**Lesson Title: 2-D Relay**

**Lesson Focus:** Math-Small Group in the Learning Support Room

2-Dimensional Shapes (Quadrilaterals)

**Time:** 30 Minutes

**Overview:**

* These students were either absent or needed extra practice with these new shapes
* The students have been studying basic 2-D shapes (square, rectangle, triangle, and circle).
* Students will work with 2-D shapes (quadrilaterals...Rhombus, Square, Rectangle, Trapezoid, and Parallelogram) and try to classify the properties of each one using a math dictionary.
* Students will use 2-D shapes (quadrilaterals) and match the shape with the name on a poster.
* Students will write in their math journal to write/draw picture of definitions of 2-D (quadrilaterals) shapes.
* Students will make flashcards out of note-cards and write the name of the shape on the front and the definition on the back.
* Students will use string as a group to make 2-D (quadrilaterals) shapes.

**Materials Needed:**

* Whiteboards
* Timer
* Pictures of what materials they need
* Pens
* Pencils
* Paper
* 2-D Shapes
* Scissors
* Note-cards
* Math Journals
* String
* Tape
* Math Dictionary
* Sample of finished work

**What I adapted for this lesson:**

* Pictures showing what they need to have out
* Foreshadow when an activity is ending
* Show visual timer of how much time is needed (change for each section)
* Have a model of what it should look like at the end
* Give them the choice to work alone, with the group, or with a partner
* Can practice before the actual relay
* Had a few sets of extra shapes already cut out, because I knew one student didn’t always like to cut, but gave the option to all students.

**Students with unique or problematic behaviors:**

* T.W.  Gets side-tracked at times and would rather socialize instead of working on math.  She also gets anxious at school.
* C.A. Always wants to write everything down from the board, so I need to make sure she has time to do so.
* B.C. is AD/HD and at times he needs to stand or doodle during the lesson.
* M.S. has spina-bifida and is in a wheelchair.  I need to make sure she has access to the materials and that the posters are at her level so she can place her shape on them.  Also make sure we have enough space for her to turn around during the relay.

**Opening:**

# Tell students that they will be Math Detectives and they will learning about 2-D Shapes (quadrilaterals...Rhombus, Square, Rectangle, Trapezoid, and Parallelogram) and understand the different attributes of each shape.

* Pull out the 2-D shapes they already know, and discuss what each shape is and their properties.
* Then pull out the 2-D (quadrilaterals) and have them work as a partner to see if they know what they are called.
* Group discussion of their predictions and their findings.
* Identify the correct names

# Model what they will be doing for the relay/teamwork activity.

* Then share that in the end students will write in their math journal and make note-cards.

**Review (Previous Lesson / skill):**  The students have already learned basic shapes, and will be learning about other 2-D shapes (quadrilaterals).

**Activity 1:** Show the students the 5 quadrilateral cut-outs.  Show them the posters for each quadrilateral name (ex; Rhombus, Square, Rectangle, Trapezoid, Parallelogram).  Place the shapes on the second round table.   Place the tape on the table.  **Model** for the students while thinking out loud, what to do for the activity; “Hmm, I wonder what this shape is?  I am going to guess it is a trapezoid because it only has one pair of parallel sides.  So I am going to get some tape, and then walk over to the poster that says trapezoid and tape it on there.  Then I will come back and tag the next person’s hand so they can go.”  **Prompt** them for any additional questions that they may have.  I will show them where they could look up a shape if they were not sure.  I also told them that they could work together for each shape if needed.  I will give them 5 minutes. Then I will **check** the posters to see if there are any changes that need to be made to them.

**Activity 2:**

Take out the long piece of string.  Tell the students that the four of them will be using the string to make quadrilaterals with their bodies while holding the string.  **Model** for the students first, to show them what I want them to do with the string.  Then, have students make a shape and have them discuss with each other how they need to move the string.  **Prompt** them for the correct size or shape for the quadrilateral that they are making.  **Check** to make sure they are all working together and that no one person is dominating the activity. Answer questions if unsure of how to make a shape or if they need some help...repeat with other shapes

**Closing/Review:**

* Draw a shape  on the board and have them hold up the correct name, or
* I will say the name of a quadrilateral and then they will draw it on their small whiteboards.

**Independent Work:**

* They will be using their new knowledge of 2-D shapes to be making note-cards/flashcards.
* They need to use their math journals and update their new shapes with definitions and pictures.

**Homework:**

* Find different quadrilaterals at their home or around town and either bring it in or explain what is was and where they found it.  If possible, bring pictures of the shapes instead.

**Reflection:**