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| Time:  9:20 | Essential Question (EQ): How can we find the area of an irregular shape? | Standard(s):  MAFS.4.MD.1.3  Apply the area and perimeter formulas for rectangles in real world and mathematical problems.*For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.* |
|  | Opening (Engage):  Review of area of a regular shape. | Teacher Background Knowledge Area + Perimeter  Area of irregular shapes  Student Background Knowledge:  Area of regular shapes (quads)  Perimeter |
|  | \*Building Understanding (Whole Group Exploration-Core):  Model finding the area for an irregular shape.  Have students find the area for 1-2 irregular shapes (Go Math) | Pair/Share HOT Questions: |
|  | C:\Users\fritzs\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\KM2P3JUV\MC900434805[1].pngCheckpoint (Informal Formative Assessment): Mr. Baker’s Bakery |  |
|  | Independent /Small Group Practice (Differentiation):  Students will work on finding the area of 1-2 irregular in small groups of 1-2. Then will move into groups of 4-6 in order to complete “Mr. Baker’s Bakery” | Lesson Closure  Student will “debate” which bakery would have the most area for Mr. Baker to work in. Students will turn in worksheets so that they can be assessed. |
|  | Materials & Additional Components:  Mr. Baker’s Bakery work sheets.  Go Math Book  Student Math Note Books |  |
|  | Evidence of Learning (The students will be able to…)  Checkpoint (Formative/Summative AssessmentC:\Users\fritzs\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\KM2P3JUV\MC900434805[1].png)  Mr. Bakers Bakery and Student “Debate” | |

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| **Rationale:**  Why are you teaching this objective? Where does this lesson fit within a larger plan?  The students need to understand how to find the area of shapes that are not just squares and rectangles, this will help them in comparing the area of unlike shapes. | Student Misconceptions:  They will forget to find the area of part of the figure and think they have found the whole area.  Area/ Perimeter |
| Teaching Methods:  Model, gradual release | Accommodations:  Students will be placed in groups of varying abilities. |
| \***Meeting students’ needs:**   |  |  | | --- | --- | | Cultural backgrounds? | Connections to the community? | | Co-teach Model:  Natalie (CT) will interject to ensure when she sees a student is struggling, and will be circulating with me to help students who are struggling. |
| C:\Users\fritzs\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\KM2P3JUV\MC900434805[1].pngHow are other adults in the classroom supporting students learning? | Seda and Skelton will be circulating, Skelton may pull small group if she sees fit. |
| **\*What will you do if?**   |  |  | | --- | --- | | Reteach:  Go through an area problem. Then go back to irregular shapes. | Enrichment:  Have student create their own irregular shape to see if they can find one with a higher area. | | Teacher Takeaways: |
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