

GRADUAL RELEASE MODEL LESSON DESIGN			
Topic/Theme Geometry	Standard(s) Classify 2 dimensional figures into categories based on their properties	Level(s) of Thinking Recall, Relate, & Create	Literacy Connections The Greedy Triangle- Marilyn Burns
Description: Students will learn how to measure and classify angles.			
Purpose and Modeling			
Anticipatory Set: Begin the class with the problem of the Day. Six people attend a meeting. Each person shakes hands once with each person at the meeting. How many handshakes are there in all? Students should work in teams and act this process out as they record their results.	Read the Greedy Triangle to the class, stopping and clarifying key Vocabulary Terms along the way.	Vocabulary: Angle, vertex, protractor, acute angle, right angle, obtuse angle, straight angle Problem Based: Interactive Learning: Explain to students that angles are seen in ever day life. Angle of the door frame, hands on a clock, etc. Distribute Measuring and Classifying angles worksheet. Rt. Angle- 3:00, 9:00 Straight angle- 6:00, 12:30, acute angle, <90 degrees 1:00, 2:00, etc. Obtuse angle >90 degrees 7:30, 10:30 Work in teams to classify each angle formed by the clock hands.	
Best Practices: Cooperative Learning, Multiples modalities of instruction, formative assessment			
Guided Instruction			
Whole Group Using the online interactive piece begin lesson 8.2 Stop after each segment and check for student understanding. Use Think, Pair, Share.	Small Group: Working in Teams of 4 –using numbered heads to determine roles. This will ensure all team members are taking an active role in their learning. Continue use of interactive mimio lesson.	Extension:	
Collaborative Learning (One to three practices or more as needed)			
Collaboration 1: In teams work on problems 1, 2 and 3. This is a team huddle. All students working together to come to a group consensus. Teacher should circulate around the room to ensure all students are on task and Assessing understanding. Product: Individual/Section/Group	Collaboration 2: Problems 6-12 even numbers- Team Mastery: Students should work out on own, after 6 minutes students will check with their teammates that they all have the same answers and explain why. An answer key is made available for students to use as a guide. Product: Individual/Section/Group	Collaboration 3: Odd numbered problems can be used as additional practice if needed. Use formative assessment techniques (TPS, thumbs up/down, numbered heads, and random sticks) to monitor student needs. Use Positive feedback – reward team points, use cheers Product: Individual/Section/Group	Other Concurrent Activities IEP and 504 may be pulled to meet with intervention specialist after this point. W/Tutors, in stations, w/other standards...

Independent Learning with Conferring

Practice Task(s):	Quick Check	Student/Teacher Conferring: Teacher should collect papers quickly tallying students results giving immediate Team feedback using power Teaching point scale. Teacher can use information to determine what they will need to review in tomorrow's lesson.
#5, 13, 15		
Assessment		
Formative: Think, Pair, Shares; Thumbs up/down, yes/no, quick check, random sticks, numbered heads		Summative: Lesson quiz, Topic 6 Test

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