|  |  |  |
| --- | --- | --- |
| **Name:** Aaesha Bani Shemaili | **Grade Level:** 7th section 1 | **CCSS Math Domains:**  7.G.4 – 7.G.6 |
| **Week 3 – Unit 4:** Geometry**– Chapter 8:** Measure Figures |
| **Sunday****From** **10:43** **to** **11:33****Fourth period** | **Circumference of circle 1**- Ss guess what inside magical lollipop (which was buttons) and T may give students some hints.- After students guess the item, T ask “What is the shape of the buttons”- Ss will guess what are the parts of the circle? because they learned it in grade 5. - T will present hula-hoop to teach parts of the circle which are center, diameter, radius and circumference by using cards.- After they know each part of the circle, students need to fill in the parts of the circle (slide 3 in PPT)- Ss will guess the relationship between radius (r) and diameter (d) by representing the table on the board (slide 4)- After they guess the relationship between of them, as a whole class we will write the formula of r and d- T will explain two examples of how to find r or d. (Slide 6&7)- As a whole class T will solve one example to find the radius if the d=23 cm and one student will draw the radius and diameter on the board using pen of smart learning. (Slide 8)- Students will solve the questions by their number (b= 1,2, c=3,4 & d=5,6). (Slide 9) - After they finished they will share their answer in the groups and 3 different students will solve it in the board.- T will introduce the formula of circumference to the students. (Slide 2)H.W: students will find out what isΩ and why we have two formula of circumference. |
| **Monday****From** **1:23** **to** **2:11****Seventh period** | **Circumference of circle 2**- Engagement: ss have a different color circles and they need to put the part of the circle using different colors and dot (center, diameter, radius and circumference)- Ss in group will discuss their homework about what is pi and then T will give them the value of the pi.- T will explain the example (slide4) about how to find circumference.- In groups students will solve e and f questions. T will mark their work and give them 200 of each correct answer. (Slide 5)- Ss will solve questions of independent practice (1-6) according to their numbers (1-6). (Slides 6&7)- If they solve their number question correctly then they can solve the rest of questions. |
| **Tuesday****From** **11:35** **to** **12:23****Fourth period**  | **Area of the circle**#Engage:- Ss will guess what inside the magical lollipop which they use it daily (CD) and T will give students some hints.- T will ask ss to give her an example of every circular shape in the classroom (circles around us). (Slide 2)#Core:-T read the story with the students about the painter to let ss understand about the area (From the story ss will review about circle parts which are center, diameter, radius and circumference). (Slides 3,4&5)-T will present the formula of Area of the circle “$A=πr^{2}$”. (Slide 6)-Ss will identify each symbol in the formula. Slide 6&7-Ss will choose the wrong formula of the area from our examples. (Slide 8)-T will explain one example of how to find the area. (Slide 9)-As a whole class, T with students will find the area of the circle. (Slide 11)-Ss will find the area in slide 12 and T will reward the fastest three girls with 100 points.- Ss as group will find the area of their color group using their group board with the markers. Slide 13- Ss will find the area of circle if they have diameter (Challenge question) and T will reward the first students who will solve it correctly with 500 points.#Wrap up:-Ss will answer to T about what they learnt today.-Activity(slide 15): ss will have a circle and they will have colors or markers. They should color the parts exactly what it said in the board and then they will find the area of it. |
| **Wednesday** **From** **9:35** **to** **10:23****Third period****From** **11:35** **to** **12:23****fourth period** | **Volume of Rectangular prism**.- T will present the animated movie about rectangular prism- Ss will guess the title of the lesson.- T will present the objective of the lesson on the white board.- Ss will identify two type of prism and T will tell them which prism that they will be focusing on today. (Slide 2)- T will give each group a rectangular cubes to let them understand the concept of prisim and identify the parts of the prisms which are length, width & height. (Slide 3 & 4)- Ss will identify the formula of volume by connecting it by area. (Slide 3 & 4)- T will explain how to find the volume of the rectangular prisms. (Slide 5)- As a whole class with T will find the volume of rectangular prism. (Slide 6)- Ss as individual will find the volume and T will give 100 points to the fastest 3 ss. (Slide 7 & 8)- Ss will solve question on Slide 9 as a group of six students.- As partners (1&2 – 3&4 – 5&6) students will answered three multiple choice question related to the lesson. (Slide 10)- Geometry Kitchen Activiry: ss will create teir owm cakes and find the formula of it (Slide 11) Note: it was planned by me but taught by Miss Aaesha because principal want to observe her teaching.- Ss will find the volume of the challenge question and whoever will solve it quickly will get 500 points. (This question was created by me and other Math teachers make a poster of it for their students)Note: My class English teacher will be late to attend her class about 15 minutes. Therefore, I taught the class for 15 minutes |