Technical College System of Georgia

Part 3
Participant Handout Packet
**COLOR SURVEY**

Indicate the degree of your agreement with each statement below.

<table>
<thead>
<tr>
<th>Statement</th>
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**Circle terms that resonate with you.**

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**Team Colors Activity**

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Are there any apparent concerns from what’s been listed?

What's needed to move forward as a team?
# LESSON TITLE: Reading a Diagram--WorkWise Reading at Work Lesson 4

**Estimated Timeframe:** 45 minutes

<table>
<thead>
<tr>
<th>Target Standards</th>
<th>Soft Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>The CCR, CASAS, TARE, or other standards.</td>
<td>Workplace skills students will learn about and demonstrate. teamwork, critical thinking</td>
</tr>
<tr>
<td>CCR Reading Anchor 7</td>
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<table>
<thead>
<tr>
<th>Materials</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Needed supplies.</td>
<td>New words students will learn.</td>
</tr>
<tr>
<td>WorkWise Reading at Work Lesson 4 (p. 21-16)</td>
<td>Lesson 4 vocabulary</td>
</tr>
<tr>
<td>Writing at Work Lesson 4 (as needed for extension activities)</td>
<td></td>
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<table>
<thead>
<tr>
<th>Purpose</th>
<th>Objectives</th>
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<tbody>
<tr>
<td>Why the lesson content is important for students to learn.</td>
<td>What students will be able to do at the end of the lesson.</td>
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<tr>
<td>To assist students in accurately interpreting diagrams found in the workplace</td>
<td>Students will: Identify and explain key parts of workplace diagrams</td>
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<th>Assessment</th>
<th>Additional Resources</th>
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<td>What students will do independently to show mastery of the content covered in the lesson.</td>
<td>Items beyond the WorkWise book that will enhance the lesson (websites, readings, handouts, etc.).</td>
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<tr>
<td>Students will use the lesson’s strategies to interpret a sample diagram, answering the following questions: 1) What is your purpose in reading the diagram? 2) What is the purpose of the diagram? 3) What labels are on the diagram? and 4) What does text in the diagram tell you?</td>
<td>Sample workplace diagrams</td>
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</tbody>
</table>

**Before I teach ...** What I need to prepare before the lesson begins.

List vocabulary in a visible place. Locate sample diagrams from local businesses, online, or in your learning center. Ideas include fire escape plan, copy machine paper jam diagram, or workorder submission process.

**Warm-up and Lesson Introduction** How will I engage students in the lesson?

Send pairs of students on a scavenger hunt in the building to locate a diagram, and report back to the class. Review each diagram found and those the instructor collected for the lesson. What is the same about them? Different? Tell students that diagrams are something they find in all workplaces, and reading skills can help them understand what diagrams mean. Read the first two paragraphs of Lesson 4 to get started, and discuss. Introduce vocabulary and discuss.

**Instructor Modeling and Guided Practice** How will I demonstrate the skills students are learning? How will students practice the skills as a group with my help?

Read through “How to read a diagram” and model the skills needed using Example 1. Then complete Exercise 1 via think-aloud. Pair students to complete Exercise 2, and discuss as a group. Next, pairs will draw a diagram for a classroom process, such as turning in an assignment, being careful to include clear labels and important text. Share and discuss.

**Independent Practice** How will students individually demonstrate the skills they are learning?

Individually, students complete Exercise 3. Discuss as a group, and revisit any problematic content. Students individually choose an additional diagram from the lesson to use for completing the assessment. Instructor checks student work with mastery being at least 3 out of 4 correct answers. Students complete the closing vocabulary activity; each student writes one of the exercise sentences on the board.

**Reflection and Closure** How will students reflect on the day’s lesson?

Encourage students to bring in an example diagram from their workplaces or from home to the next class. Students individually complete the Reflection.

**Extension Activities** Differentiated learning opportunities for students.

Advanced students can use tips from Writing at Work Lesson 4 to provide written step-by-step instructions for one of the diagrams reviewed in this lesson. Those needing additional practice can choose an additional diagram to analyze with instructor or peer support.

**After I teach ...** My reflection and observations from the day’s lesson.
LESSON TITLE: Addition and Subtraction--Math at Work Lesson 3

Estimated Timeframe: 60 minutes

<table>
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<tr>
<th>Target Standards</th>
<th>Soft Skills</th>
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<tbody>
<tr>
<td>The CCR, CASAS, TABE, or other standards. CCR 4.NBT.4</td>
<td>Workplace skills students will learn about and demonstrate. critical thinking, communication</td>
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<table>
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<tr>
<th>Materials</th>
<th>Vocabulary</th>
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<tbody>
<tr>
<td>Needed supplies. WorkWise Math at Work Lesson 3, p. 16-23 Free Online Resources Lesson 3 Math Practice sheet (found at <a href="http://www.newreaderspress.com/workwise">www.newreaderspress.com/workwise</a>)</td>
<td>New words students will learn. Lesson 3 vocabulary</td>
</tr>
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</table>

Purpose Why the lesson content is important for students to learn. To show students application of basic math in the workplace

Objectives What students will be able to do at the end of the lesson. Students will: Accurately add and subtract numbers in workplace scenarios

Assessment What students will do independently to show mastery of the content covered in the lesson. Students individually complete the Lesson 3 Math Practice.

