

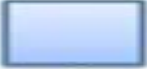

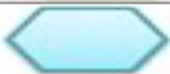




Teacher's Activity	Pupil's Activity
<p><b>E. Generalization</b> Now, Class, let's remember that polygons are closed plane figure made up of three or more line segments joined at their endpoints and it is named according to the number of its sides. Can you again tell me the different types of polygons?</p> <p><b>F. Application</b> Group Activity: "Polygon Hunt" Organize students in group of two. Take them as a group as they explore the school for polygons. Let them take a camera. Instruct students to take pictures of polygons they find and record their information on a polygon hunt sheet. Once each pair has found ten polygons, have them print the pictures and present their findings to the class.</p>	<p>(The students answer)</p> <p>(Sample of Polygon Hunt sheet)</p> 

#### IV. Evaluation

The sum of the measures of the angle of the triangle is  $180^\circ$ . Count the number of triangles that can be formed without overlapping in each polygon. Compute for the sum of the measures of the angles of polygon.

POLYGON	Number of Sides	Number of Triangles	Sum of The Measure of The Angles
1. 			
2. 			
3. 			
4. 			
5. 			
6. 			

#### V. Assignment

On a short bond paper, make an art depicting the different polygons seen in real life.

Prepared by:

**MARIA TERESA A. CABALLERO**  
Teacher I Applicant

# Polygons Generalization Lesson Plan

**James Pelech**



### **Polygons Generalization Lesson Plan:**

*Nurturing Reflective Learners in Mathematics* Berinderjeet Kaur, 2013 This annual volume focuses on a single theme in mathematics education The objective is to encourage teachers and researchers to advance reflection among students and teachers in mathematics classrooms Published jointly with the Association of Mathematics Educators in Singapore

Nurturing Reflective Learners In Mathematics: Yearbook 2013, Association Of Mathematics Educators Berinderjeet Kaur, 2013-03-14 This fifth volume in the series of yearbooks by the Association of Mathematics Educators in Singapore entitled *Nurturing Reflective Learners in Mathematics* is unique in that it focuses on a single theme in mathematics education The objective is to encourage teachers and researchers to advance reflection among students and teachers in mathematics classrooms Several renowned international and Singapore researchers in the field have published their work in this volume The fifteen chapters of the book illustrate evidence based practices that school teachers and researchers can experiment with in their own classrooms to bring about meaningful learning outcomes Three broad themes namely fundamentals instructional tools and approaches to teaching for nurturing reflective learners in mathematics classrooms shape the ideas in these chapters The book makes a significant contribution towards the learning of mathematics It is a good resource for mathematics teachers educators and research students

**Teaching Secondary and Middle School Mathematics** Daniel J. Brahier, 2024-01-22 *Teaching Secondary and Middle School Mathematics* combines the latest developments in research technology and standards with a vibrant writing style to help teachers prepare for the excitement and challenges of teaching secondary and middle school mathematics The book explores the mathematics teaching profession by examining the processes of planning teaching and assessing student progress through practical examples and recommendations Beginning with an examination of what it means to teach and learn mathematics the reader is led through the essential components of teaching concluding with an examination of how teachers continue with professional development throughout their careers Hundreds of citations are used to support the ideas presented in the text and specific websites and other resources are presented for future study by the reader Classroom scenarios are presented to engage the reader in thinking through specific challenges that are common in mathematics classrooms The seventh edition has been updated and expanded with particular emphasis on the latest technology standards and other resources The reader is introduced to the ways that students think and how to best meet their needs through planning that involves attention to differentiation as well as how to manage a classroom for success Features include Following on from the sixth edition assessment takes a central role in planning and teaching Unit 3 of 5 addresses the use of summative and formative assessments to inform classroom teaching practices A new appendix is included that lists websites that can be used in a methods class to view other teachers interacting with students for discussion of effective teaching practices The feature entitled Links and Resources has been updated in each of the 13 chapters Five strongly recommended and practical

