Subject/Grade: Mathematics 5

Lesson Title: Identifying Quadrilaterals and Solving Perimeter

Teacher: Ms. Jozelle Sumat

Stage 1: Identify Desired Results

Outcome(s)/Indicator(s):

SS5.6 Identify and sort quadrilaterals, including:

- **Rectangles**
- **Squares**
- **Trapezoids**
- **Parallelograms**
- **Rhombuses**

According to their attributes.

SS5.1 Design and construct different rectangles given either perimeter or area, or both (whole numbers), and draw conclusions.

Key Understandings: ('I Can' statements)
(Put the key learnings into student-
I CAN…

- Construct a 2D shape.
- Identify different quadrilaterals.
- Determine the perimeter of a given shape.
- Identify the missing measurement of the side given the perimeter.

Essential or Key Questions:

- **What makes a shape quadrilateral?**
- **What are some quadrilaterals that we see in real life??**
- **What is a perimeter and how do we solve it?**
- **When do we need to use perimeter in real life?**

Prerequisite Learning:

- Adding whole numbers and decimals
- Subtracting whole numbers and decimals

Instructional Strategies:

Direct instruction/Class instruction – The teacher will instruct the class and students will participate in discussions.
Handouts – the handouts will follow the lecture slides. Teachers will prompt the students to write.

Stage 2: Determine Evidence for Assessing Learning

Classroom Discussion - Students' participation determines their knowledge about the topic.
Handouts – the last few pages of the handout contain some activity questions they must do and submit by the end of the lecture.

Stage 3: Build Learning Plan	
Set (Engagement): **Length of Time: 20 – 25 mins** *(Get their attention! And then tell them what you are going to learn through this lesson)* ***Open the PPT File before starting the lecture!* ➢ Start the class by showing the students some basic 2D shapes. ➢ Ask the students to identify the shapes that they know. ➢ Reveal the slide where the basic shapes are labelled. Students will have this page on their handout. ** ➢ Ask the students how many sides each 2D shape contains. ➢ Focus on the 4-sided 2D shapes and transition to the topic of quadrilaterals. ➢ Explain what quadrilaterals are and ask the students if they could identify some quadrilaterals that they see in the classroom. ➢ Out of all the quadrilaterals listed, focus on Squares and rectangles, and talk about the perimeter. ➢ Discuss how we might use perimeters in real life (making boxes, making letters, construction workers planning a floor plan, creating a garden, etc.). ➢ Answer some perimeter questions. Do all examples in PowerPoint. ➢ Let students try some perimeter questions on PowerPoint. ➢ Answer some word problems involving perimeter. ➢ Let students try some word problems on PowerPoint. ➢ Answer some missing side questions about the perimeter. ➢ Let students try some missing side questions on PowerPoint. **For printing, have this page at the back of the unlabeled shapes page so they will not notice it right away. **Development:** **Length of Time: 30 mins** ➢ Introduce the activity to the students (Handout). ➢ Students will have some time to work on their handouts. ➢ The handout will include some perimeter questions, labelling different quadrilaterals, word problems, and missing side questions. **Learning Closure:** **Length of Time: 5 mins**** ➢ Show the last slide, which is a "check your understanding slide." ➢ Quiz them on labelling shapes. ➢ Make them define what a quadrilateral is. *** If students need more time for the handout, give the last 5 mins to them.*	**Materials/Resources:** ➢ Handouts ➢ PowerPoint Slide ➢ Pencil **Possible Adaptations/ Differentiation:** **Management Strategies:** ➢ Students can work with other students. ➢ Students can come to the circular table if they have questions. ➢ The teacher solves the question with the students. **Safety Considerations:**
Stage 4: Reflection	
(This part of the lesson is completed after the lesson has been delivered; this is where you can record how it went, what you would keep, and what would you change for next time)	