

Lesson Plan

Student name: Elizabeth Wood
Subject/Topic: Math

Class/grade: 5th
Date to be taught: 3/8

Standard and Indicator:

5.G.1: Identify, describe, and draw triangles (right, acute, obtuse) and circles using appropriate tools (e.g., ruler or straightedge, compass and technology). Understand the relationship between radius and diameter.

Co-Teaching Strategy: One teach, one assist

Materials

1. Teacher
 - a. Circles pg. 104 in Practice Workbook (x24)
 - b. SMART Board
 - c. Circles (x24)
2. Student
 - a. Pencils

Objectives

1. The students will identify the various parts of a circle.

Motivation

1. The teacher will show the YouTube video, Crazy Circle Illusion
<https://www.youtube.com/watch?v=pNe6fsaCVtI>

Goal for Learner

1. "Today we are going to identify the various parts."

Content and Procedures

1. Teacher Content
 - a. A circle is a closed plane figure made up of all the points that are the same distance from a given point called the center.
 - b. A radius is any line segment that connects that center to a point on the circle.
 - c. A diameter is any line segment through the center that connects two points on the circle.
 - d. A chord is any line segment that connects two points on the circle.
 - e. A central angle is an angle whose vertex is the center.
2. Procedure
 - a. The teacher will have the paper passers pass out circles.
 - b. The teacher will model how to find the center of the circle by dividing the circle in half and then in half again.
 - c. The teacher will put a point where the lines intersect and label it A.

- d. The teacher will tell the students that the center of the circle is A and write it on the SMART board.
- e. The teacher will model how to find the diameter and label the two ends B and C.
- f. The teacher will tell the students that the diameter of the circle is BC and write it on the SMART board.
- g. The teacher will model how to find the radius and label the two ends D and E.
- h. The teacher will tell the students that the radius of the circle is DE and write it on the SMART board.
- i. The teacher will model how to find a chord and label the two ends F and G.
- j. The teacher will tell the students that the chord of the circle is FG and write it on the SMART board.
- k. The teacher will model how to find a central angle and label the two ends H and I.
- l. The teacher will tell the students that the chord of the circle is $\angle HAI$ and write it on the SMART board.
- m. After all of the students have made and labeled their circle, I will ask the following questions:
 - i. What is the radius?
 - ii. What is the diameter?
 - iii. What is the chord?
 - iv. What is the central angle?
 - v. What is the center?
- n. The teacher will label a circle on the SMART board and ask the following questions:
 - i. What is the radius?
 - ii. What is the diameter?
 - iii. What is the chord?
 - iv. What is the central angle?
 - v. What is the center?
- o. The teacher will have the paper passers pass out Circles Worksheet.
- p. The teacher will read the directions.
- q. The teacher will explain that for questions 11- 16, they can use the back of the circle that we labeled in class of may draw the circle on the same page.
- r. The teacher will explain that the students need to use their time wisely and work on the worksheet.
- s. The teacher will walk around the room answering any questions and providing help.
- t. After about ten to fifteen minutes, the teacher will have the students put this worksheet in their homework folder.

Practice/Application

1. The students will label a circle.
2. The students will work independently on the Circles Worksheet.

Evaluation of student learning

1. The teacher will observe the students as they label their circle.
2. The teacher will observe the students as they work on their Circles Worksheet.

3. The teacher will grade the Circles Worksheet the next day.

Closure

1. “Great job today! Today, we learned the different parts of a circle. Can someone tell me what is the difference between the radius and the diameter? Great job! If you did not finish the Circles Worksheet, it is homework.””

Resources

Charles, R. I., Caldwell, J. H., & Cavanagh, M. C. (2011). *Scott Foresman*

Addison Wesley enVisionMath. Glenview, IL: Scott Foresman, Pearson
Education.

Greenes, C. (2005). *Houghton Mifflin math practice workbook*. Boston, MA:

Houghton Mifflin Co.

Cotten, A. (2014, July 21). Crazy Circle Illusioning! Retrieved March 05, 2017,

from <https://www.youtube.com/watch?v=PHKaqXlki6w>