

# Geo Jammin' Instructional Plan Overview

## Day 1

### Diagnostic Assessment

*Gee Quiz!*

### Lesson Plans

*Lesson 1-Gee Quiz!*

*Geo George, the geometric puppet, introduces the unit to students. The children are drawn into a conversation with George to check for prior knowledge about shapes. Once relaxed and warmed-up, the class participates in taking the diagnostic assessment.*

*Lesson 2-Math Mouth!*

*Ready for the challenge, Geo George has a wonderful game for teaching children the difficult and unusual mathematically correct vocabulary words encountered on the diagnostic assessment. The game develops student understanding of these difficult terms.*

*Lesson 3-Math Moments on My Mind*

*Students begin a Math Moments journal in which they freely write about the day's math immersion, recording personal thoughts about what they learned, something they are wondering about, a response to a lead question, and/or a letter to Geo George.*

### Student Web Lesson

*The Facts Please, Mr. Mumble*

*Students take a look at how to describe two-dimensional shapes.*

## Day 2

### Lesson Plan

#### Lesson 4-Sing a Song of Shapes

Students learn five songs to define and develop understanding of the attributes of two- and three-dimensional figures and the meaning of mathematical terms. Through use of the attribute songs, students classify objects as either two- or three-dimensional.

#### Lesson 5-Eeny, Meeny, Miney, Mo

Working in groups of four, students utilize song lyrics, past knowledge, correct mathematical language, and speaking skills, to name, categorize, and describe various two- and three-dimensional shapes and objects.

#### Lesson 6-Rhyme and Reason

Practicing purposeful listening during this Shared Reading component, students experience mathematical language as it is enjoyed in the rhyme and reason of poetry.

#### Lesson 7-Roll, Roll, Unroll the Scroll

Entry in the Math Moments journal begins with student reflections on the day, recording personal thoughts about what they learned and/or something they are wondering about. Response to a higher-order thinking question rounds out the writing experience.

## Day 3

### Lesson Plans

#### Lesson 8-Copy Cat

Students are taught the technology skills of copy and paste as geometric language is introduced. Skills are developed and used to create a computer-generated page defining attributes of two- and three-dimensional shapes using the new vocabulary.

#### Lesson 9-Attribute Attitude

This Shared Reading lesson has students participating in vocabulary building through the reading of and interaction with poetry. Each poem presents the attributes of two- and three-dimensional figures.

#### Lesson 10-Patterned Poetry

Through comparing and contrasting related two- and three-dimensional shapes, students complete a Venn diagram illustrating the attributes of each. Using a poem pattern from another lesson, students use data from the diagram to write an attribute poem.

#### Lesson 11-Poly Doodles All Day

Students explore geometric vocabulary through creation of shapes on a geoboard. Oral presentation of design attributes, transfer of design, and color-coding components mix to create a fun and exciting lesson that stretches student thinking.

### Student Web Lesson

#### Geo Cleo and the Shape Caper

Students take a look at how to describe three-dimensional shapes.

## Day 4

### Lesson Plans

#### Lesson 12-Geo Gee-Hawin'

In order to review unit content, with specific focus on geometric vocabulary students are expected to understand and use effectively, Geo George plays a Math Mouth word game with the class giving them an opportunity to demonstrate their knowledge with geoboards.

#### Lesson 13-Where, Oh Where, Can the Geo Be?

Listening for geometric shapes occurring in the natural environment as presented in a student-generated story, students identify each natural object and correctly label it as the geometric shape that it is according to its attributes.

#### Lesson 14-Give It A Whirl

Exploration of rotating 3-D shapes at varied speeds has students discovering, discussing, and questioning. Personal reflections move students to a hands-on activity that has them transition a two-dimensional square into a three-dimensional pinwheel.

#### Lesson 15-Geo Jingo Jivin'

In this Writing lesson, students investigate musical instruments of varying geometric shapes that correspond with the three-dimensional shapes studied, and write shape pattern tunes, which will be read and played by students on the geometric instruments.