Additional Resources Items beyond the WorkWise book that will enhance the lesson (websites, readings, handouts, etc.).

Before I teach … What I need to prepare before the lesson begins.
List vocabulary in a visible place.
Print off Lesson 3 Math Practice, one sheet per student, found at www.newreaderspress.com/workwise.

Warm-up and Lesson Introduction How will I engage students in the lesson?
Write 2 practice problems on the board: one for place value and one addition/subtraction. Students individually complete the problems, and volunteers solve them on the board. Tell students that place value plays an important role in addition/subtraction. Discuss job examples of addition/subtraction: money, inventory, time cards, etc. Show an example from the learning center if possible. Review pages 16-17 together to introduce content. Introduce and discuss vocabulary.

Instructor Modeling and Guided Practice How will I demonstrate the skills students are learning? How will students practice the skills as a group with my help?
Introduce regrouping in both addition and subtraction, showing many examples on the board. Work the example on p. 18 via think-aloud. Work through Exercise 1 together with students; check. Have students complete Exercises 2-3 using think-pair-share; check and re-teach as needed.

Independent Practice How will students individually demonstrate the skills they are learning?
Individually, students complete Exercises 4-5; students check answers in the back of the book. Discuss as a class, asking individuals to each write a problem and solution on the board and explain the process used to reach the answer. Students individually complete the Lesson 3 Math Practice sheet. Instructor checks for mastery by at least 80% of problems correct.

Reflection and Closure How will students reflect on the day’s lesson?
Ask students to each write down a “ten words or fewer” workplace scenario for addition and subtraction; share as a group. Students individually complete the Reflection.

Extension Activites Differentiated learning opportunities for students.
For advanced students and those needing additional practice, students may complete the Lesson Review. For interdisciplinary writing practice, advanced students could write instructions for solving an addition problem.

After I teach … My reflection and observations from the day’s lesson.

Page Numbers

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<tr>
<th>Warm-up and Lesson Introduction</th>
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<td>Independent Practice</td>
<td>22-23</td>
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<tr>
<td>Reflection and Closure</td>
<td>23</td>
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<td>Extension Activites</td>
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**LESSON TITLE:** Writing in the Workplace--WorkWise Writing at Work Lesson 1

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**Target Standards**
- The CCR, CASAS, TABE, or other standards.
- CCR Language Anchor 1, 2, 3
- CCR Writing Anchor 4

**Soft Skills**
- Workplace skills students will learn about and demonstrate.
- Teamwork, communication

**Materials**
- Needed supplies.
- WorkWise Writing at Work Lesson 1 (p. 5-13)
- WorkWise Writing Reminders free online resource (found at www.newreaderspress.com/workwise)

**Vocabulary**
- New words students will learn.
- Lesson 1 vocabulary

**Purpose**
- Why the lesson content is important for students to learn.
- To introduce students to different forms of workplace writing

**Objectives**
- What students will be able to do at the end of the lesson.
- Students will:
  - Identify and explain purpose, task, and audience in workplace writing.

**Assessment**
- What students will do independently to show mastery of the content covered in the lesson.
- Students will use the steps in the writing process to 1) draft a few-sentence email to the instructor, explaining why they'll be missing class next week. They will identify the 2) purpose, 3) task, and 4) audience of the e-mail message.

**Additional Resources**
- Items beyond the WorkWise book that will enhance the lesson (websites, readings, handouts, etc.).
- E-mail address for each student
- Steps to The Writing Process (p. 8) printed on notecards (one step per card, one set of cards per pair of students).

**Before I teach ...**
- What I need to prepare before the lesson begins.
- List vocabulary in a visible place. Locate sample job applications, checklists, forms, etc., from local business and industry (complete list on p.5).

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<td>8, 10, 13</td>
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<td>Differentiated learning opportunities for students.</td>
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<td><strong>After I teach ...</strong></td>
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Advanced students review the Writing Reminders supplemental resource. After reviewing "Capitalization and Punctuation" on the first page, use 5 of today's vocabulary words in sentences that demonstrate proper capitalization and punctuation. Students needing additional practice choose 2 of the sample forms and identify the task, purpose, and audience for each.
## Curriculum Roundup


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### Curriculum 4 – OTHER – your choice for exploration

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**Tips for Observation**

Hold pre-observation meetings with staff:

- Explain the purpose and principles of observation.
- Review the observation tool in detail.
- Remind staff of previous training received in CCRS-based instruction.

Conduct observations of staff:

- Schedule observations in advance.
- Request a copy of the lesson being taught, if available.
- Plan to arrive ahead of class beginning.
- Bring a copy of the TCSG OAE Curriculum Framework.
- Jot notes while observing, using the tool as a guide.
- Discuss the lesson with the instructor when class is over, asking clarifying questions.
- Review/aggregate notes.

