

Student: Ashleigh Smith
Cooperating Teacher: Mrs. Lett
Grade: 3
Subject: Math
Lesson Topic: Geometry
Date:

I. Task Analysis	
SOL Objective	3.14 The student will identify, describe, compare, and contrast characteristics of plane and solid geometric figures (circle, square, rectangle, triangle, cube, rectangular prism, square pyramid, sphere, cone, and cylinder) by identifying relevant characteristics, including the number of angles, vertices, and edges, and the number and shape of faces, using concrete models
Students' Background Knowledge (Pre-assessment)	<ul style="list-style-type: none"> • Students know the 2D shapes. • Students know the 3D shapes. • Students know the 2D shapes vocabulary. • Students know the 3D shapes vocabulary. • Students know the difference between 2D and 3D shapes. • Students know how to use a Venn Diagram.
Lesson Objective	By the end of today's lesson, the students will be able to compare and contrast 2D and 3D shapes. This will be a review of the students knowledge that has previously been learned throughout the week.
Key Terms/ Vocabulary	<ul style="list-style-type: none"> • cylinder: looks like a can; two circle faces joined by a curved surface • circle: round 2D shape • square: 2D shape with 4 line segments • rectangle: 2D shape with 4 line segments • cube: 3D shape of the square • rectangular prism: 3D shape of a rectangle • square pyramid: 4 triangular faces joined by a square face • sphere: 3D circle • cone: circle face joined by a curved surface • edge: the side of a 3D object • triangle: 2D object with 3 line segments • point: where 2 line segments joined • rays: a line with a point at one end and an arrow that goes on forever • congruent: two or more shapes that are the same shape and the same size • non-congruent: two or more shapes that are not the same size or the same shape • line: a line that goes on forever in opposite directions • line segments: a line that has two points at each end • face: a polygon that serves as one side of a solid figure • edge: the line segment where two faces of a solid figure intersect

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Democratic Teaching in Secondary Schools Lindley J. Stiles,Mattie F. Dorsey,1950 This book is designed to help prospective teachers and those in service to acquire the means of democratizing teaching procedures in secondary schools Emphasis is placed upon facilitating growth and adjustment of students rather than on the development of mastery of subject matter Both subject matter and teaching procedures are recognized as appropriate means to a broad objective the development of effective democratic citizens Re emphasis is given however to the belief that the manner in which learning takes place is equally important when judged by its effect upon behavior to what is learned It is in this light that attention is called to the fact that since democracy is a way of group life youth can learn democracy only through actual experiences in democratic groups *High Points in the Work of the High Schools of New York City* New York (N.Y.). Board of Education,1934

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