

## 11: 4th Math Triangles PreInterview

Speaker 1: Why I chose this lesson is really because that's where we were in our unit. We were dealing with geometry. Polygons have high interest. The kids love being able to draw shapes. Make anything; angles, lines, segments. Their interest is there without me even having to create anything. I chose this lesson because it's in line with what we were doing. I chose it because of the high interest. I chose it because I wrote this really cool song to go with it that I like. That's why.

Okay, the learning outcomes for this lesson are that; the students need to be able to identify the different geometrical shapes. They need to know the characteristics of each. They need to know how to determine whether perhaps say a polygon is regular or irregular. They need to be able to compare and contrast the different shapes. They need to be able to identify a polygon or a shape from basic description. They have to be able to go forward and backwards with these skills.

I open up the lesson with kids like KWL but it's a fun way to do it where the students will find a partner. They'll be moving around the room finding people to see what they remember from previous lessons and perhaps they may know what we're doing for today's lesson. It's a template that I created. It basically has different [00:02:00] shapes either the polygon itself, a picture of it or a description of it. They have to identify what it is by miming it. They have to ask for help from their fellow students and they simply will write their name at the bottom. At that point, the papers are turned in to me I can very quickly see, "Okay, most of these kids know. They have an idea. I can get a little idea of what their background is in it. How much information."

During the lesson, we'll present it. We'll do a little chant that will help them remember some of the things. Then they have component. They will watch some more informative little videos, little clips perhaps along. This is two and a half minutes. That goes into more detail about what these actual polygons, what they look like in the real world? How it looks in a job? Then technical terms as well as far as what is the angle measures of these? Why? How can you tell? How do you use these tools that have been implied to you to create your understanding?

At that point, they would be completing what we call a three-column-note which is basically a definition. I provided the term, they will then type their definition and they will find a picture to support it or draw a picture. Because they know how to use the tools on the Chromebook. All of these is instantaneous ... I can see it instantly because they've had to share the document with me.

Again, this is something that was done before because it's a document that's being built. They've done several of the terms already but the ones I'll be focusing the lesson which is all on triangles on Friday. I will be able to see instantly whether or not they understand what was happening. Also they have an independent portion where they will have to do approximately 10 problems or so that I did not create. That come from our text, Envision textbook.

After which they'll do something we call a 'Quick Check'. Which is [00:04:00] three questions that will let me know, "Did you get it or didn't you get it?" If you did not then I can take necessary measures to scuffle to help you get there. I can provide you with an enrichment activity because it was easy for you. Those are points that I would assess. Then weeks down the line we'll have some summative assessment which should be on the entire polygon unit.

In the beginning of the year we came up with all these classroom rules. The kids literally listed probably a hundred but I required them to do that. Then we narrowed them all down to respect, the golden rule. Treat others as you want to be treated. That is our one founding class expectation. Now, as far as the expectation during class, we have something I call 'Give Me Five". Give me five is simply ... They don't give me five. They do five things; stay eyes on the teachers, bodies are still, bottoms are in a chair, mouths are closed and ears are listening. That's a check no matter what they're doing wherever they're at. They freeze, do exactly those five things and that's another way to manage that behavior.

I also have a board of directors. I have a CEO which is voted by their peers. Who is like a ... We call him a PT or a peer teacher. Which the students because they chose this person have ultimate respect and they listen and respond. There's a student that's actually checking for a behavior and monitoring behavior. Then our number one thing is 100% effort. That's always my motto in the class. The kids know that means, "You're going to give me 100% effort. You're going to try your best no matter what. Which requires you to [00:06:00] be focused, paying attention and staying on task."

Okay, what is a polygon? What are the characteristics of? What do they look like? What are the parts? How can you compare and contrast the different polygons and parts of? Whether it'd be line segment ray angles that make up the polygon? How can you use those characteristics to define and determine what the polygon is?

Okay, from the beginning they get to move around. For 4th Grade that's a key. The students if they can move it catches them right then and there. Especially for some of my students that are restless or get bored. Initially I open it up with an engaging activity that they can move around. After we do a little bit of ... They do a little bit of study with the Chromebooks. My students love online curriculum. I found that this year that was a true asset in this classroom. Being able to provide the tech ... Having that technological resource for them to learn was the key. It was opening Pandora's Box. I had no idea how much they really want to be able to learn this way and how much they want to control their learning. By me providing an online portion ... Oh, that's number two.

Then I made a little song. I've done it throughout the year. I've liked the rounding shuffle it sounds like the cupid shuffle it's just about estimating. This time it'll be about triangles. We did one about polygons. We did one for measurements. [00:08:00] This is just something I enjoy doing and they really respond well to. It's completely engaging from the beginning to the end. It's because it's tailored for what they have shown that they like and how they enjoy learning in the classroom.

The students already have a high interest because they look at it, "I'm drawing." They're just drawing pictures and creating shapes. They also know I connect a lot of my math to music or raps or chants. They're excited because they know that this is one of those times where [00:08:46] has created this cool little tool for them to remember. It actually means something to them because they took part in the creation of it. They won't realize that until Friday but they actually are the ones that created this chant based on their own learning. It's directly connected to them. They came up with the movements and everything like I said they don't know but that's what they did.