Hold post-observation meetings with staff:

- Narrow down area of focus for professional development.
- Present major findings in a general sense.
- Specifically discuss **concrete actions and next steps**.
- Discuss **only** things that can and should be changed.
- Ask for staff reflection on the findings:
  - What was surprising?
  - What are areas of teaching/learning for which they need more support?
  - What PD priorities are most pressing for their continuous improvement?
**Instructional Services**

**FY 2020 Instructional Observation Monitoring Tool**

<table>
<thead>
<tr>
<th>Program:</th>
<th>Administrator:</th>
</tr>
</thead>
<tbody>
<tr>
<td>County/Site:</td>
<td>Teacher:</td>
</tr>
<tr>
<td><strong>Class Type:</strong> Choose an item.</td>
<td><strong>Level(s):</strong> Choose an item.</td>
</tr>
<tr>
<td><strong>Reviewer:</strong></td>
<td><strong>Date:</strong> Click here to enter a date.</td>
</tr>
<tr>
<td><strong>Time in:</strong></td>
<td><strong>Time out:</strong></td>
</tr>
<tr>
<td><strong>Number of Students:</strong> Choose an item.</td>
<td><strong>Subject:</strong> Choose an item. <strong>Other:</strong></td>
</tr>
</tbody>
</table>

**Directions:** Complete the following based on a 30-minute classroom observation. Use the lists for each section to indicate what instruction, materials, or interactions are observed.

### Structure and Preparation

1. **What is the purpose of the lesson?**
   - ☐ Introduce new concepts
   - ☐ Build on prior knowledge
   - ☐ Further practice
   - ☐ Assess understanding
   - ☐ Other

2. **What materials are used?**
   - ☐ Audio/visual Instructional media
   - ☐ Books (hard copy/electronic)
   - ☐ Guided Instruction
   - ☐ Learning Centers
   - ☐ Directions
   - ☐ Oral or ☐ Written
   - ☐ Posters / ☐ Visual displays
   - ☐ Projections
   - ☐ Quiz/test
   - ☐ Software
   - ☐ Simulated Learning activity(s)
   - ☐ Visuals
   - ☐ Websites
   - ☐ Citizenship
   - ☐ Other

3. **What are the standards/skills of focus?**
   - ☐ English/Language Arts
   - ☐ Speaking/Listening
   - ☐ Writing
   - ☐ Language
   - ☐ Reading
   - ☐ Math
   - ☐ Number Operations
   - ☐ Geometry
   - ☐ Algebraic Thinking
   - ☐ Statistics
   - ☐ ESL/ELCE
### Methodology

<table>
<thead>
<tr>
<th>4. What instructional strategies are employed?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Differentiated Instruction</td>
<td>☐ Instructor-led</td>
</tr>
<tr>
<td>☐ Demonstration</td>
<td>☐ Activity/game</td>
</tr>
<tr>
<td>☐ Internet/Website</td>
<td>☐ Discussion</td>
</tr>
<tr>
<td>☐ Group/pair</td>
<td>☐ Lecture</td>
</tr>
<tr>
<td>☐ Peer review</td>
<td>☐ Q &amp; A / check for understanding</td>
</tr>
<tr>
<td>☐ Role Play</td>
<td>☐ Remediation: ______________</td>
</tr>
<tr>
<td>☐ Enrichment: ______________</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5. How is student learning evident?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Actively listening</td>
<td>☐ Working diligently</td>
</tr>
<tr>
<td>☐ Responsive to questioning</td>
<td>☐ Can explain learning goal for lesson</td>
</tr>
<tr>
<td>☐ Interacting with teacher and others</td>
<td>☐ Discussing openly</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6. What contextualization (workforce skills, career pathways, IET) is present?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Communication skills</td>
<td>☐ Decision-making skills</td>
</tr>
<tr>
<td>☐ Leadership skills</td>
<td>☐ Teamwork</td>
</tr>
<tr>
<td>☐ Problem-solving</td>
<td>☐ Other</td>
</tr>
</tbody>
</table>

If CP or IET, explain:

<table>
<thead>
<tr>
<th>7. What technology is used for instruction and/or practice? (☐ Not in use during time of observation.)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Instructional Environment</td>
<td>☐ Facility / Access available</td>
</tr>
<tr>
<td>☐ Interactive board</td>
<td>☐ Internet Resources / Digital Literacy</td>
</tr>
<tr>
<td>☐ LCD Projector</td>
<td>☐ Portable devices</td>
</tr>
<tr>
<td>☐ Software Applications</td>
<td>☐ Computer Lab / Stations</td>
</tr>
<tr>
<td>☐ Other</td>
<td>☐ Distance Education</td>
</tr>
</tbody>
</table>

*If not readily ascertained, inquire about students’ regular access to a computer lab.*
8. What *measurable* assessments are used? How do they align to the standards taught and practiced? Describe.

