Exploring Coordinate Planes

Name: \_Jess Stearns\_\_ Date: \_5/19/2014\_\_ Grade: \_5th\_

Subject/Topic: \_Exploring the Coordinate Plane\_\_

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| **Objectives**: TSWBAT   1. Plot points given an ordered pair (remediation) 2. Follow directions to find the coordinates to a new point. (remediation) 3. Discover missing points and graph polygons on a coordinate grid (linked to “getting ready for 6th grade lesson” that separate homeroom was working on). |

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| **Standards**:   1. CC.5.G.1 2. CC.6.G.# |

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| **Instructional Materials:**   1. Large coordinate plane on the floor (made of tape) 2. Post-it Notes with 2 points from each quadrant 3. Post-its with coordinates for each point—except one—on a rectangle and parallelogram. 4. Streamers 5. Sharpie marker |

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| **Introduction:**  When students arrive to math, their tables will be moved and they will see a huge coordinate plane taped on the floor. Explain that in order for this lesson to happen, they will have to sit quietly and wait their turn. Otherwise, they can do the worksheet version of the lesson instead. |

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| **Procedures:**   * Review quadrants, x and y axes, and ordered pairs. * Give each student a post it with an ordered pair and (one at a time) they will plot themselves on the grid * After each student has plotted his or her self, they will sit back down and the most quiet student who followed my directions will be handed a sharpie marker. The class will help in labeling our coordinate plane like a map (North, south , east, west). We will put our school in the origin of our map. * A student will be handed a post it. They will plot their house based on the ordered pair given to them. Teacher will call on another student, to “move three spots west and four blocks north” . They will plot themselves on the map and name the coordinates of their house. Repeat for every one else. Move based on the last person plotted. * After all students plot their house, they will be given 3 out of four coordinates in a rectangle. The three coordinates given will plot themselves and pass streamer among them to help outline the rectangle. They will decide what the fourth ordered pair is to make the rectangle complete. Another student will plot themselves there and close the polygon with streamer. Repeat for parallelogram (keeping in mind that when we learned about parallelograms, the bases are the same length). |

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| **Closure:**  Students will complete a short mini quiz based on the review material (plotting points and finding new points when given directions) |

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| **Assessment/Check for Understanding:**   1. Mini quiz |

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| **Adaptations/Considerations**:   1. Small group setting 2. Lesson based on kinesthetic/visual learners of the group. 3. Lesson was created as remediation based on commonly missed “end of year” test scores. |