

Standards-Based Weekly Lesson Plan for Content Area/Course

Teacher: Sallée Grade: 5 Content: Math Room: 205 22 June 2009

Weekly Overview

Overview: Students will be able to understand tessellations and construct an example.

Monday 22 June

Standard(s) 9	Benchmark(s) 9A2, 9B2	Performance Descriptor (s): Students will demonstrate and apply geometric concepts involving points, lines, planes and space; identify, describe, classify and compare relationships using points, lines, planes and solids.
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CRI Integration *Circle all that apply:* Comprehension Word Knowledge Fluency Writing
Assessments/Evidence of Student Mastery/Products: Students will construct original, non-regular tessellations.

Student Learning Activities: Investigation 12, p.788; presentation of Escher works; construct quadrilateral and triangle tessellations (Activity 45); construct original tessellation by modifying a template (Activity 46)

Resources (Materials/Texts/Visuals/Technology): *Saxon Math*, grade 5; Activities 45 & 46; scissors; tape

Homework: Complete original tessellation

Post-Instructional Reflection

Evaluation of Student Learning: The students will complete a non-regular tessellation by using either a square or equilateral triangle, with a cutout translated or rotated. The design is then repeated on a plane and decorated.

Evaluation of Student Teaching: The overwhelming majority of the students submitted tessellations that exhibited understanding of their definition and construction. For this lesson, I primarily followed the lesson set forth in the *Saxon Math* series, with the addition of a presentation of interesting tessellations. If I were to teach this lesson again, the only change I would make is to forgo Activity 45 and have the children construct regular and semi-regular tessellations using manipulatives. Cutting out the shapes took far too much time.