<table>
<thead>
<tr>
<th>Formative assessment</th>
<th>Summative assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Software Applications</td>
<td>Observation</td>
</tr>
<tr>
<td>Extension</td>
<td>Other</td>
</tr>
</tbody>
</table>

**Core Actions Observed**

**English/Language Arts**
- [ ] Focus resides in high-quality, level-appropriate text(s)
- [ ] Questions and tasks are text-based
- [ ] Writing and activities reflect real-world application

**Math**
- [ ] Focus resides where the standards indicate for the given level(s)
- [ ] Content builds on prior learning in a sensible manner
- [ ] If introducing new concept(s): concept is explained in a methodical manner allowing for understanding
- [ ] If working toward fluency: Adequate time is spent in practicing prior-learned concepts
- [ ] If working toward application: Students complete a variety of applications of prior-learned and practiced concepts
- [ ] Students persevere in problem-solving
- [ ] Students explain the “why and how” behind answers
- [ ] Students use discipline-specific language comfortably

**ESL/IELCE:**
- [ ] Utilizes focused language and vocabulary instruction in and among academic instruction
- [ ] Scaffolds are employed to ensure accessibility
- [ ] Social language development is included and appropriate

**Post-Observation Conference:**

**Comments:**

Follow-up actions/observations, if needed:

---

**For Local Program Use - Technical Assistance Follow-Up**

<table>
<thead>
<tr>
<th>Signature – Program Administrator/Desigee</th>
<th>Signature – Program Instructor/Substitute</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of Review</td>
<td>Date of Review</td>
</tr>
</tbody>
</table>

Rev: 6/30/19
Observation Roundtable

What has gone well in past observations?

Of what benefit are observations for you as an instructor?

What would you as instructors find more helpful in the future?

Next steps for observations…
INTRODUCTION

2nd Grade Math

These annotated tasks were collected from second graders working with Module 6 Lesson 4 of the EngageNY materials. This module focuses largely on standard 2.OA.C.4:

2.OA.C.4: Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.

It is important to note that the students have previously learned some strategies for adding several equal numbers. They have used skip counting and grouping to create equations with fewer addends. For example, $2 + 2 + 2 + 2$ can be simplified by skip counting by 2s or by grouping the 2s by pairs, changing to the less complicated sum of $4 + 4$. The students were introduced to tape diagram models in previous modules while building a conceptual foundation for addition and subtraction of two-digit numbers. In this lesson, the students use the tape diagram model to develop conceptual understanding of repeated addition. Then the students complete the problem set (the annotated task) individually or with a partner. In this instance, the students did not debrief the task with the teacher.

The students begin the module using manipulatives to create equal groups. Then they move to modeling the groups with drawings of objects and equations with equal addends. In this lesson, the students are asked to represent the equal groups with a tape diagram model and make the connection to repeated addition. The lessons that follow this lesson will move students toward working with arrays to represent the groups.

STUDENT WORK ANNOTATION KEY

- **CCSS ALIGNMENT**: Proficiency with the targeted CCSS.
- **UNDERSTANDING**: Understanding and reasoning ability
- **SUPPORT MATERIALS**: Supporting materials (including scoring guidelines/rubrics)
- **COMPREHENSION & APPLICATION**: Student application of a particular Mathematical Practice
- **LANGUAGE CHALLENGES**: Challenges with respect to language demands
1. Write a repeated addition sentence to find the total of each tape diagram.

a. 
\[
\begin{array}{c}
\text{\underline{2}} + \text{\underline{2}} + \text{\underline{2}} + \text{\underline{2}} = \text{8} \\
\text{4 groups of 2 = 8}
\end{array}
\]

b. 
\[
\begin{array}{c}
\frac{\text{\underline{4}} + \text{\underline{4}} + \text{\underline{4}} + \text{\underline{4}}}{\text{\underline{4}}} = \text{16} \\
\text{5 groups of \underline{4} = 16}
\end{array}
\]

c. 
\[
\begin{array}{c}
\text{\underline{5}} + \text{\underline{5}} + \text{\underline{5}} = \text{15} \\
\text{3 groups of \underline{5} = 15}
\end{array}
\]

d. 
\[
\begin{array}{c}
\text{\underline{3}} + \text{\underline{3}} + \text{\underline{3}} + \text{\underline{3}} + \text{\underline{3}} + \text{\underline{3}} = \text{18} \\
\text{6 groups of \underline{3} = 18}
\end{array}
\]
2. Draw a tape diagram to find the total.

a. \(3 + 3 + 3 + 3 = 12\)

b. \(4 + 4 + 4 = 12\)

c. 5 groups of 2

\[\begin{array}{c}
\square & \square \\
\square & \square \\
\square & \square \\
\square & \square \\
\square & \square \\
\end{array}\]

\[2 + 2 + 2 + 2 + 2 = 10\]

d. 4 groups of 4

\[\begin{array}{c}
\square & \square & \square & \square \\
\square & \square & \square & \square \\
\square & \square & \square & \square \\
\square & \square & \square & \square \\
\end{array}\]

\[4 + 4 + 4 + 4 = 16\]

e. \[\text{Additional diagrams are shown here.}\]
1. Write a repeated addition sentence to find the total of each tape diagram.

a. 
\[ 2 + 2 + 2 + 2 = 8 \]
4 groups of 2 = 8

b. 
\[ 4 + 4 + 4 + 4 + 4 = 20 \]
5 groups of 4 = 20

c. 
\[ 5 + 5 + 5 = 15 \]
3 groups of 5 = 15

d. 
\[ 3 + 3 + 3 + 3 + 3 = 18 \]
6 groups of 3 = 18
WORDS MATTER: “SHOOTING AN ELEPHANT” OVERVIEW
The student work samples are taken from the explanatory LDC module embedded within the larger Words Matter unit; both the larger unit and module are documented here. The LDC module, on its own, starts at the “Task and Rubric Analysis: Part 4 of the Unit: Breaking Down the Prompt.” Teachers may choose to teach the entire unit or teach the LDC module on its own depending on their students’ needs.

