

Geometry Unit

4th Grade

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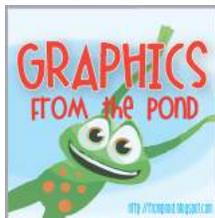


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TO The Teacher

Thank you for purchasing this resource! Within it you will find a complete unit for teaching the fourth grade standards for geometry including pre-assessment, content vocabulary, daily warm-ups and exit tickets, daily lessons with student activities, and a post assessment.

While this unit is laid out over a nine day time span do not feel that you must rigidly stick to the timeline. As a teacher you know what is best for your students, and should follow your gut, as some classes may require more time to reach understanding of a concept.

To save on ink and decrease prep time, every page of this unit is created in black and white. To create a more colorful unit print or copy on color paper.

Standards

TEKS

- 4.6A** identify points, lines, line segments, rays, angles, and perpendicular and parallel lines
- 4.6B** identify and draw one or more lines of symmetry, if they exist, for a two-dimensional figure
- 4.6C** apply knowledge of right angles to identify acute, right, and obtuse triangles
- 4.6D** classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines or the presence or absence of angles of a specified size

CCSS

- 4.G.A.1** Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.
- 4.G.A.2** Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.
- 4.G.A.3** Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.

ALL ABOUT This Unit

This unit is made up of unique elements that can be used independently or together to provide a complete unit of math instruction.

Content Vocabulary

Vocabulary for this geometry unit is included in a few forms.

- Word wall cards make it easy to add your content vocabulary to your word wall
- The word and definition list make a great reference for student math notebooks and teachers alike
 - This list is included completed as well as with blank areas for definitions and examples
- Double-sided word and definition cards are great for review and small group remediation

Pre-Assessment and Student Standard Checklist

To be used as an informal assessment to check students' prior knowledge as well as determine any misconceptions. The data that you gather from this pre-assessment can be recorded on the Student Standards Checklists and used to set student learning goals, form small groups, or partner students based on ability. Checklists fit 11 students per page.

ALL ABOUT This Unit

DAILY WARM-UPS

Nine days of half-page daily warm-ups are provided along with answer keys. Each day has three standards-based question for students to think through their learning. A student tracking sheet is also included for students to record their own grow and glow areas. To save paper you may choose to project the warm up each day and have students complete their work in math notebooks.

EXIT TICKETS

Nine days worth of exit tickets and answer keys, with one question each, are included two to a page for easy copying. Each of the questions is based on how that standard is tested, providing a test bridge and exposing students to test style language. This serves to build familiarity with standardized testing without overwhelming students.

Exit tickets can be checked as a class, or by the teacher. A checklist of questions is included to track how students are doing on their exit tickets.

ASSESSMENT

An end of unit assessment is included to check for student mastery on the geometry standards included. This assessment is meant to be used informally. While students should do their best work, it is best to not place too much importance on the test.

DAILY LESSONS

Nine daily lessons are included in this unit. Each lesson includes:

- Guiding question(s)
- Objectives
- List of necessary materials
- Overview of the lesson
- Student activity sheets when applicable
- Suggestions for small group activity

DAY 1 Pre-assessment and KWL Chart

DAY 2 Types of Lines

DAY 3 Types of Angles

DAY 4 Two-Dimensional Figures

DAY 5 Classifying Two-Dimensional Figures

DAY 6 Special Quadrilaterals

DAY 7 Special Triangles

DAY 8 Lines of Symmetry

DAY 9 Assessment

Content Vocabulary

Vocabulary for this Geometry unit is included in a few forms.

- Word wall cards make it easy to add your content vocabulary to your word wall
- The word and definition list make a great reference for student math notebooks and teachers alike
 - This list is included completed as well as with blank areas for definitions and examples
 - TIP: print/copy definition list at 80% to fit perfectly in math notebooks
- Double-sided word and definition cards are great for review and small group remediation
 - To complete these cards print, fold along the dotted line with the word and definition on the outside, then tape or glue to secure the card.

