



Preliminary Plan

1. Standard(s)

List the State Curricula Framework Standard(s) and the corresponding content area(s) chosen from the following: •English Language Arts (ELA) •Math •Science •Social Studies

Content Area	State Curricula Framework Standard(s)
Mathematics	4.G.1 Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.
Language Arts	W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

2. Teaching Unit Topic

Based on the State Curricula Framework Standard(s) chosen above, provide the topic (concept, theme, or strategy) you will use to organize the learning in the Teaching Unit.

Points and Angles and Lines – OH MY!

3. Teaching Unit Purpose/Learning Goal(s)

Based on the Teaching Unit topic chosen above, describe what you want students to learn by the end of the unit.

By the end of this unit, students will be able to define geometric figures such as points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Students will be able to draw these geometric figures as well as identify in a two-dimensional shape when provided with a picture. Students will also combine and manipulate these geometric figures to transform two-dimensional shapes. Students will observe and take note of these geometric figures as they naturally occur in the world around them.

Catunderstanding By Design Elementary Math Unit Plans

**Barbara Clarke,Barbro
Grevholm,Richard Millman**



Catunderstanding By Design Elementary Math Unit Plans:

Tasks in Primary Mathematics Teacher Education Barbara Clarke,Barbro Grevholm,Richard Millman,2008-10-25
Tasks in Primary Mathematics Teacher Education is intended to advance relevant research and innovative international practices in the preparation and professional development of mathematics teachers Emerging from discussion at the ICMI study on teacher professional development this volume focused on primary and elementary teachers culls a richness that can only be found by gathering wisdom from varied experiences around the world The choice of tasks and the associated pedagogies is a key aspect of teaching and learning mathematics Arguing that what students learn is largely defined by the tasks they are given several major themes are presented One such major strand the form function and focus of tasks is discussed throughout several chapters offering analysis discussion of implementation and exemplars of a broader category of illustrative techniques for developing critical understanding **Resources in Education** ,1997 *School Microcomputing Bulletin* ,1986 *Understanding the Math You Teach* Anita C. Burris,2005 Teaching strategies are grounded in the NCTM standards and illustrated with real student work In addition the author provides a full range of concrete developmental activities that encourage future teachers to make math make sense for themselves as well as for their students Believing that teachers who are comfortable with mathematics develop learners who are comfortable with mathematics this author empowers preservice preK 4 teachers to teach math confidently by laying a solid foundation of math concepts and building on that foundation with engaging meaningful standards based teaching methods Integrated in this unique combined approach to teaching mathematics is a thorough discussion of math manipulatives as well as the use of technologycomputer and otherwiseto assist today s mathematics teacher For educators aids and parents responsible for teaching Pre K to fourth grade math **Elementary and Middle School Mathematics** John A. Van de Walle,2007 This leading K 8 math methods book has the most coverage of the NCTM standards the strongest coverage of middle school mathematics and the highest student approval of any math methods book currently available Elementary and Middle School Mathematics provides an unparalleled depth of ideas and discussion to help readers develop a real understanding of the mathematics they teach John Van de Walle one of the foremost experts on how children learn mathematics finds that 80 percent of the students who purchase this book keep it for reference when they begin their professional teaching careers This book reflects the NCTM Principles and Standards and the benefits of constructivist or student centered mathematics instruction Improvements for the sixth edition include sections on planning for a diverse classroom and a completely new section addressing planning in a classroom where there are English language learners **El-Hi Textbooks in Print** ,1984 *Resources in Education* ,1997 **The Radio Electronic Master** ,1958 **Service-Learning Update** ,2003 **Teaching by Design in Elementary Mathematics, Grades 2-3** Jennifer Stepanek,Melinda Leong,Linda Griffin,Lisa Lavelle,2010-11-19 Strengthen mathematics lessons through collaborative learning with this research based professional development program Included are grade

appropriate number and operations topics aligned with the Common Core State Standards **Sky and Telescope** Charles Federer,1961 *Profiles of American Colleges* ,1996 This brand new edition of Barron s world famous college directory is in fact three information sources in one The main section presents up to date profiles of more than 1 650 accredited four year colleges a special section features an Index of College Majors and two computer disks one which operates on Windows the other on Macintosh help students prepare college application forms and letters and offer capsule profiles of all schools listed in the book **Math Advantage** Grace M. Burton,1999 **Comprehensive Dissertation Index** ,1984 **Current Index to Journals in Education** ,2002 *Guide to Effective Teaching* ,1978 **The New York Times Magazine** ,1966
 Teacher ,1976 **New York Times Saturday Book Review Supplement** ,1963-05 *Power* ,1894

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