Jamesburg Public Schools Grace M. Breckwedel Middle School Lesson Plan		
Teacher: S. Strumwasser	**January 2014**	**Grade/Subject: 6**
Timeframe: X hours/days		
Content Area: math- integration with the arts		
NJCCCS/Common Core Standards CCSS.Math.Content.6.G.A.1 Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems. CCSS.Math.Content.6.G.A.4 Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems. CCSS.Math.Content.6.RP.A.1 Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. *For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."*		

Learning Objective: SWBAT- Find area of squares and triangles.	**Learning Objective:** SWBAT-find surface area of squares and triangles.	**Learning Objective:** SWBAT- write and solve proportions	**Learning Objective:** SWBAT	**Learning Objective:** SWBAT-
Anticipatory Set: Make pattern of a square pyramid on graph paper. **Teaching:** Students constructed pyramids using squares and isosceles triangles from their patterns drawn on graph paper. **Guided Practice:** Determine areas of models that were drawn. Textbook examples for	**Anticipatory Set**: Review formulas for area of squares and triangles. **Teaching:** Using models of pyramids students determine surface area. **Guided Practice:** Using models determine surface area models. Textbook for more problems.	**Anticipatory Set**: Draw different sized square pyramids on graph paper. **Teaching:** Using the different sized models of pyramids students will write and solve proportions of triangle area, square area and surface area. **Guided Practice:** Using models of the pyramids and textbook.	Anticipatory Set: Teaching (Input, Modeling, Check for Understanding) Guided Practice: Closure: B	Anticipatory Set: Teaching (Input, Modeling, Check for Understanding) Guided Practice Closure:

practice. **Closure:** Students determine the relationship of area between squares and triangles.	**Closure:** Students can describe what surface area is and how it differs from volume.	**Closure:** Students will give examples of equivalent ratios and ratios that are not equivalent.		
Formative Assessments 1. 2. HW: workbook	**Formative Assessments** 1. 2. HW: workbook.	**Formative Assessments** 1. 2. HW: workbook	**Formative Assessments** 1. 2. HW:	**Formative Assessments** 1. 2. HW:
Differentiation: provide examples, simplify directions and problems, break down assignments into shorter tasks, read assignments orally, small group instruction, modify homework assignments.	**Differentiation:** provide examples, simplify directions and problems, break down assignments into shorter tasks, read assignments orally, small group instruction, modify homework assignments	**Differentiation:** provide examples, simplify directions and problems, break down assignments into shorter tasks, read assignments orally, small group instruction, modify homework assignments	**Differentiation:**	**Differentiation:**
Resources Provided: Multiplication charts if necessary, rulers, graph paper	**Resources Provided:** Multiplication charts if necessary, rulers, graph paper	**Resources Provided:** Multiplication charts if necessary, rulers, graph paper	**Resources Provided:**	**Resources Provided:**