The unit centers on diction and tone: how words carry multiple layers of meaning, and how authors purposefully choose words to convey deeper meanings. The ELA content is represented by these essential questions: 1) How is it that words can mean so much more than their dictionary definitions, and 2) How can word choice (a single word and/or a pattern of word choices) impact meaning? This LDC module is designed to support the reading and writing process for the unit’s final performance task, in which students write a literary analysis essay explaining how George Orwell’s diction in his essay “Shooting an Elephant” develops tone and meaning.

The pre-module portion of the unit, represented here as a series of mini-tasks in the “Preparing for the Task” segment of the instructional ladder, utilizes supplemental texts that provide opportunities for students to practice this kind of analysis as a whole class and in small groups: Pat Mora’s “Same Song” and Robert Hayden’s “Those Winter Sundays.”

The pre-module portion of the unit also features pre- and formative assessment activities, engagement activities designed to get students thinking about and playing with the core ideas and concepts of connotation and the power of word choice, and lessons around the concepts of diction and tone.

Framing of the “Shooting an Elephant” Summative Essay:
All student samples are from 2015 fall semester sophomore English classrooms from across the states of Kentucky & Colorado. Student work represented here includes various ability levels.

Note: One Pre-Module Formative Paragraph is in response to Sandra Cisneros’s “Eleven,” but updated unit materials do not mention this as a potential text for students to respond to.

Our focus standard for this assessment is RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). The scoring/rubric annotations refer to various aspects on the LDC Informational/Explanatory Rubric, and the annotations regarding student comprehension of grade-level text refer to the R.9-10.10 standard.

The skills students hone in this unit transfer to work they will do in English class for the rest of the year: using textual evidence, paying attention to specific diction, using close reading strategies, and justifying students’ thinking.
How does an author purposefully use diction to convey tone? After reading the two poems, “Those Winter Sundays” and “Same Song”, choose ONE of these selections and write a Short Constructed Response in which you explain the speaker’s attitude toward an aspect of life. Be sure to support your explanation with evidence from the text.

Use the space below for your Short Constructed Response.

The speaker’s attitude toward an aspect of life in “Same Song” is the ironic reality people/strangers face in real life. The one word that most strongly impacts the author’s message/tone is “bitterness” in the word “bitterly” used in a negative way in the story. It shows the girl’s disappointment in herself when she looks in the mirror. Besides the girl, the boy also is disappointed at the way people look in the mirror. This story shows the way depression can also lead to depression in another person. The word “frowning” also tells us that there is a standard in the world that they are trying to live up to but they still lack in the word shown. Therefore, the word “frowning” is the one word in poem that best describes the author’s message. This is a big idea.

You organize your idea well. You do a great job with stating cues and explaining yourself. Be careful to use textual evidence for support along with paraphrasing the action.
How does an author purposefully use diction to convey tone? After reading from our collection of fiction (“Those Winter Sundays”, “Same Song”, or “Eleven”), choose ONE of these selections and write a Short Constructed Response in which you explain the speaker or narrator’s attitude toward an aspect of life. Be sure to support your explanation with evidence of specific diction that demonstrates the speaker’s attitude/tone.

Use the space below for your Short Constructed Response.

In Eleven, Rachel demonstrates a tone of disappointment as she turns eleven, but turning eleven doesn’t feel any different just that you are eleven. Here is example 1 “And when you wake up on your eleven birthday, you expect to feel eleven, but you don’t.” example 2 “If open your eyes and everything’s just like yesterday, only it’s okay.” And example 3 “Because the way you grow old is kind of like an onion or like the rings inside a tree trunk or like my little wooden doll that live one inside the other, each year inside the next one, that’s how being eleven years old is.” I use this quotes because they show how disappointed the little girl was turning eleven, she don’t feel any different about it.
1. CCSS Alignment

The student demonstrates proficiency in how words are used connotatively to portray tone. The student is able to select specific evidence of diction to demonstrate this understanding. However, the student needs to identify the speaker’s attitude toward life.

Standard referenced: RL.9–10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

In the poem “Same Song” by Pat Mora, the author purposefully uses diction to describe tone as well as effectively portrays the speaker’s attitude toward an aspect of life. By doing this, Mora elicits strong emotions from the reader that accurately convey both purpose and tone.