angle

the intersection of two lines or ray

parallel lines

two lines that remain the same distance apart and never meet

perpendicular lines

two lines that meet to form a right angle

acute angle

an angle measuring less than ninety degrees

Geometry Vocabulary

angle	the intersection of two lines or rays
Parallel Lines	two lines that remain the same distance apart and meet
Perpendicular Lines	two lines that meet to form a right angle
acute angle	an angle measuring less than ninety degrees
right angle	an angle measuring exactly ninety degrees
obtuse angle	an angle measure more than ninety degrees and less than one hundred-eighty degrees
vertex	a point of a two-dimensional figure
degree	the unit of measurement for angles based on the circumference of a circle
Point	a position on a line
Line	a straight one-dimensional figure that extends forever in both directions
ray	a portion of a line that begins at a point and continues forever in the other direction
Line segment	a portion of a line between two points
Attributes	the properties that describe something
Two-dimensional	an object that exists on one plane
Figure	a closed shape
Triangle	a three sided polygon
Quadrilateral	a four sided polygon
Polygon	a closed figure with no curved lines
Side	a line segment used to form a polygon

angle

the intersection of two lines or rays

parallel lines

two lines that remain the same distance apart and never meet

perpendicular lines

two lines that meet to form a right angle

Answer Key

1 What type of lines intersect to form a ninety degree angle?

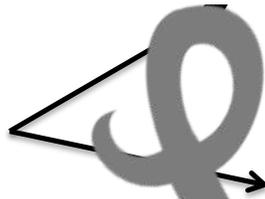
perpendicular lines

2 How would you classify the lines shown below?



parallel lines

3 What type of angle is shown below?



acute angle

4 What type of angle is shown below?



right angle

5 What type of polygon has six sides and six obtuse angles?

hexagon

6 Name the attributes of the polygon pictured.



seven sides, seven obtuse angles, no parallel or perpendicular lines

7 Name the attributes of the polygon pictured.



three sides, and three acute angles

8 Name the special quadrilateral that has two sets of parallel equilateral sides, two acute angles, and two obtuse angles.

parallelogram

9 Name the special triangle that has three equilateral sides and three congruent angles.

equilateral triangle

10 How many lines of symmetry does the shape below show?



one

DAILY WARM-UPS

Nine days of half-page daily warm-ups are provided along with answer keys.

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A student tracking sheet is also included for students to record their own grow and glow areas.

To save paper you may choose to project the warm up each day and have students complete their work in math notebooks.

Name _____

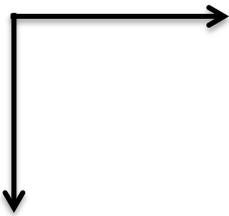
Lines

What type of line is shown below?



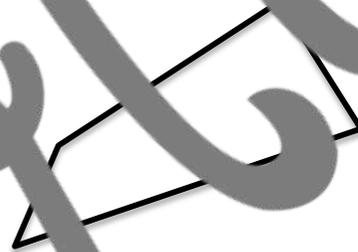
Angles

What type of angle is shown?



POLYGON

Name the polygon shown.



Name _____

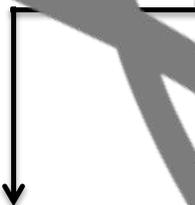
Lines

What type of line is shown below?



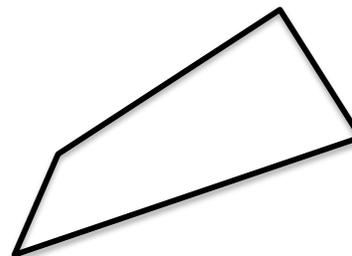
Angles

What type of angle is shown?



POLYGONS

Name the polygon shown.



DAILY WARM-UP ANSWER

Name _____

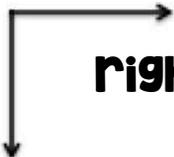
Geometry Day 1

Lines
What type of line is shown below?



ray

Angles
What type of angle is shown?



right angle

Polygons
Name the polygon shown.



quadrilateral

Name _____

Geometry Day 2

Lines
What type of line is shown below?



Line segment

Angles
What type of angle is shown?



acute angle

Polygons
Name the polygon shown.



hexagon

Name _____

PERSONAL DAILY WARM-UP Tracking Sheet

	Lines	Angles	POLYGONS
DAY 1			
DAY 2			
DAY 3			
DAY 4			
DAY 5			
DAY 6			
DAY 7			
DAY 8			
DAY 9			

Exit Tickets

Nine days worth of exit tickets and answer keys, with one question each, are included two to a page for easy copying.

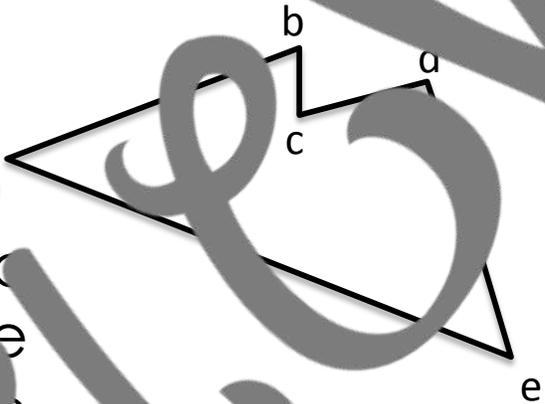
Each of the questions is based on how that standard is tested, providing a test bridge and exposing students to test style language. This serves to build familiarity with standardized testing without overwhelming students.

