

# CASE: DAY 1 Picasso!

## General Education Lesson Plan

(<http://app.education.pitt.edu/teacherprep>)

Name: Brianna Amoscato      Date: October 27, 2014      Subject: Math Lesson-Geometry

### Things to do to prepare for the lesson:

<input type="checkbox"/> Quadrilateral sort	<input type="checkbox"/> dice	<input type="checkbox"/>
<input type="checkbox"/> Pablo Picasso Picture	<input type="checkbox"/> extra worksheets	<input type="checkbox"/>
<input type="checkbox"/> Smartboard	<input type="checkbox"/> sketchbook	<input type="checkbox"/>

### Learning goal(s):

- **Closed shapes with corners and angles are called polygons. Polygons are “a shape with many sides.”**
- **Flat shapes are called two-dimensional shapes and Geo-blocks are called three-dimensional shapes.**
- **Squares, Triangles, trapezoids, right triangles, pentagons and hexagons are considered polygons.**

### State Standards for the lesson:

**2.9.2.A:** Name, describe and draw/build 2- and 3-dimensional shapes

### Introduction:

#### Activity One:

*Teacher: Today we are going to be switching gears and we are going to be talking about geometry! Right here, I have a picture of one of my favorite artists named Pablo Picasso. Pablo Picasso was a famous artist who really loved to use shapes in his work. He used triangles, squares, rectangles, etc. Even his people were made out of shapes.*

*Let's take a look at one of Picasso's pictures:*

*You will see that I have a couple of shapes that I found in his picture that I outlined for us to talk about. (triangle, right triangle, square, rectangle, hexagon, pentagon) Let's look at shape number 1,*

- 1. Can anyone tell me the name of this shape?*
- 2. How many vertices does this shape have? When I say vertices I mean number of corners.*

*Look at the 1<sup>st</sup> shape, how many corners are there?*

*3. How many sides are there in our square? What do you notice about the sides?*

*Repeat this for the five shapes. HOWEVER. Introduce the name of the specific type of triangle (right versus regular triangle) and introduce hexagon if they are unable to identify this shape.*

- *Explain the right triangle: have students come up and identify the right triangles on the slide*

*Introduce a slide with just the shapes (no picture). Ask the students what similarities they see between the shapes?*

- They all have straight sides
- They are CLOSED SHAPES
- They all have corners
- They all have angles

Teacher: These are all called polygons. These are also 2-D shapes because they are flat. Have them repeat the word “polygon.”

***Transition: Have student quietly travel back to their seats and show you that they are ready to listen to directions.***

ART LESSON: STUDIO ART 1 (At desks)

1. Practice making a triangle
2. Practice making a square
3. Practice making a rectangle

*Each student will be given a “Pablo Picasso” Portrait. There will be a portrait with multiple shapes. Essentially this is an “I spy” shape game.*

*There will be 10 numbers out of a total of 25 or so different shapes. They must roll their die and find the number in the portrait. When they do, they are asked to name the shape (if they can), count the number of sides and the number of vertices. They will also have a Art recording sheet that corresponds to the different numbers and has boxes to write their answers. This is a partner based activity.*

***Partners:***

***David and Maddie***

***Kaleb and Rocco***

*Isaac and Devon*

*William and Kate*

*Grace and Alaina*

*Amanda and Riley*

*Gavin and Allen*

*Elliot and Alyssa*

*Tanner and Ms. Jacob*

*Worksheet that identifies the shape (rectangle, polygon or other) if they are done.*

**Conclusion:**

**Guess This Polygon!** Start this activity as the closing and opening for some of the lesson so students get in the habit of thinking critically about the shapes.

**Question.** I have four sides, four vertices and I form four right angles. Not all of my sides are the same length. What am I?