The tone of “Same Song” is very melancholy and depressing. Throughout the poem, the author does a great job using diction to describe the tone. An example of this is in line eleven and twelve when the narrator says, “frown at her face, her eyes, her skin, not fair” (Mora 11,12). By using “frowns” and “not fair,” Mora shows that the daughter is unhappy with who she is. Another example of well-chosen word choice is “peers” in line ten, “stumbles” in line thirteen and fourteen, and “cold dark” in line sixteen. These words all strongly display the tone of the piece by creating powerful emotions of sadness.
Finally, the author uses diction to describe tone by saying, "peers into the mirror, mirror on the wall" (Mora 10). This shows how the daughter is almost afraid to look at her reflection in the mirror. Clearly, the author uses diction to portray the tone of the poem.

In the poem, the narrator of the poem is the parent of the daughter and son. The narrator effectively portrays his or her attitude toward insecurities. The parent solemnly watches as both of his or her children work to make themselves perfect. An example of this is when the narrator says, "At night this day daughter stumbles off to bed at nine, eyes half-shut while my son jogs a mile in the cold dark" (Mora 13-14). This shows she realizes that both her his or her children are insecure, and even if the children do not realize it.

In conclusion, the author of the poem "Same Song" uses diction to show the tone of the poem. The narrator also displays his or her attitude towards an aspect of life.
"Words Matter" Unit: Pre-Module Formative Assessment

How does an author purposefully use diction to convey tone? After reading from our collection of fiction ("Those Winter Sundays," "Same Song," or "Eleven"), choose ONE of these selections and write a Short Constructed Response in which you explain the speaker or narrator’s attitude toward an aspect of life. Be sure to support your explanation with evidence of specific diction that demonstrates the speaker’s attitude/tone.

Use the space below for your Short Constructed Response.

The tone here for the parents is possibly depressed because their kids are starting to grow up and be in the middle of the wall from her face, her eyes, her skin, not fair. This quote shows they’re sad because they called at the end the author adds that it’s not fair that her daughter is frowned at her reflection in the mirror.

2)
## Student Work Analysis

### English/Language Arts Student Work

<table>
<thead>
<tr>
<th>NOTICE</th>
<th>WONDER</th>
<th>NOTES</th>
<th>REVISIONS</th>
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<tbody>
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</table>

### Math Student Work

<table>
<thead>
<tr>
<th>NOTICE</th>
<th>WONDER</th>
<th>NOTES</th>
<th>REVISIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>
WORKSHEET: Identifying Synonyms and Antonyms

PROCEDURE: Using the sports page from either the Saturday, Sunday, or Monday newspaper, identify synonyms and antonyms for the words "win" and "lose". Then complete the following.

1. Give the definition of:
   SYNONYM ____________________________
   ANTONYM ____________________________

2. List five synonyms from the sports section for "win" or "lose". Write the complete sentence or headline as you found it in the newspaper and circle the synonym in each sentence.
   1. ____________________________
   2. ____________________________
   3. ____________________________
   4. ____________________________
   5. ____________________________

3. List five antonyms from the sports section used to describe a team or athlete. Write the complete sentence or headline as you found it in the newspaper and circle the antonym in each sentence.
   1. ____________________________
   2. ____________________________
   3. ____________________________
   4. ____________________________
   5. ____________________________
WORKSHEET: Identifying Synonyms and Antonyms

PROCEDURE: Using the sports page from either the Saturday, Sunday, or Monday newspaper, identify synonyms and antonyms for the words "win" and "lose". Then complete the following.

1. Give the definition of:
   SYNONYM: a word that means the same.
   ANTONYM: a word that means the opposite.

2. List five synonyms from the sports section for "win" or "lose". Write the complete sentence or headline as you found it in the newspaper and circle the synonym in each sentence.

   1. After winning the Southeastern Conference baseball title, LSU will play Texas Southern on Friday in the Western Regional.
   2. Even though his team lost, umpires said it go better
   3. The overall winner of the regional will advance to play the winner of the Oklahoma Regional.
   4. Phillies scored their most runs since a 21-2 win over the Cubs in July 3, 1999.
   5. Red Sox scored four times in the eighth for a win.

3. List five antonyms from the sports section used to describe a team or athlete. Write the complete sentence or headline as you found it in the newspaper and circle the antonym in each sentence.

   1. If will be Randolph, was carried about losing his job, he never showed it.
   2. Braves handed Brandon Webb his second consecutive win.
   3. In Ny, the Mets lost for the seventh time in eight games.
   4. Tigers had scored a total of 54 runs in a seven-game stretch before they lost to the Indians.
   5. At Toronto, Shaun Morano won for the first time in four starts.
WORKSHEET: Identifying Synonyms and Antonyms

PROCEDURE: Using the sports page from either the Saturday, Sunday, or Monday newspaper, identify synonyms and antonyms for the words "win" and "lose". Then complete the following.

