

Lab Framework

Text:Geometry

Unit number and title:Unit 6

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Lab Title

Vocabulary Game - Working with Lines and Angles

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Short Description: Many times the units we teach in math do not spent enough time on the vocaulary tremms that are so critical to understanding and communicating the terms read in student's workbook. Yet there are times when we have 5 to 10 minutes at the end of a class or after an assembly that needs to be filled with productive learning time. This is a fun unit vocabulary game (Mini Lab) that you can have students do during this times.

LAB PLAN

TEACHER: Teacher Prep/ Lesson Plan

- **Lab Objective**

The sudents will share vocabulary terms and the definitions that are used in the current or previous units of instruction.

- **Statement of pre-requisite skills needed** (i.e., vocabulary, measurement techniques, formulas, etc.)

Students need to have had a small amount of experience with the terms that are at the end of Unit 6

- **New Vocabulary**

All the vocabulary words at the end of Unit 6

- **Materials List**

You need the make and save "I am - Who has" cards

- **GLEs addressed**

Math: (Math)

Reading:

1.2 Use vocabulary (word meaning) strategies to comprehend text.

1.2.2 Apply strategies to comprehend words and ideas.

1.3 Build vocabulary through wide reading.

1.3.2 Understand and apply content/academic vocabulary critical to the meaning of the text, including vocabularies relevant to different contexts, cultures, and communities. W

2.1 Demonstrate evidence of reading comprehension.

Writing: (Writing)

- **Leadership Skills**

1.4 The student will be involved in an ativity that requires them to listen and apply terms and definitions required to understand the thinking skills for Unit 6.

- **SCAN Skills**

Speaking - the student will organize terms and their meaning to orally communicate the vocabulary terms to others students.

- **Set-up information**

Keep the Unit 6 vocabulary "Who has - I have" handy for those times when there are 5 to 10 minutes of class time that need to be filled with useful learning. The top drawer of you desk is a good location.

- **Lab organization**(-Grouping/leadership opportunities/cooperative learning expectations; -**Timeline required**)

If possible have the students make a quick circle around the room. Pass out one card to each student. When all the cards are passed out, have one student stand and read the "Who has" (definition) part at the bottom of their card. Wait a few seconds for another student that has the "I have" (vocabulary word) to stand and say "I have: (vocabulary word)". That same student will then read the "Who has" at the bottom of their card and the game goes on until all vocabulary terms are connected to each other.

- **Teacher Assessment of student learning** (scoring guide, rubric)

The teacher needs to be ready to answer any answers to a definitions the class might not be able to answer.

- **Summary of learning** (to be finished after student completes lab)

-discuss real world application of learning from lab

-opportunity for students to share/present learning

All students will be actively learning the vocabulary terms from current and prior units.

- **Optional activities**

If there are more students than cards, then the teacher will combine terms from a previous lesson. It's okay if some students have more than one card. As students get used to the game, they soon realize that they don't have to pay attention once they have answered a vocabulary word. This can be adjusted by stopping the game after each answer (or several answers) and everyone passing their card to the person on their right. This will keep everybody on their toes.

- **Career Applications**

Standing and speaking when called upon.

LAB TITLE: Who has - I have

STUDENT INSTRUCTIONS:

- **Statement of problem addressed by lab**
Practice of Vocabulary Words Unit 6
- **Grouping instructions and roles**
A circle works nice - sitting or standing
- **Procedures** – steps to follow/instructions
Listen for the definition for the "I have " part of your card.
- **Outcome instructions**
Play the game around.
- **Assessment instructions** (peer-teacher)
Observe what terms the class are having problems answering.

Lab Data Collection

Student: _____ **Date:** _____

Unit: __Unit 6_____

Lab Title: Who has - I have

Criteria: Write the problem/objective in statement form

Answer in less than 15 seconds

Data Collection: Record the collected/given data

Calculations: Complete the given calculations to solve for an answer(s)

None

Summary Statement:

Review terms that seem difficult for the class

Other Assessment(s)

Teacher or students should write down any terms they or the class don't know on the board.