Glynn County Daily Lesson Plan

<table>
<tr><td colspan="2">Teacher : Calhoun</td></tr>
<tr><td colspan="2">Instructional Area: 6th grade mathematics</td></tr>
<tr><td colspan="2">Date of Instruction: 02/08/24</td></tr>
<tr><td colspan="2">Standard/s: 6.GSR.5: Solve relevant problems involving area, surface area, and volume.
6.GSR.5.1 Explore area as a measurable attribute of triangles, quadrilaterals, and other polygons conceptually by composing or decomposing into rectangles, triangles, and other shapes. Find the area of these geometric figures to solve problems.
6.GSR.5.2 Given the net of three-dimensional figures with rectangular and triangular faces, determine the surface area of these figures.
6.GSR.5.3 Calculate the volume of right rectangular prisms with fractional edge lengths by applying the formula, V = (area of base) x (height)..</td></tr>
<tr><td colspan="2">Resources/Materials: Module 5, Lesson 3</td></tr>
<tr><td rowspan="2">Opening
(20 minutes)</td><td>Wildcat 10: (formative assessment)- (10 minutes).
● GMAS EOG questions</td></tr>
<tr><td>Review- (15 minutes)
● Area formulas of different shapes. (Triangles, rectangles, square, etc.)</td></tr>
<tr><td rowspan="3">Direct Instruction (I Do)
(15 minutes)
An engaging process for lesson introduction that is specifically planned to encourage equitable and purposeful student participation. Describe the instructional process that will be used to introduce the lesson.
TKES 1, 2, 3,4,5, 8,10</td><td>Learning Target:
● We are learning to measure the area of polygons without and with using formulas (6.GSR.5.1)
● We are learning to predict the area of irregular polygons and then calculate the area by composing and decomposing rectangles (rather than formulas) when exploring maps of Latin America (6.GSR.5.1)</td></tr>
<tr><td>Success Criteria: I’ll know I have it when I can…
● I can measure the area of polygons with and without formulas.
● I can calculate the area of an irregular polygon by decomposing it into rectangles.</td></tr>
<tr><td>Skill/Lesson Focus:
● Fluency together/ warm up
● Pg. 41 question 2
● Pg. 43 question 4-6
● Work will be done with a mix of teacher assisting students and some independent practice.</td></tr>
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<tr><td>Guided Practice (We Do)
(40 minutes)
Students learning by doing/demonstrating learning expectations with teacher support. Describe the instructional process that will be used to engage the students in the work period.
TKES 1, 2, 3, 4, 5, 7. 8,10</td><td colspan="2">Collaboration/Discourse Strategy
Pg. 44-45
Work will be done with a mix of teacher assisting students and some independent practice.</td></tr>
<tr><td>Independent Practice (You Do)
(15 minutes)
Students learn by practicing learning expectations independently. Describe student assignment/practice opportunity.
TKES 1, 2, 3, 4, 5, 7. 8,10</td><td>Independent Practice
Pgs. 53- 57
various questions assigned by teacher</td><td><u>Differentiated Instruction (Data Driven)</u>
Individual Conferences. Teacher will assess the needs of students.</td></tr>
<tr><td>Closing (We Check)
(5 minutes)
Describe the instructional process that will be used to close the lesson and check for student understanding.
TKES : 1,2,3, 4,5,6,7,8</td><td colspan="2">Summarizer
Exit Ticket Pg. 47</td></tr>
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