Mathematics CFA Template

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| Pre-Instruction |
| 1. List the Standard. Underline the nouns (what students will know) and highlight the verbs (what student will do): |
| 6.G.1 Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real world and mathematical problems. |
| 2. Mathematical Practices |
| #1- Make sense and preserve in solving them.  #2-Reason abstractly and quantitatively  #3-Construct viable arguments and critique the reasoning of others  #4-Model with mathematics  #5-Use appropriate tools strategically  #6-Attend to precision  #7-Look for and make use of structure  #8-Look for and express regularity in repeated reasoning |
| 3. I Can Statements – Put learning targets in student friendly terms. |
| 1. I can find the area of triangles, quadrilaterals, and polygons. 2. I can compose quadrilaterals, triangles, and polygons into rectangles or decompose into triangles and other shapes 3. I can apply and solve real world problems   Depth of Knowledge of the standard (Highlight the level of the learning target.)  Level 1-Recall; Level 2- Skill/Concept; Level 3- Strategic thinking; Level 4-Extended Thinking |
| 4. List the skills students need to know in order to begin this standard: |
| 1. Read and understand/make sense of word problems 2. Vocabulary- area, quadrilaterals, polygons, compose, decompose, right triangles 3. How to find the area triangles, quadrilaterals, and polygons 4. Compose and decompose a rectangle into 2 triangles |
| 5. What type of assessment am I going to write? [selected response (m/c, t/f, y/n, matching, fill in \_\_\_) **or** constructed response (**short:** word, phrase, sentence, single problem; **extended**: multi-step operations in math, problem solving)] List the assessment questions. |
| Exit tickets- Vocabulary plus skills  Constructive response-short: few questions  Word problems which include finding the area of triangles, quadrilateral, and polygons  **Examples:**  Find the area of a triangle with a base length of three units and a height of four units.  Find the area of the trapezoid shown below using the formulas for rectangles and triangles. The height is 3 units.  12  3  7  A rectangle measures 3 inches by 4 inches. If the lengths of each side double, what is the effect on the area?  The area of the rectangular school garden is 24 square units. The length of the garden is 8 units. What is the length  of the fence needed to enclose the entire garden? |
| 6. Scoring Guide |
| **Exceeds Expectations:** Student answered 4 out of 4 questions correctly  **Proficient:**  Student answered 3 out 4 questions correctly  **Approaching Proficiency:** Student answered 2 out of 4 questions correctly  **Not Proficient:** Student answered 1 out of 4 questions correctly |

6.G.1 Tracking Sheet

Class: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade: 6 Skill: 6.G.1

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| Student | 1st Attempt | | | | 2nd Attempt | | | | 3rd Attempt | | | |
| Not Proficient | Approaching Proficiency | Proficient | Exceeds Expectations | Not Proficient | Approaching Proficiency | Proficient | Exceeds Expectations | Not Proficient | Approaching Proficiency | Proficient | Exceeds Expectations |
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Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**6.G.1 – Formative Assessment**

***Directions: Solve the following problems. Be sure to show your work.***

Find the area of a triangle with a base length of three units and a height of four units.

Find the area of the trapezoid shown below using the formulas for rectangles and triangles. The height is 3 units.

12

3

7

A rectangle measures 3 inches by 4 inches. If the lengths of each side double, what is the effect on the area?

The area of the rectangular school garden is 24 square units. The length of the garden is 8 units. What is the length

of the fence needed to enclose the entire garden?

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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