

















Technology-Connected Lesson Plan

Title:	"Greedy Triangle"
Grade Levels:	5-8
Curriculum Areas:	☞ Math
Measurable Objectives:	<p>☞ Lesson Objectives:</p> <ul style="list-style-type: none"> ☞ TSW create a Polygon Chart. ☞ TSW name the different polygons by completing an on-line activity.
LA Content Standards:	<ul style="list-style-type: none"> ☞ Identifying, describing, comparing, constructing, and classifying geometric figures and concepts. (1, 2, 3) ☞ Constructing two and three dimensional models. (3) ☞ Demonstrating the connection of geometry to other strands and to real-life situations. (1, 3, 4, 5)
Grade Level Expectations (GLE)	<ul style="list-style-type: none"> • Use mathematical terms to describe the basic properties of 3-dimensional objects (edges, vertices, faces, base, etc.) (G-2-M) • Relate polyhedra to their 2-dimensional shapes by drawing or sketching their faces (G-2-M) (G-4-M)
K12 Educational Technology Standards:	<p>☞ Technology Guidelines:</p> <ul style="list-style-type: none"> • Technology Communication Tools • Technology Productivity Tools • Basic Operations and Concepts <p>☞ Technology Performance Indicators</p> <ul style="list-style-type: none"> • Identify, explain, and effectively use input, output and storage devices of computers and other technologies (e.g., keyboard, mouse, scanner, adaptive devices, monitor, printer floppy disk, hard drive).

	<ul style="list-style-type: none"> • Use accurate and developmentally appropriate terminology (e.g., cursor, software, hardware, pull down menu, window, disk drive, hard drive, CD-ROM, laser disc) when referring to technology. • Use a variety of developmentally appropriate resources and productivity tools (e.g., logical thinking programs, writing and graphic tools, digital cameras, graphing software) for communication, presentation, and illustration of thoughts, ideas, and stories (e.g., signs, posters, banners, charts, journals, newsletters, and multimedia presentation.) <p> Use technology tools (e.g., publishing, multimedia tools, and word processing software) for individual and for simple collaborative writing, communication, and publishing activities for a variety of audiences. (1,3)</p>
Technology Connection:	<p> Microsoft Word, scan converter, TV, printer,</p> <p> http://www.funbrain.com/poly/index.html</p> <p> http://www.aaamath.com/B/geo318x4.htm</p> <p> http://www.aaamath.com/B/geo318x1.htm</p> <p> http://www.quia.com/jg/278134.html</p> <p> http://www.quia.com/cb/84669.html</p> <p> http://www.quia.com/hm/143014.html</p> <p> http://www.quia.com/cb/29134.html</p>
Procedures:	<p>Introduction:</p> <ol style="list-style-type: none"> 1. TSW introduce this lesson by reading the book, <i>The Greedy Triangle</i>, by Marilyn Burns. TSW discuss each shape while the story is being read. <p>Procedures:</p> <ol style="list-style-type: none"> 2. TSW create a circle map showing everything they know about polygons. TSW choose shapes from the board they think or polygons and tell why. They will also explain why others are not polygons. 3. SW use Microsoft Word to complete a Polygon Chart. The chart will include the polygon name, the # of side, the # of angles, a drawing of the polygon (done by the basic shapes in Word), and an example of where the shape can

	<p>be found in real-life.</p> <p>4. TSW complete a jeopardy game on geometry using the Internet. (http://www.quia.com/cb/29134.html)</p> <p>5. TSW complete geometry hangman game to review polygons.</p> <p>Closure:</p> <p> 7. Students will share their charts with class.</p>
Materials:	 Student disks, The Greedy Triangle, Internet, Microsoft Word, computer, printer, television, scan converter
Assessment:	 teacher observation, completed Polygon Chart
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