1. Give the definition of:
   SYNONYM: a word that means the same thing
   ANTONYM: a word that means opposite

2. List five synonyms from the sports section for "win" or "lose". Write the complete sentence or headline as you found it in the newspaper and circle the synonym in each sentence.
   1. Run—Terriers run past tarpons
   2. Earned home court—The Celtics earned home court through the playoffs
   3. IV scoreless inning—Jorge Campillo's and he pitched six scoreless innings
   4. Outgained—The terriers starters outgained South Lafourche starters 20-7-35
   5. Satisfied—I'm satisfied with where we are

3. List five antonyms from the sports section used to describe a team or athlete. Write the complete sentence or headline as you found it in the newspaper and circle the antonym in each sentence.
   1. Disappointed—Offensively I'm not I'm a little disappointed
   2. Feeling pinch—Southern casinos feeling pinch from nation's economic woes
   3. Drop—Louisiana state license casinos headed for a 7-a present adrop according to state regulators
   4. Killed—A pitcher killed by lightning
   5. Defeated—The New Orleans Zephyrs defeated the Albuquerque Isotopes 8-2 on Monday to complete a sweep of the four-game divisional
PROCEDURE: Using the sports page from either the Saturday, Sunday, or Monday newspaper, identify synonyms and antonyms for the words "win" and "lose". Then complete the following.

1. Give the definition of:
   SYNONYM: A word that means the same thing
   ANTONYM: A word that means the opposite

2. List five synonyms from the sports section for "win" or "lose". Write the complete sentence or headline as you found it in the newspaper and circle the synonym in each sentence.
   1. **Win**: LSU is No. 1 seed.
   2. **Accomplished**: "I'm extremely proud of what our team has accomplished so far.
   3. **Defeated**: Nicholls State defeated the Stephen F. Austin State University Lions.
   4. **Outscored**: The Red Wings have outscored the Penguins 7-0 in the Series.
   5. **Edges**: Florida edges Arizona in battle of division leaders

3. List five antonyms from the sports section used to describe a team or athlete. Write the complete sentence or headline as you found it in the newspaper and circle the antonym in each sentence.
   1. **Pinch**: Southern Nevada feeling pinch from nation's economic woes.
   2. **Disappointed**: "I'm not a little disappointed.
   3. **Drop**: Louisiana State's economy showed a 7.2 percent decrease according to state reports.
   4. **Dropped**: The New Orleans Saints defeated the Arizona Cardinals 24-23.
   5. **Killed**: The pitcher killed by lightning...
WORKSHEET: Identifying Synonyms and Antonyms

PROCEDURE: Using the sports page from either the Saturday, Sunday, or Monday newspaper, identify synonyms and antonyms for the words "win" and "lose". Then complete the following.

1. Give the definition of:
   SYNONYM A word that mean the same thing as another
   ANTONYM A word that mean the opposite of another word

2. List five synonyms from the sports section for "win" or "lose". Write the complete sentence or headline as you found it in the newspaper and circle the synonym in each sentence.
   1. win - Terriers won Past Tarporns
   2. beat - Vanderbilt beat South Louisiana
   3. win - Eliminate Atlanta and Cleveland
   4. win - Florida edges Arizona
   5. South Louisiana Bank overcomes Slooth Start

3. List five antonyms from the sports section used to describe a team or athlete. Write the complete sentence or headline as you found it in the newspaper and circle the antonym in each sentence.
   1. Feeling the Pinch losing money
   2. The Trojans were held on one hit for the entire game
   3. lose - a picture were killed by lightning
   4. defeated - the New Orleans Zephyrs defeated the Albuquerque
   5. drop - Louisiana's state record casings recorded a 7.700 at record
Areas of Triangles

**Example**

Find the area of triangle XYZ.

Use the formula $A = \frac{1}{2}bh$.

- $A = \frac{1}{2}(6)(10)$
- $A = \frac{1}{2}(60)$
- $A = 30 \text{ m}^2$

**Directions** Find the area of each figure.

1)

2)

3)

**Directions** Find the base or height of each triangle.

4) The area of a triangle is $12 \text{ ft}^2$ and the base is 4 ft. What is the height?

5) The area of a triangle is $32 \text{ in}^2$ and the height is 8 in. What is the base?

6) The area of a triangle is $15 \text{ m}^2$ and the base is 10 m. What is the height?

7) The area of a triangle is $36 \text{ yd}^2$ and the height is 9 yd. What is the base?

8) The area of a triangle is $36 \text{ km}^2$ and the height is 12 km. What is the base?

**Directions** Solve these problems.

9) Howard is constructing a triangular garden edge out of brick. The base of the garden is 15 ft. The area is $165 \text{ ft}^2$. What is the height of the triangle?

10) Jana is making curtains in the shape of triangles. She needs to make two triangle curtains for one window. The triangles have a base of 2 ft and a height of 4 ft. What is the total area of the triangle curtains for one window?
Areas of Triangles

Example: Find the area of triangle XYZ.
Use the formula \( A = \frac{1}{2}bh \).
\[ A = \frac{1}{2}(6)(10) \]
\[ A = 30 \text{ m}^2 \]

Directions: Find the area of each figure.
1) \[ \text{Area} = \frac{1}{2}(4)(6) = 12 \text{ ft}^2 \]
2) \[ \text{Area} = \frac{1}{2}(12)(15) = 90 \text{ m}^2 \]
3) \[ \text{Area} = \frac{1}{2}(9)(16) = 72 \text{ km}^2 \]

Directions: Find the base or height of each triangle.
4) The area of a triangle is 12 \text{ ft}^2 and the base is 4 ft. What is the height?
5) The area of a triangle is 32 \text{ in}^2 and the height is 8 in. What is the base?
6) The area of a triangle is 15 \text{ m}^2 and the base is 10 m. What is the height?
7) The area of a triangle is 36 \text{ yd}^2 and the height is 9 yd. What is the base?
8) The area of a triangle is 36 \text{ km}^2 and the height is 12 km. What is the base?