Exit tickets can be checked as a class, or by the teacher. A checklist of questions is included to track how students are doing on their exit tickets.

Exit Ticket Day 1

Name _____

In the figure shown, which two line segments appear to be perpendicular?

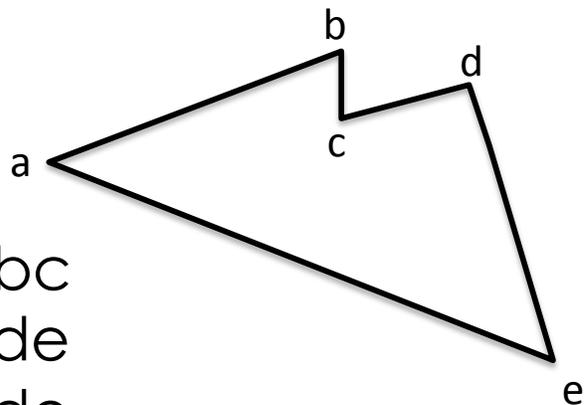


- a. line segments ab and bc
- b. line segments cd and de
- c. line segments ae and de
- d. line segments bc and cd

Exit Ticket Day 1

Name _____

In the figure shown, which two line segments appear to be perpendicular?



- a. line segments ab and bc
- b. line segments cd and de
- c. line segments ae and de
- d. line segments bc and cd

Exit Ticket Answer Key

Day 1	B
Day 2	A
Day 3	C
Day 4	D
Day 5	A
Day 6	B
Day 7	A
Day 8	D
Day 9	C

DAILY LESSONS

Nine daily lessons are included in this unit.

Each lesson includes:

- Guiding question(s)
- Objectives
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- Overview of the lesson
- Student activity sheets when applicable
- Suggestions for small group activity

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DAY 5 Classifying Two-Dimensional Figures

DAY 6 Special Quadrilaterals

DAY 7 Special Triangles

DAY 8 Lines of Symmetry

DAY 9 Assessment

Pre-Assessment & KWL Chart

Guiding Question

How can I show my prior knowledge of lines, angles, and classifying polygons?

Materials

- Pre-assessment
- Anchor chart paper

Learning Objective

We will use our prior knowledge of lines, angles, and classifying polygons.

L Begin by giving students the pre-assessment as a check for prior understanding.

e As a class, create a KWL chart for geometry. Begin by having students turn and talk with a partner about what they know about geometry. Then, have students share out their knowledge of geometry, recording their responses.

S After making an inclusive list of student knowledge ask students to think about what they would like to know about geometry that they don't already. Have each student write a question they would like answered on a sticky note and add their notes to the chart. Use these questions to guide further discussion.

S

O

n

Small Group Ideas

Use this time to pre-teach any unit vocabulary to students and have them create example of each vocabulary word in their math journals.

Answer Key

1 What type of lines go on forever without ever intersecting?

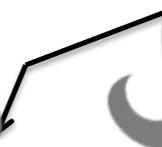
parallel lines

2 How would you classify the lines shown below?



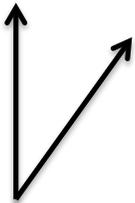
intersecting lines

3 What type of angle is shown below?



obtuse angle

4 What type of angle is shown below?



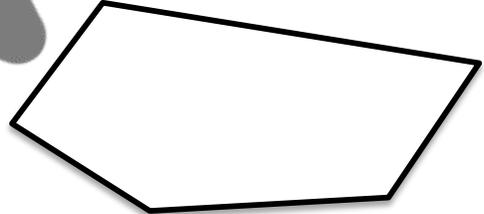
acute angle

5 What type of polygon has eight sides and eight angles?

octagon

6 Name the attributes of the polygon pictured.

Five sides, three obtuse angles, two acute angles, no set of parallel or perpendicular lines



7 Name the attributes of the polygon pictured.

Six Sides and Six Obtuse Angles



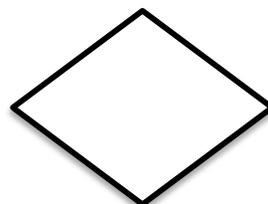
8 Name the special quadrilateral that has one set of parallel lines, two acute angles, and two obtuse angles.

trapezoid

9 Name the special triangle that has one right angle, two acute angles, and three sides.

right triangle

10 How many lines of symmetry does the shape below show?



four