resources are spotlighted at the end of each chapter as an easy reference to some of the most important materials on the topic Approximately 150 new citations have either replaced or been added to the text to reflect the latest in research materials and resources that support the teaching of mathematics Significant revisions have been made to Chapter 12 which now includes updated research and practices as well as a discussion on culturally responsive pedagogy Likewise Chapter 8 now includes a description of best and high leverage teaching practices and a discussion in Chapter 11 on alternative high school mathematics electives for students has been added Chapter 9 on the practical use of classroom technology has again been revised to reflect the latest tools available to classroom teachers including apps that can be run on handheld personal devices in light of changes in education resulting from the global pandemic An updated Instructor s Manual features a test bank sample classroom activities PowerPoint slide content chapter summaries and learning outcomes for each chapter and can be accessed by instructors online at [www.routledge.com](http://www.routledge.com) 9781032472867 **Mathematics, the Common Core, and**

**RTI** Dolores Burton,John Kappenberg,2013-09-12 Don t let the revolution in math education pass your teachers by Individually the Common Core and RTI are formidable enough Together they create a perfect storm of challenges with most teachers left wondering where to turn first Finally here s a resource that distills the central elements of the Common Core and RTI into a single manageable instructional strategy for serving all students It provides Real world scenarios Classroom ready work samples Content area applications Recommended online resources Guidance on special needs students behavioral issues ELLs and parent involvement Addison-Wesley Access to Algebra and Geometry Phares G. O'Daffer,1995

*Today's Mathematics, Activities and Instructional Ideas* James W. Heddens,William R. Speer,2000-08-31 This classic allows readers to easily build a valuable set of ideas and reference materials for actual classroom use Designed to aid the teacher in understanding mathematical concepts and relationships the authors reflect recent recommendations from the National Council of Teachers of Mathematics Standards 2000 Number Smart , *Guide to Transforming Teaching Through Self-Inquiry* James Pelech,2013-07-01 In the past twenty years the importance of reflection has been recognized by all professions especially the education profession In the field of education terms and practices such as reflective practice action research journaling collaborative observation professional development peer observation and professional portfolios have become organizing units of discussion and practice This book extends knowledge in the field not just by providing prompts and examples of things to do but also by presenting an organized and cohesive system consisting of definitions principles and guidelines that can be used for all reflective practice activities This system blends ideas and concepts from phenomenology the Constructivist philosophy experiential learning critical reflection theories on turning knowledge into action and transformative learning Moreover the book creates a logical system for reflective practice that provides a foundation for a framework that organizes teacher transformation through reflection This system is anchored by the practical examples provided thus making this book practical for all those interested in improving student learning The strength of this

book is that it is not a recipe type publication rather it is a cohesive system which creates a rationale for the system presents the system and provides many examples The intended audience includes practitioners teacher educators teacher candidates and administrators

**Pre-algebra** Phares G. O'Daffer,1992 Pre algebra text with accompanying workbook and teacher s materials provides a program in mathematics which is a transition from arithmetic to algebra Includes decimals number theory equations percent ratio area and volume statistics and square roots

**Mathematical Argumentation in Middle School-The What, Why, and How** Jennifer Knudsen,Harriette S. Stevens,Teresa Lara-Meloy,Hee-Joon Kim,Nikki

Schechtman,Nicole Shechtman,2017-09-21 This research based book brings tough Standards for Mathematical Practice 3 standards for mathematical argumentation and critical reasoning alive all within a thoroughly explained four part model that covers generating cases conjecturing justifying and concluding

*Sizing Up Measurement* Ann Lawrence,Charlie Hennessy,2007 The lessons in Sizing Up Measurement Activities for Grades 6 8 Classrooms focus on concepts important to the middle school math curriculum including length area volume ratios and rates similarity and angles and often make connections among various measurement topics Each lesson is organized in an accessible easy to use format that includes an overview a list of materials a vocabulary list and step by step teaching directions Students come away from these lessons with a deeper understanding of why and how to measure and they develop the confidence required to make sense of any situation and the measurement tools involved pub desc

