expected for Daily 5 on the SMARTboard Daily 5 Grid. | Students will listen to instruction. Students will make their cup choice based on their understanding level of the content. |
| Assess 1.2  Check for Understanding | Teacher will check for questions on what the expectations for the math block time are. | Students will ask any questions if needed. |
| **Part 3 Guided support/practice**  -Pair/collaborative work  -indiv work & partner check  -teacher(s) roam and assist | Teacher will allow students to get started on their Daily 5 jobs. Teacher will assess which students scored low on the pre-assessment as well as who did poorly on the quick check activity. Teacher will then pull 4-5 students who did poorly on the assessments or put their stick in a cup other than fully understanding the material. Teacher will work with these students on the line segments, rays, and lines worksheet. Once the first group of students can answer 2/2 questions on the material correctly, the teacher will take a new group of students. If a student is struggling, they will stay at the small group station for more practice while the others move on to Daily 5. The teacher will rotate groups until all students have been met as a small group. | Students will work independently on completing their Daily 5 jobs. The students must complete their homelink worksheet first. After their homelink is completed, they can choose the order in which they complete the Daily 5 tasks. Students will meet with teacher for small group work when asked to. |
| **Assess 1.3**  **Check for Understanding** | Teacher will check for understanding through the students’ performance on the homelink as well as individual answers to small group questions. | Students will show their understanding of the material through completion of the homelink. If needed, students will ask questions during small group practice with the teacher. |
| **Part 4 Closure**  -Restate learning target | Teacher will restate the learning target to the students. Teacher will then display a question on the SMARTboard that reviews what the students learned in the lesson. | Students will work with their table peers to answer the review question. Students will show their completed answers to the teacher. |

Day 2

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TPA-Referenced Lesson Template\*

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| Lesson Title | Parallel and Intersecting Line Segments, Rays, and Lines |
| MN/CC State Standard(s) | 3.3.1 Use geometric attributes to describe and create shapes in various contexts. |
| Central Focus | Students will understand and become familiar with geometric attributes and shapes. |
| Learning Target | * Students will identify line segments, lines, and rays. * Students will identify parallel and intersecting lines, line segments, and rays. * Students will model and draw parallel and intersecting pairs of lines, line segments, and rays. * Students will model geometric figures. |
| Academic Language (AL)  a. Domain-specific vocabulary  b. Any needed sentence structures  c. Language demands: Planned points where students will use AL | * Parallel * Intersect * Perpendicular |
| Needed modifications/supports  Planned points for specific students |  |

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| Lesson Part | Activity description/teacher does | Students do |
| Part 1 Initiating Instruction  -Preview  -Review of pre-requisite  knowledge/skills | Teacher will lead students to the computer lab for IXL time. Teacher will instruct students to work on the starred problems under the geometry category. Teacher will allow students 20 minutes to work and roam the lab helping students as needed.  Teacher will display and explain the lesson topic and learning targets on the SMARTboard. Students have watched a video at home teaching the specific skill for this lesson. Teacher will do a quick check activity on the SMARTboard with the students based on the video content. | Students will work on the starred problems on their IXL accounts under the geometry category. Students will work on this independently for 20 minutes.  Students will watch the video on “Parallel and Intersecting Line Segments, Rays, and Lines” at home prior to this lesson. Students will listen to preview and participate in the quick check activity. |
| Assess 1.1  Check for Understanding | Teacher will check that all students have watched the video for the lesson. Teacher will check for any questions. Teacher will assess which students struggled with the quick check activity and meet them as a small group before they start on the homelink. | Students will indicate if they have watched the video for the lesson. Students will ask questions at this time if needed. |
| Part 2 Teacher Input/Inquiry  -Intro of learning target  -explanation procedures  -teacher demonstration  -teacher think aloud | Teacher will introduce the jobs for Daily 5. Teacher will explain to students to first make their cup choice with their popsicle stick indicating whether they understood the material, still need some help, or have no clue what is going on. Teacher will write what is expected for Daily 5 on the SMARTboard Daily 5 Grid. Teacher will explain that there will be no extension activity today during Daily 5 because of the Daily Math test taking more time. | Students will listen to instruction. Students will make their cup choice based on their understanding level of the content. |
| Assess 1.2  Check for Understanding | Teacher will check for questions on what the expectations for the math block time are. | Students will ask any questions if needed. |
| Part 3 Guided support/practice  -Pair/collaborative work  -indiv work & partner check  -teacher(s) roam and assist | Teacher will allow students to get started on their Daily 5 jobs. Teacher will meet with each of the four small groups of students for ten minutes each to work on parallel and intersecting lines practice. The teacher will review the definitions of line segment, lines, rays, intersect, parallel, and perpendicular as well as what these terms look like. The teacher will instruct students to complete this activity as a small group with a whiteboard and whiteboard marker. Once finished meeting all students teacher will roam the classroom and assist students that have questions. | Students will work independently on completing their Daily 5 jobs. The students must complete their homelink worksheet first. After their homelink is completed, they can choose the order in which they complete the Daily 5 tasks. Students will meet with teacher for small group work focusing on the lesson’s specific skills when asked to. |
| Assess 1.3  Check for Understanding | Teacher will check for understanding through the student's’ performance on the homelink as well as individual answers to small group questions. | Students will show their understanding of the material through completion of the homelink. If needed, students will ask questions during small group practice with the teacher. |
| Part 4 Closure  -Restate learning target | Teacher will restate the learning target to the students. Teacher will then display a question on the SMARTboard that reviews what the students learned in the lesson. Teacher will ask the students to work in their table groups to come up with a solid definition of one of the vocab words that were present in the lesson. Teacher will instruct one student from each group to write their definition on the board. | Students will work with their table peers to answer the review question. One student from each table group will write the definition they created on the SMARTboard for the word they were assigned. |

