



# Gold Seal Lesson

<b>Author(s):</b> Marsha Kucker			<b>Lesson Title:</b> The Shape of Things			
<b>Grade Span</b>			<b>ICLE Application Model</b>			
K-4 x	5-8	9-12	A	B	C	D x

### Instructional Focus:

#### Writing –

Students write for a variety of purposes and audiences with sophistication and complexity appropriate to the grade level.

#### Listening –

Students listen for a variety of purposes appropriate to the grade level.

#### Speaking –

Students speak for a variety of purposes and audiences with sophistication and complexity appropriate to the grade level.

### Performance Task

This geometry lesson helps children to describe, compare and relate to objects in their environment.

1. Prepare construction paper models of the following shapes: circle, square, rectangle, and triangle.
2. Divide the class into 4 groups. Assign each group a shape.
3. Tell students they are going to search for these shapes “hidden” in their classroom.
4. Have them record the items they find that have that shape.
5. Ask students to report to the class.

### ICLE Essential Skills

Follow oral or written directions. (ela 4)

Use brainstorming, role playing, and standard problem solving strategies to define a problem and suggest solutions. (ela 19)

Participate, sometimes leading, in group meetings by contributing, taking turns speaking, and working toward a common goal. (ela 20)

Use writing as a tool for learning in formats such as learning logs, laboratory reports, note taking, journals and portfolios. (ela 40)

Gather information such as data, facts, ideas, concepts, and generalizations from oral sources. (ela 51)

Understand the properties of circles (e.g., radius, arc, diameter, chord, secant, tangent, etc.). (math 10)

Understand the properties and classification triangles by sides (i.e., scalene, isosceles, and equilateral). (math 16)

Understand the properties and classification of quadrilaterals by orientation (e.g., parallelogram, rectangle, rhombus, square, and trapezoid.). (math 27)

Apply transformation concepts to understand and create congruent and similar figures. (math 49)

### Scoring Guide:

See attachment: The Shape of Things Scoring Rubric.

**Keywords**

<b>English Language Arts</b>	<b>Mathematics</b>	<b>Science</b>
<b>Reading</b>	<b>Algebra</b>	<b>Earth Science</b>
<b>Writing Spelling Note-taking</b>	<b>Geometry Geometric shapes Geometry in daily life Problem solving</b>	<b>Life Science</b>
<b>Communications Discussion Listening Integration</b>	<b>Statistics</b>	<b>Chemistry</b>
<b>Literature</b>	<b>Calculus</b>	<b>Physics</b>
<b>Other</b>	<b>Trigonometry</b>	<b>Other</b>
	<b>Other</b>	

**The Shape of Things  
Scoring Rubric**

<b>3</b>	<b>BEYOND</b>	<p>Analyzed and readily understood the task.</p> <p>Developed an efficient and workable strategy.</p> <p>Showed explicit evidence of carrying out the strategy.</p> <p>Synthesized and generalized the conclusion.</p>
<b>2</b>	<b>AT LEVEL</b>	<p>Understood the task.</p> <p>Developed a workable strategy.</p> <p>Inferred (some evidence) but not always clear.</p> <p>Connected and applied the answer.</p>
<b>1</b>	<b>NOT YET AT</b>	<p>Partially understood the task.</p> <p>Appropriate strategy some of the time.</p> <p>Possible evidence of a plan – not clear.</p> <p>Partial connection of answer.</p>
<b>0</b>		<p>Totally misunderstood.</p> <p>Inappropriate, unworkable strategy.</p> <p>No evidence of carrying out a plan.</p> <p>No connections of answer.</p> <p>Blank.</p>