Colleen Sheridan

February 11, 2013

**Symmetry Lesson Plan**

Subject: Math Activity: Lines of symmetry: Resource Room # of Students: 3

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| **Statement of Objective:**  \*Observable/Measurable (A,B,C,D)  \*GLCE/IEP | When given a direction, students will construct lines of symmetry on their paper with 85% accuracy  **Common Core Standard-** [CCSS.Math.Content.4.G.A.3](http://www.corestandards.org/Math/Content/4/G/A/3) Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry  **IEP Goals-**   * Mary: Read 75 wcpm with 8 errors or less on a 2nd grade reading fluency passage. Verbally answer comprehension questions with 80% accuracy on a 1st grade BRI. Obtain a score of 52 correct on a 2nd grade nonsense word fluency probe * Ian: Obtain a score of 32 on the 2nd grade math computation probe. Obtain 26 cws on a timed writing probe. * Mason- temporary 30 day placement | **Accommodations** |
| **Materials:**  \*Prepared and organized  \*Available for all | * Symmetry paper * Pencils * Circles * Rulers * Learning target notebooks |  |
| **Opening:**  \*Gain attention/motivate  \*Activate prior knowledge  ~link/relate; assess; prepare for new  learning (e.g. vocabulary)  \*State goals/set purpose  ~explain task: why, what, how, and when  for strategies  \*Clear directions | * Have the students look at their learning target notebooks and explain the two learning targets to them * Talk about what we went over yesterday (90, 180, 270, 360 degree angles) * Have them draw the angles |  |
| **Presentation:**  Teacher:  \*Variety of learning (T/S, S/S, S/T)  \*Organizational framework  ~construct, clarify, and link concepts in a  meaningful context  \*Present visually, verbally, kinesthetically,  real world (e.g. LESH)  \*Model and think aloud to make visible  ~language practices/processes  ~learning strategies and adaptations (how,  when and why)  ~organization, relationships, and clues  \*Transfer of control  ~students explain, justify, clarify, etc.  \*Clear directions  \*Check for understanding  ~appropriate feedback: praise, prompt  probe/question (in ZPD)  ~assess/error drill  ~monitor and adjust instruction  Students:  \*Participation  ~overt and active  ~instructional dialogue, think aloud,  explain, justify, evaluate, etc. | * Tell students that we are going to learn what symmetry is today * Give each student a mirror image sheet * Demonstrate how to fold the paper and then draw dots for the lines * Tell the students that they don’t need to write the letters very neatly |  |
| **Guided Practice:**  \*Activity related to presentation/objectives  \*Active student participation  ~provide rationale for assignment  ~multi-sensory and real world  ~instructional dialogue  \*Transfer of control  ~students explain, justify, clarify, think  aloud  \*Check for understanding  ~ensure high success rate  ~appropriate feedback: praise, prompt,  probe/question (in ZPD)  **Individual Practice:**  ~assess/error drill  ~monitor and adjust instruction  \*Management/monitoring  ~scan, circulate, assess, support, praise | * Have students draw the dots on the back of their paper. Give them two minutes to do this * Have students connect the dots on the right side, then have them do it on the other side * Ask students what they notice * Tell them that the two images is a mirror image. A mirror image is the same size and shape but faces in opposite directions * Tell the students that a shape is symmetric if it can be folded in half so the two sides match * Line of symmetry- the fold line | Assist students if they are having trouble drawing the dots |
| **Closing:**  \*Adequate time  \*Students summarize content and  accomplishments  \*Assess/identify new goals  \*Link to future learning | * Have students work on their learning targets and rate themselves |  |