## Day 5

### Lesson Plans

#### Lesson 16 Capturing "Lions" of Poetry

Students take to the Author's Chair and share poems written at home for the Capturing Lions of Poetry Literacy Link parent page. The class listens with purpose for the correct attributes of the shape for which each poem was written, as well as for quality speaking traits.

#### Lesson 17-Geo Sakes Alive!

Pleased with students' knowledge of two- and three-dimensional attributes, *Geo George* gives students the opportunity to utilize mathematical language. The challenge is to create a geo puppet by following directions given geometrically.

#### Lesson 18- By George!

Taking on the identity of their geometric puppet, students write a script. The script describes the attributes the puppet had as a two-dimensional square and the attributes it has now as a three-dimensional character.

#### Lesson 19-Hey, Hey, Whaddaya Say!

Students rehearse scripts by recording themselves on audiotape and then playing it back to self-assess strengths and weaknesses. Individual student tapes will be sent home to afford further opportunity for recorded practice and parental assistance.

## Day 6

### Assessment

Summative Assessment A - Puppet Show

### Lesson Plans

Lesson 20-Hail, Hail, the Gang's All Here

Geo George leads students and friends through a review of all targeted standards. Children don their puppets and join their characters in chorus, conversation, and choral correspondence.

## Day 7

### Assessments

Summative Assessment B - Short Answer Constructed Response

Summative Assessment C - Copy Cat Shape Gallery

### Lesson Plans

Lesson 21-Dear George,

In their journals, students write a letter to Geo George reflecting on the unit, activities, and things they learned.

Included will be their favorite part of the unit, the hardest part for them, what they learned, and their thoughts on their performance.

Daily Teaching Matrix  
For Reading Framework Block Components

WEEK 1				
Day 1	Day 2	Day 3	Day 4	Day 5
<b>Math Time</b> Lesson 1 <i>Gee Quiz!</i>	<b>Working With Words</b> Lesson 4 <i>Sing a Song of Shapes</i>	<b>Working With Words</b> Lesson 8 <i>Copy Cat</i>	<b>Working With Words</b> Lesson 12 <i>Geo Gee-Hawin'</i>	<b>Shared Reading</b> Lesson 16 <i>Capturing "Lions" of Poetry</i>
<b>Working With Words</b> Lesson 2 <i>Math Mouth</i>	<b>Math</b> Lesson 5 <i>Eeny, Meeny, Miney, Mo</i>	<b>Guided Reading</b> Trade books aligned with the unit theme	<b>Guided Reading</b> Trade books aligned with the unit theme	<b>Guided Reading</b> Trade books aligned with the unit theme
<b>Guided Reading</b> Trade books aligned with the unit theme	<b>Shared Reading</b> Lesson 6 <i>Rhyme and Reason</i>	<b>Shared Reading</b> Lesson 9 <i>Attribute Attitudes</i>	<b>Writing</b> Lesson 15 <i>Geo Jingo Jivin'</i>	<b>Writing</b> Lesson 18 <i>By George!</i>
<b>Shared Reading</b>	<b>Writing</b> Lesson 7 <i>Roll, Roll, Unroll the Scroll</i>	<b>Writing</b> Lesson 10 <i>Patterned Poetry</i>	<b>Shared Reading</b> Lesson 13 <i>Where, Oh Where, Can the Geo Be?</i>	<b>Math</b> Lesson 17 <i>Geo Sakes Alive!</i>
<b>Self-Selected Reading</b> Trade books aligned with the unit theme	<b>Guided Reading</b> Trade books aligned with the unit theme	<b>Math</b> Lesson 11 <i>Poly Doodles All Day</i>	<b>Math</b> Lesson 14 <i>Give It A Whirl</i>	<b>Working With Words</b> Lesson 19 <i>Hey, Hey, Whaddaya Say!</i>
<b>Writing</b> Lesson 3 <i>Math Moments on My Mind</i>	<b>Self-Selected Reading</b> Trade books aligned with the unit theme	<b>Self-Selected Reading</b> Trade books aligned with the unit theme	<b>Self-Selected Reading</b> Trade books aligned with the unit theme	<b>Self-Selected Reading</b> Trade books aligned with the unit theme
<b>Literacy Link</b> √	<b>Literacy Link</b>	<b>Literacy Link</b> √	<b>Literacy Link</b> √	<b>Literacy Link</b> √

