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| **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| Investigation - Area of Parallelograms - Engagement – Students read and discuss a memo from their supervisor stating that they must solve the crisis before the factory has to shut down. The factory is in jeopardy because if they don’t order enough icing then they won’t sell their cakes. It is their job to determine the amount of icing require to cover all cakes. Explore - Students will be given different shapes that are all parallelograms and asked to find the area of each [cake]. Most likely students will say they know base times height is the area of the rectangle, but will be unsure of how to find the area of a parallelogram that is not a square or rectangle. Provide students with scissors so that they can explore different ideas. If suck the teacher may prompt the students to try making a rectangle out of their given shape. Explanation – The teacher will ask the students to share their result with the factory committee and explain their reasoning. Elaboration – The students will need to figure out how much icing to order for the future so that they will not run into this problem again. Students need to project how much icing will be needed if the cakes continue at this rate so that they are supplied for the next 5 months. Evaluate - The teacher will provide an exit slip (Create the Problem) at the end of the period that asks students to list the area formula for parallelograms and then has a picture of a parallelogram with the A = 54. Students are to then list an appropriate base and height to fit the picture.  | Investigation - Area of TrianglesStudents will follow a similar method for this lesson as they did for area of parallelograms. With paper in hand, proving how and why their well known formula works. At the end of the period students will then have to turn in a exit slip explaining to an absent student how and why the area formula for a triangle works.  | Benchmark - Area of Kites and RhombiEngagement – This time the students working at the factor must fill a huge order for the kite festival. They must put icing on over ten hundred cakes. The cakes are either small, medium, or larger. The students must figure out the area of each size in order to find the total area to fill the order. Students will begin with KWL chart discussing kites and rhombi. Explore – Students will work with different size kite and rhombi to find the connection between what they previously learned about the area of kites. Explanation – Students will share with the class their reasoning.Elaboration – The students must then determine how they will transport this large order, knowing that they can only stake the cake pans 4 tall. How many vehicles will they need?Evaluate – Students will return to their KWL chart and fill in the L column. Students will reflect on their previous columns and write up a “How My Understanding Changed” paragraph.  | Benchmark – Area of Regular Polygons – This is Day 1 of the 2 day lesson, please see the 2-day lesson part of the website.  | Benchmark – Area of Regular Polygons - This is Day 2 of the 2 day lesson, please see the 2-day lesson part of the website. |
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| Field Trip to Publix Backing Facilities. Students will arrive at school and we will head to Jacksonville, Fl. To attend a baking class. Students will bake using different size pans and while the cakes are in the oven we will eat our bagged lunches. Then we will take out our cakes and discuss the areas. We will return to the school campus.  | Project Wrap-Up – This day is to allow students to work with their groups to finalize anything from the project, and to provide students who might have been absent time to catch up. Students will complete an exit slip sharing something they need help with.  | Presentations – Students will present their winning cake and the rubric that made it the winning cake to an audience composed of students, teachers, parents and community members.  | Review Day – Students again have time to catch up on the material and we will have a Jeopardy review game to study for the unit test on Friday. Students will complete an exit slip sharing two things they are still unclear about.  | Unit Test – Students will take a unit test as a form of summative assessment for the unit. This will be completed individually.  |