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| **Name:**  Aaesha Bani Shemaili | | **Grade Level:**  7th section 1 | **CCSS Math Domains:**  7.G.4 – 7.G.6 |
| **Week 4 – Unit 4:** Geometry**– Chapter 8:** Measure Figures | | | |
| **Sunday**  **From** **1:23** **to** **2:11**  **Seventh period** | **Volume of Triangular Prism**  - Ss will state the relationship rectangular prism and triangular prism in term of shape, formula and base. (Slide 2)  - As whole class, ss will read what is triangular prism? (Slide 3)  - T will explain what is area of the base which is unite squares. (Slide 4)  - T will explain the example of finding the volume of triangular. (Slide 5)  - Ss as whole class will find the volume of triangular prism Q2. (Slide 6)  - Ss in groups will find the volume of triangular prism and the fastest group will get 300 points. (Slide 7)  - Ss as individual will solve questions by themselves and for every correct answer they will get 50 points. (Slides 8, 9, 10 & 11)  - Ss will create their own triangular prism using papers and glue only and then they will find the volume of their own model using ruler. (Slide 12) | | |
| **Monday**  **From** **1:23** **to** **2:11**  **Seventh period** | **Volume of Pyramid 1**  - Ss will guess what the module called that T present it. (Slide 1)  - T will display two definition of the pyramid and lateral face on the board. (Slide 2)  - Ss will discover the formula of the pyramid by using rectangular prism, pyramid plastic models and soil to see how many time they need to pour soil from pyramid into the rectangular prism. (Slide 3)  - T and students as whole class will explain two examples of different base of the pyramid. (Slides 4 & 5)  - T with students will find the volume of the pyramid Qa. (Slide 7)  - Ss as group will find the volume of pyramid Q1 & Q2. (Slide 8)  - Ss will solve Q1, Q2, Q3, Q4 & Q16 by themselves. If students get all questions right T will give them 100 points. (Slides 9, 10 & 11)  - Ss will solve 2 challenge question and T will give for the first one who get it right 500 points. Ss will explain the solution. (Slides 12 & 13)  - T and ss as whole class will explain the example. (Slide 14)  - Ss as group will find the volume using A3 paper for Q3 & Q 4. (Slide 16)  - Ss by themselves will take standardize test practice of Q24 & Q25. (Slide 17). If students got them correct they can leave the class earlier. | | |
| **Tuesday**  **From** **10:43** **to** **11:33**  **Fourth period**  **From** **11:35** **to** **12:23**  **Fifth period** | **Volume of Pyramid 2**  - Ss will solve questions in the PowerPoint and if they have any question they need to ask for help using their [helping sticks](http://www.bubblews.com/assets/images/news/700504442_1391690385.png) which I create it for them. (Slides from 4 to 9)  - If students solve every problem in the PowerPoint they will reteach it to the student who need help and give them feedback about it.  Note: This lesson is like a review lesson for students about the volume of the pyramid.  **Area of Semicircle**  - T will review with the students all parts of the circle and formulas by asking them. (Slide 1)  - T will complete the story of the painters and Ss will tell the missing part of the formulas. (Slide 2)  - T will complete the story and students will remind the painter the formula of the Area of the circle. (Slide 3)  - Ss will anticipate the Area of Semicircle. (Slide 3)  - Ss will read the information of the semicircle and match up theirs understanding of it. (Slide 4)  - T will explain the example of how to find the area of the semicircle. (Slide 5)  - Ss as whole class will find the area of semicircle of Q1. (Slide 6)  - T will describe a real life example of finding the Area of semicircle. (Slide 7)  - Ss will find the area of semicircle related to their table number individually (Q9 = 1 & 2, Q10 =3 & 4 and Q11 = 5 & 6). ( Slide 8)  - Ss in groups will find the Area of real-life semicircle and the fastest group will get 200 points. (Slides 9 & 10)  - As Homework ss in their color group will find the area of parallelogram (blue group), trapezoid (pink group), triangle (yellow group) and circle (purple group). | | |
| **Wednesday**  **From** **9:35** **to** **10:23**  **Third period** | **Area of composed figure 1**  - T will ask ss to name each figure the they see and try to explain what is composed figure using the pictures. Ss will complete the task. (Slides 1, 2, 3 & 4)  - Ss will read loudly what is the definition of the composed figure and compare between their definition and academic definition. (Slide 5)  - Ss will present their homework which was finding the formula of different shapes.  - T will give each students a table of formulas to stick it in their table and explain each formula. (Slide 6)  - Ss as individual will create their own composed figure using A4 paper, glue and shapes (parallelogram, triangle, trapezoid, circle and semicircle). They need to choose two shapes. (Slide 7)  - T will explain the example of how to find the area of composed figure. (Slide 8)  - Ss and T will find the area together. (Slide 9)  - Ss in groups will solve Qb & Q1 of finding the area of composed figure. (Slides 11, 12)  - Ss will solve independence practice question by themselves for 10 minutes. (Slides from13 to 19)  - Ss by themselves will find the area of their own composed figure shape and then their partner will evaluated and give the feedback (peer assessment)  Note: I created the second part of this lesson which is finding the area of shaded reigion for Miss Aaesha to teach it on Thursday. | | |