

Teacher/School: Jay Adler, Melanie Stinnett, Vicki Goggans - Osceola Middle School

Unit Title: Area

Grade Level: 8th

Subject/Topics:

What MSP content from last summer's training is incorporated in this plan?

Use of graphing calculators, use of area flash cards.

Time Needed: 3 45-minute class periods

Learning Objectives: What will students learn?

What is essential for students to know or understand about the subject?

If students remembered one thing about this study, what would it be?

Students will be able to find the area of regular and irregular polygons.

Sunshine State Standards:

M.A.B.3.3

Materials/Supplies:

List materials and supplies needed for this unit.

Index cards, overhead graphing calculator, scissors, markers.

Prerequisite Skills:

List any skills students need to know in advance of this unit.

Basic operations (addition, subtraction, multiplication, division)

Instructional Procedures: What will the teacher be doing? What will the students be doing?

Plan a sequence of instructional activities and assignments that address the learning objectives. Plan work samples or performance tasks that allow students to express understanding of the learning objectives. Integrate technology as appropriate. Include in your unit plan copies of instructional materials prepared for the unit and links to web resources.

- **Day 1:** Using graphing calculators with overhead projector, students will review the definitions of various polygons.
- **Day 2:** Students will create flashcards of polygons both by shape and area formulas provided by graphing calculator. Students will be assigned independent practice homework on area of polygons.
- **Day 3** Students will use flashcards and compete on Quiz Levels 1 and 2 on the graphing calculator (assessment). Students will give work area problems on whiteboards, holding up their answers for immediate feedback.

Differentiated Instruction:

How will learning be accommodated for:

- An ESE student?
- An ESOL/Limited English student?
- A gifted student?

Use of manipulatives, use of technology, use of visuals, guided practice, modeling, and peer tutoring as needed.

Assessment

Plan assessment that puts the learning objectives in operational terms. Build rubrics that identify what students must do or create to show evidence of understanding of each objective. Include in your unit plan copies of any assessments and rubrics developed for this unit.

See Day 3 Procedure above, plus attached Measurement unit quiz.