Daily Teaching Matrix  
For Reading Framework Block Components

WEEK 2				
Day 6	Day 7			
<b>Working With Words</b> Lesson 20 <i>Hail, Hail the Gang's All Here</i> (Starts the day, but can be any block you choose.)	<b>Working With Words</b>			
<b>Guided Reading</b>	<b>Guided Reading</b>			
<b>Writing</b>	<b>Math</b> <i>Summative Assessment B</i> (Short Answer Constructed Response) <i>Summative Assessment C</i> (Copy Cat document must be completed by all students no later than today.)			
<b>Math</b> <i>Summative Assessment A</i> (This will need however much time it takes, and needs to follow Lesson 20.)	<b>Writing</b> Lesson 21 <i>Dear George,</i>			
<b>Shared Reading</b>	<b>Shared Reading</b>			
<b>Self-Selected Reading</b>	<b>Self-Selected Reading</b>			
<b>Literacy Link</b> √	<b>Literacy Link</b>			

Geo Jammin'  
Sunshine State Standards

(Note: The complete benchmark has been **bolded** and included in order to understand the origination of the GLE. The indented GLE is what is taught and assessed in the unit.)

**T** – Taught                      **M** – Modeled                      **P** – Practiced                      **R** – Reviewed  
**D** – Diagnostically Assessed                      **F** – Formatively Assessed                      **S** – Summatively Assessed

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	DAY 6	DAY 7
<b>MA.C.1.1.1 The student understands and describes the characteristics of basic two- and three-dimensional shapes.</b>						
MA.C.1.1.1.2.1 - The student describes attributes of two-dimensional shapes using mathematical language (for example, curves, edges, vertices, angles).						
D T M P F R	R P M F	P R F	P R F	P R F	R P S	S
MA.C.1.1.1.2.2 - The student describes attributes of three-dimensional shapes using mathematical language (for example, curves, vertices, edges, faces, angles).						
D	T M P F R	P R F	P R F	P R F	R P S	S
MA.C.1.1.1.2.3 - The student sorts two- and three-dimensional figures according to their attributes.						
D	T M P R F	P R F	P R F	P R F	R P S	S
MA.C.1.1.1.2.4 - The student knows the names of two-dimensional and three-dimensional figures presented in various orientations in the environment.						
D T M P F	R M P F	P R F	P R F	P R F	R P S	S
<b>LA.B.2.1.2 - The student uses knowledge and experience to tell about experiences or to write for familiar occasions, audiences, and purposes.</b>						
LA.B.2.1.2.2.3 - The student writes for familiar occasions, audiences and purposes (including but not limited to entertaining, informing, responding to literature).						
D P F	P F	P R F	P F	P F	P S	S
<b>LA.B.2.1.3 - The student uses basic computer skills for writing, such as basic word-processing techniques such as keying words, copying, cutting, and pasting; using e-mail; and accessing and using basic educational software for writing.</b>						
D		T M P R F	M P R F	M P R F	P R S	S