Day 3

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TPA-Referenced Lesson Template\*

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| Lesson Title | Angles and Turns |
| MN/CC State Standard(s) | 3.3.1.1 Identify parallel and perpendicular lines in various contexts, and use them to describe and create geometric shapes, such as right triangles, rectangles, parallelograms and trapezoids. |
| Central Focus | Students will understand and become familiar with geometric attributes and shapes. |
| Learning Target | * Students will identify right angles in objects. * Students will identify the vertex and sides of an angle. * Students will describe angles as full, half-, and quarter-turns. |
| Academic Language (AL)  a. Domain-specific vocabulary  b. Any needed sentence structures  c. Language demands: Planned points where students will use AL | * Clockwise * Full turn * Half-turn * Quarter-turn * Angle * Vertex * Side * Counterclockwise * Right angle |
| Needed modifications/supports  Planned points for specific students |  |

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| Lesson Part | Activity description/teacher does | Students do |
| Part 1 Initiating Instruction  -Preview  -Review of pre-requisite  knowledge/skills | Teacher will instruct students to take a chromebook from the cart to their seats and login to IXL. Teacher will instruct students to work on the starred problems under the geometry category. Teacher will allow students 20 minutes to work and roam the lab helping students as needed.  Teacher will display and explain the lesson topic and learning targets on the SMARTboard. Students have watched a video at home teaching the specific skill for this lesson. Teacher will do a quick check activity on the SMARTboard with the students based on the video content.  For the quick check, teacher will ask students to find a spot on the carpet facing her and arms length away from other peers. Teacher will stand with her back to the class and model a clockwise and counterclockwise turn for the students. Teacher will then ask students to stand in the same spot while turning clockwise until they face her again. Tell the students they just made a full turn. Teacher will then ask students to make a half turn and a quarter turn.  Teacher will do a quick review of the right, acute, and obtuse angles on the smartboard. | Students will work on the starred problems on their IXL accounts under the geometry category. Students will work on this independently for 20 minutes.  Students will watch the video on “Angles and Turns” at home prior to this lesson. Students will listen to preview and participate in the quick check activity. |
| Assess 1.1  Check for Understanding | Teacher will check that all students have watched the video for the lesson. Teacher will check for any questions. Teacher will assess which students struggled with the quick check activity and meet them as a small group before they start on the homelink. | Students will indicate if they have watched the video for the lesson. Students will ask questions at this time if needed. |
| Part 2 Teacher Input/Inquiry  -Intro of learning target  -explanation procedures  -teacher demonstration  -teacher think aloud | Teacher will introduce the jobs for Daily 5. Teacher will explain to students to first make their cup choice with their popsicle stick indicating whether they understood the material, still need some help, or have no clue what is going on. Teacher will write what is expected for Daily 5 on the SMARTboard Daily 5 Grid. | Students will listen to instruction. Students will make their cup choice based on their understanding level of the content. |
| Assess 1.2  Check for Understanding | Teacher will check for questions on what the expectations for the math block time are. | Students will ask any questions if needed. |
| Part 3 Guided support/practice  -Pair/collaborative work  -indiv work & partner check  -teacher(s) roam and assist | Teacher will allow students to get started on their Daily 5 jobs. Teacher will meet with each of the four small groups of students for ten minutes each to play the bingo game “luck!” which is line and angle practice. | Students will work independently on completing their Daily 5 jobs. The students must complete their homelink worksheet first. After their homelink is completed, they can choose the order in which they complete the Daily 5 tasks. Students will meet with teacher for small group work practicing angles and lines. |
| Assess 1.3  Check for Understanding | Teacher will check for understanding through the student's performance on the homelink as well as individual participation during the “luck!” game. | Students will show their understanding of the material through completion of the homelink. If needed, students will ask questions during small group practice with the teacher. |
| Part 4 Closure  -Restate learning target | Teacher will restate the learning target to the students. Teacher will then display a question on the SMARTboard that reviews what the students learned in the lesson. Teacher will collect the students responses on an exit slip. | Students will take out their exit slips and answer the question displayed on the SMARTboard. Students will turn in their exit slip at the end of class. |