**Mathematics Teaching in the Middle School** ,2009-08

**Mindset Mathematics: Visualizing and Investigating Big Ideas, Grade 6** Jo Boaler,Jen Munson,Cathy Williams,2019-01-07 Engage students in mathematics using growth mindset techniques The most challenging parts of teaching mathematics are engaging students and helping them understand the connections between mathematics concepts In this volume you ll find a collection of low floor high ceiling tasks that will help you do just that by looking at the big ideas at the sixth grade level through visualization play and investigation During their work with tens of thousands of teachers authors Jo Boaler Jen Munson and Cathy Williams heard the same message that they want to incorporate more brain science into their math instruction but they need guidance in the techniques that work best to get across the concepts they needed to teach So the authors designed Mindset Mathematics around the principle of active student engagement with tasks that reflect the latest brain science on learning Open creative and visual math tasks have been shown to improve student test scores and more importantly change their relationship with mathematics and start believing in their own potential The tasks in Mindset Mathematics reflect the lessons from brain science that There is no such thing as a math person anyone can learn mathematics to high levels Mistakes struggle and challenge are the most important times for brain growth Speed is unimportant in mathematics Mathematics is a visual and beautiful subject and our brains want to think visually about mathematics With engaging questions open ended tasks and four color visuals that will help kids get excited about mathematics Mindset Mathematics is organized around nine big ideas which emphasize the connections within the Common

Core State Standards CCSS and can be used with any current curriculum      **Transitioning to Concept-Based Curriculum and Instruction** H. Lynn Erickson, Lois A. Lanning, 2013-12-10 A cutting edge model for 21st century curriculum and instruction Looking for that one transformative moment when a student's eyes light up signaling he or she has finally grasped that big idea behind critical academic content Concept based curriculum and instruction is a way to make those moments many H Lynn Erickson and Lois Lanning offer new insight on How to design and implement concept based curriculum and instruction across all subjects and grade levels Why content and process are two equally important aspects of any effective concept based curriculum How to ensure students develop the all important skill of synergistic thinking

Educational Research Document Summaries Educational Research Information Center (U.S.), 1966      *Mathematics Education in the Middle Grades* National Research Council, Center for Science, Mathematics, and Engineering Education, 2000-03-11 In September 1998 the Math Science Education Board National held a Convocation on Middle Grades Mathematics that was co sponsored by the National Council of Teachers of Mathematics the National Middle School Association and the American Educational Research Association The Convocation was structured to present the teaching of middle school mathematics from two points of view teaching mathematics with a focus on the subject matter content or teaching mathematics with a focus on the whole child and whole curriculum This book discusses the challenges before the nation's mathematical sciences community to focus its energy on the improvement of middle grades mathematics education and to begin an ongoing national dialogue on middle grades mathematics education      **Elementary Mathematics** Sol Weiss, 1978      *Styles and Strategies for Teaching Middle School Mathematics* Edward J. Thomas, John R. Brunsting, 2010-03-30 Addressing NCTM process standards this book presents four mathematical learning styles and offers middle school teachers effective research based instructional strategies for teaching mathematics to each type of learner Learn From the Experts Sign up for a Math Professional Development Institute in your area visit [www ThoughtfulClassroom com](http://www.ThoughtfulClassroom.com) events      Scientific and Technical Aerospace Reports , 1995      Curricular Resources and Classroom Use Gabriel J. Stylianides, 2016-05-06 Curricular resources include the different kinds of materials digital or physical that teachers use in or for their teaching textbooks lesson plans etc and have a significant influence on students opportunities to learn At the same time teachers play a crucial role as interpreters of such materials so there is a complex relationship between curricular resources and their classroom use This book aims to bridge these rather disconnected but highly related programs of research by describing comparing and exemplifying new research approaches for studying in connected ways both curricular resources and their classroom use thereby supporting also investigation of the complex interplay between the two In addition to implications for research the book has implications for curriculum development and teacher education Specifically the book deepens understanding of how curriculum developers can better exploit the potential of curricular resources to support classroom work and how teacher educators can better support teachers to use curricular resources in the classroom

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