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DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	DAY 6	DAY 7
<b>LA.C.3.1.1 – The student speaks clearly and at a volume audible in large- or small-group settings.</b>						
LA.C.3.1.1.2.1 – The student uses volume, phrasing, and intonation appropriate for different situations (for example, large- or small-group settings, sharing oral stories, dramatic activities).						
D T M P F R	R P M F	M P R F	R P F	R P	R P S	
LA.C.3.1.1.2.2 - The student speaks for different purposes (for example, informing, entertaining, expressing ideas).						
D T P F R	M P F	M P R F	R P F	R P	P S	
Standard 1- Information Managers						
✓	✓	✓	✓	✓	✓	✓
Standard 2- Effective Communicators						
✓	✓	✓	✓	✓	✓	✓
Standard 3- Numerical Problem Solvers						
✓	✓		✓	✓	✓	✓
Standard 4- Critical and Creative Thinkers						
✓	✓	✓	✓	✓	✓	✓
Standard 6- Resource Managers						
✓	✓			✓	✓	✓
Standard 7- Systems Managers						
		✓	✓	✓	✓	✓

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Sunshine State Standards

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Use of these GLEs is included within the unit.)

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**D** – Diagnostically Assessed                      **F** – Formatively Assessed                      **S** – Summatively Assessed

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	DAY 6	DAY 7
<b>LA.A.2.1.3 - The student reads for information to use in performing a task and learning a new task.</b> LA.A.2.1.3.2.1 - The student reads informational texts for specific purposes (including but not limited to performing a task, learning a new task, sequentially carrying out the steps of a procedure, locating information to answer a question).						
T M P	T M P	M P R	M P R	M P	P	P
<b>LA.B.1.1.2 - The student drafts and revises simple sentences and passages, stories, letters, and simple explanations that express ideas clearly, show an awareness of topic and audience, have a beginning, middle, and ending, effectively use common words, have supporting detail, and are in legible printing.</b> LA.B.1.1.2.2.1 - The student writes and revises a variety of simple texts (for example, sentences, paragraphs, stories, letters, explanations telling why or how, picture books, poems).						
	T M P R	T M P R	P R	P R		P
<b>LA.B.2.1.2 - The student uses knowledge and experience to tell about experiences or to write for familiar occasions, audiences, and purposes.</b> LA.B.2.1.2.2.1 - The student writes informally (for example, journal entries, reading response, poetry).						
T M P R	P R	T M P R	P R	P R		P
<b>LA.C.1.1.1 - The student listens for a variety of informational purposes, including curiosity, pleasure, getting directions, performing tasks, solving problems, and following rules.</b> LA.C.1.1.1.2.1 - The student listens for information and pleasure.						
T M P	T P M	T M P R	M P R	R P	P	

Geo Jammin’

Sunshine State Standards

(Note: The complete benchmark has been **bolded**.  
These benchmarks are included within the unit.)

**T** – Taught

**M** – Modeled

**P** – Practiced

**R** – Reviewed

**D** – Diagnostically Assessed

**F** – Formatively Assessed

**S** – Summatively Assessed

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	DAY 6	DAY 7
<b>TH.B.1.1.1 - The student creates simple scenes that have a setting, dialogue, and plot.</b>						
				T M P	P	
<b>TH.D.1.1.3 - The student understands appropriate audience responses to dramatic presentations.</b>						
T P M	P M	P	P	M P	P	
<b>VA.A.1.1.1 - The student uses two-dimensional and three-dimensional media, techniques, tools, and processes to depict works of art from personal experiences, observation, or imagination.</b>						
		T M P	M P	M P	P	P
<b>VA.A.1.1.2 - The student uses art materials and tools to develop basic processes and motor skills, in a safe and responsible manner.</b>						
	P	T M P R	M P	M P	P	
<b>VA.A.1.1.4 - The student uses good craftsmanship when producing works of art.</b>						
	M P	M P R	M P	M P	P	
<b>MU.A.2.1.1 - The student performs independently simple patterns and melodies on rhythmic and melodic classroom instruments (e.g., percussion instruments and barred instruments) and maintains a steady tempo.</b>						
			T M P	M P	P	P
<b>MU.A.3.1.1 - The student reads simple rhythmic and melodic notation, using traditional and nontraditional symbols.</b>						
			T M P	M P	P	P