Directions: Solve these problems.
9) Howard is constructing a triangular garden edge out of brick. The base of the garden is 15 ft. The area is 165 \text{ ft}^2. What is the height of the triangle?
10) Jana is making curtains in the shape of triangles. She needs to make two triangle curtains for one window. The triangles have a base of 2 ft and a height of 4 ft. What is the total area of the triangle curtains for one window?
Areas of Triangles

Example
Find the area of triangle XYZ.
Use the formula $A = \frac{1}{2}bh$.

$A = \frac{1}{2}(6)(10)$
$A = 30 \text{ m}^2$

Directions Find the area of each figure.

1) $\frac{1}{2}(4 \text{ ft})(4 \text{ ft})$
2) $\frac{1}{2}(12 \text{ m})(15 \text{ m})$
3) $\frac{1}{2}(9 \text{ km})(16 \text{ km})$

Directions Find the base or height of each triangle.

4) The area of a triangle is 12 ft$^2$ and the base is 4 ft. What is the height?
5) The area of a triangle is 32 in$^2$ and the height is 8 in. What is the base?
6) The area of a triangle is 15 m$^2$ and the base is 10 m. What is the height?
7) The area of a triangle is 36 yd$^2$ and the height is 9 yd. What is the base?
8) The area of a triangle is 36 km$^2$ and the height is 12 km. What is the base?

Directions Solve these problems.

9) Howard is constructing a triangular garden edge out of brick. The base of the garden is 15 ft. The area is 165 ft$^2$. What is the height of the triangle?

10) Jana is making curtains in the shape of triangles. She needs to make two triangle curtains for one window. The triangles have a base of 2 ft and a height of 4 ft. What is the total area of the triangle curtains for one window?
Areas of Triangles

EXAMPLE
Find the area of triangle XYZ.
Use the formula $A = \frac{1}{2}bh$.

$A = \frac{1}{2}(6)(10)$
$A = \frac{1}{2}(60)$
$A = 30 \text{ m}^2$

Directions Find the area of each figure.
1) 
2) 
3) 

Directions Find the base or height of each triangle.
4) The area of a triangle is 12 ft$^2$ and the base is 4 ft. What is the height?
5) The area of a triangle is 32 in$^2$ and the height is 8 in. What is the base?
6) The area of a triangle is 15 m$^2$ and the base is 10 m. What is the height?
7) The area of a triangle is 36 yd$^2$ and the height is 9 yd. What is the base?
8) The area of a triangle is 36 km$^2$ and the height is 12 km. What is the base?

Directions Solve these problems.
9) Howard is constructing a triangular garden edge out of brick. The base of the garden is 15 ft. The area is 165 ft$^2$. What is the height of the triangle?

10) Jana is making curtains in the shape of triangles. She needs to make two triangle curtains for one window. The triangles have a base of 2 ft and a height of 4 ft. What is the total area of the triangle curtains for one window?
Areas of Triangles

**Example**
Find the area of triangle XYZ.

Use the formula $A = \frac{1}{2}bh$.

- $A = \frac{1}{2}(6)(10)$
- $A = \frac{1}{2}(60)$
- $A = 30 \text{ m}^2$

**Directions** Find the area of each figure.

1) \[ \frac{5 \text{ ft}}{4 \text{ ft}} \]

2) \[ \frac{15 \text{ m}}{12 \text{ m}} \]

3) \[ \frac{16 \text{ km}}{9 \text{ km}} \]

**Directions** Find the base or height of each triangle.

4) The area of a triangle is 12 ft$^2$ and the base is 4 ft. What is the height?

5) The area of a triangle is 32 in$^2$ and the height is 8 in. What is the base?

6) The area of a triangle is 15 m$^2$ and the base is 10 m. What is the height?

7) The area of a triangle is 36 yd$^2$ and the height is 9 yd. What is the base?

8) The area of a triangle is 36 km$^2$ and the height is 12 km. What is the base?

**Directions** Solve these problems.

9) Howard is constructing a triangular garden edge out of brick. The base of the garden is 15 ft. The area is 165 ft$^2$. What is the height of the triangle?

10) Jama is making curtains in the shape of triangles. She needs to make two triangle curtains for one window. The triangles have a base of 2 ft and a height of 4 ft. What is the total area of the triangle curtains for one window?
Crucial Conversations Planning Sheet

1. Identify and outline your personal story in Standards Implementation.

2. In relation to beginning Part 3: Sustainability, reflect on the items below.

| **My Commitment:** The role I play and what I'll do to ensure success of the work |
| **My Recognized Purpose:** Why am I doing this? |
| **My Invented Goal:** What do I want to accomplish? |
| **Brainstorm:** Possible outcomes as a result of standards implementation |