Day 4

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TPA-Referenced Lesson Template\*

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| Lesson Title | Triangles |
| MN/CC State Standard(s) | 3.3.1.1 Identify parallel and perpendicular lines in various contexts, and use them to describe and create geometric shapes, such as right triangles, rectangles, parallelograms and trapezoids. |
| Central F  ocus | Students will understand and become familiar with geometric attributes and shapes. |
| Learning Target | * Students will use points to label and name triangles. * Students will connect pairs of points with line segments. * Students will identify right angles. |
| Academic Language (AL)  a. Domain-specific vocabulary  b. Any needed sentence structures  c. Language demands: Planned points where students will use AL | * Triangle * Vertex * Angle * Equilateral * Scalene * Isosceles * Acute * Obtuse * Right triangle |
| Needed modifications/supports  Planned points for specific students |  |

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| Lesson Part | Activity description/teacher does | Students do |
| Part 1 Initiating Instruction  -Preview  -Review of pre-requisite  knowledge/skills | Teacher will lead students to the computer lab for IXL time. Teacher will instruct students to work on the starred problems under the geometry category. Teacher will allow students 20 minutes to work and roam the lab helping students as needed.  Teacher will display and explain the lesson topic and learning targets on the SMARTboard. Students have watched a video at home teaching the types of triangles as well as parts of a triangle. Teacher will do a quick check activity on the SMARTboard with the students based on the video content. | Students will work on the starred problems on their IXL accounts under the geometry category. Students will work on this independently for 20 minutes.  Students will watch the video on “Triangles” at home prior to this lesson. Students will listen to preview and participate in the quick check activity. |
| Assess 1.1  Check for Understanding | Teacher will check that all students have watched the video for the lesson. Teacher will check for any questions. Teacher will assess which students struggled with the quick check activity and meet them as a small group before they start on the homelink. | Students will indicate if they have watched the video for the lesson. Students will ask questions at this time if needed. |
| Part 2 Teacher Input/Inquiry  -Intro of learning target  -explanation procedures  -teacher demonstration  -teacher think aloud | Teacher will introduce the jobs for Daily 5. Teacher will explain to students to first make their cup choice with their popsicle stick indicating whether they understood the material, still need some help, or have no clue what is going on. Teacher will write what is expected for Daily 5 on the SMARTboard Daily 5 Grid. | Students will listen to instruction. Students will make their cup choice based on their understanding level of the content. |
| Assess 1.2  Check for Understanding | Teacher will check for questions on what the expectations for the math block time are. | Students will ask any questions if needed. |
| Part 3 Guided support/practice  -Pair/collaborative work  -indiv work & partner check  -teacher(s) roam and assist | Teacher will allow students to get started on their Daily 5 jobs. Students must work independently on the homelink, math box, and daily math. They may work with a partner on the extension.    Teacher will meet with each of the four small groups and practice creating various types of triangles using the geoboard app on the iPads. | Students will work independently on completing their Daily 5 jobs. The students must complete their homelink worksheet first. After their homelink is completed, they can choose the order in which they complete the Daily 5 tasks. Students will meet with teacher for small group work practicing making various types of triangles on the iPad. |
| Assess 1.3  Check for Understanding | Teacher will check for understanding through the student's performance on the homelink as well as individual participation creating triangles on the geoboards. | Students will show their understanding of the material through completion of the homelink. If needed, students will ask questions during small group practice with the teacher. |
| Part 4 Closure  -Restate learning target | Teacher will restate the learning target to the students. Teacher will then display an exit slip for the students to complete before finishing the math block. | Students will complete the assigned exit slip. |