

Lesson Plan Model¹

Lesson Title/#: Shape Recognition

Grade Level: 2nd

Learning Central Focus

<p>Central Focus</p> <p>What is the central focus for the content in the learning segment?</p>	<p>Students will learn about shapes and their specific attributes.</p>
<p>Content Standard</p> <p>What standard(s) are most relevant to the learning goals?</p>	<p>AR.Math.Content.2.G.A.1 Recognize and draw shapes having specified attributes (e.g., number of angles, number of sides, or a given number of equal faces) Identify triangles, quadrilaterals, pentagons, hexagons, and cubes</p>
<p>Student Learning Goal(s)/ Objective(s)</p> <p>Skills/procedures What are the specific learning goal(s) for student in this lesson?</p> <p>Concepts and reasoning/problem solving/thinking/strategies² What are the specific learning goal(s) for students in this lesson?</p>	<p>Students will recognize shapes based off of their given attributes. They will be able to recall the shape from previous knowledge. Student will be able to identify the shape's attributes as well if given the shape.</p>
<p>Prior Academic Knowledge and Conceptions</p> <p>What knowledge, skills, and concepts must students already know to be successful with this lesson?</p> <p>What prior knowledge and/or gaps in knowledge do these</p>	<p>Students must be familiar with shapes before this lesson. If students understand the vocabulary used in this lesson, they will succeed in the activity.</p> <p>To support the learning of the skills and concepts of this lesson, students must recall what they know from previous grades and carry that into this lesson.</p>

¹ The lesson plan template is intended to be used as a **formative** process prior to a candidate's submission of edTPA materials. The template offers an opportunity for candidates to practice documenting their thinking when planning lessons leading up to the learning segment they will teach for edTPA. Lesson plans with this level of detail are not necessary and should not be submitted as part of edTPA. It is intended to prepare candidates to articulate their thinking and justification for plans when responding to the Planning Task commentary prompts

² The prompt provided here should be modified to reflect subject specific aspects of learning. Language here is mathematics related. See candidate edTPA handbooks for the "Making Good Choices" resource for subject specific components.

<p>students have that are necessary to support the learning of the skills and concepts for this lesson?</p>	
<p>Common Errors, Developmental Approximations, Misconceptions, Partial Understandings, or Misunderstandings</p> <p>What are common errors or misunderstandings of students related to the central focus of this lesson?</p> <p>How will you address them for this group of students?</p>	

Instructional Strategies and Learning Tasks

Description of what the teacher (you) will be doing and/or what the students will be doing.

<p>Launch <u>5</u> Minutes</p> <p>How will you start the lesson to engage and motivate students in learning?</p>	<ul style="list-style-type: none"> ● Display a triangle to the class, either by drawing it on the whiteboard or using an interactive whiteboard. Ask your students to call out the name of the shape. ● Discuss the shape attributes as a class. Great discussion questions include: <i>How many sides does a triangle have? Are they straight or curved? How many corners does a triangle have?</i> ● Point to each corner on the triangle. Explain to the class that a vertex is the place where two sides meet in a corner. Tell the class that a triangle has three vertices, the plural word for vertex. ● Count the sides of the triangle together. Explain that each side is a line that connects two vertices, also known as an edge. ● Announce to the class that today they will learn how to describe the attributes of a shape to describe it, instead of always just using its name
<p>Instruction <u>10</u> Minutes</p> <p>What will you do to engage students in developing</p>	<ul style="list-style-type: none"> ● Draw and label a rectangle and pentagon on the board. ● Explain that shapes are made up of a set of sides or curved segments. Straight sides are the edges of each shape. ● Draw a circle on the whiteboard. Ask the class how many edges a circle has. ● After some discussion, tell the class that a circle doesn't have any edges or vertices, since there aren't any straight lines or corners on a circle.

<p>understanding of the lesson objective(s)?</p> <p>How will you link the new content (skills and concepts) to students' prior academic learning and their personal/cultural and community assets?</p> <p>What will you say and do? What questions will you ask?</p> <p>How will you engage students to help them understand the concepts?</p> <p>What will students do?</p> <p>How will you determine if students are meeting the intended learning objectives?</p>	<ul style="list-style-type: none"> ● Point to the rectangle and demonstrate how to count the edges and vertices. Explain to students how the number of edges and the number of vertices are the same. ● Point to the pentagon and count the number of edges and vertices.
<p>Structured Practice and Application <u>30</u> Minutes</p> <p>How will you give students the opportunity to practice so you can provide feedback?</p>	<ul style="list-style-type: none"> ● Give each student the following pattern blocks: triangle, trapezoid, pentagon, hexagon, and square. ● Ask students to hold up the correct pattern block as you call out the number of edges or vertices a shape has. As you call out numbers, remind students that the number of edges and vertices a shape has is the same. ● Answer any questions your students have about this concept. ● Pass out a copy of the 2-Dimensional Shapes worksheet to each student. ● Have students complete the sheet on their own. ● Allow students to access individual iPad or computer. ● Explain the idea of the Slides project.

<p>How will students apply what they have learned?</p> <p>How will you determine if students are meeting the intended learning objectives?</p>	<ul style="list-style-type: none"> ● Each student must make a Google Slides presentation displaying their knowledge of each of the shapes and their attributes. ● This will be their assessment for the lesson, so they are each expected to complete the assignment. ● Students will apply what they have learned in class to their presentation.
<p>Closure</p> <p><u>5</u> Minutes</p> <p>How will you end the lesson?</p>	<ul style="list-style-type: none"> ● Ask students to look around the classroom and name objects with three, four, or five edges. ● Make a list of all the objects.
<p>Differentiation/ Planned Support</p> <p>How will you provide students access to learning based on individual and group needs?</p> <p>How will you support students with gaps in the prior knowledge that is necessary to be successful in this lesson?</p>	<p><i>Whole Class:</i></p> <p><i>Groups of students with similar needs:</i></p> <p><i>Individual students:</i></p> <p><i>Students with IEP's or 504 plans:</i></p> <p><i>Strategies for responding to common errors and misunderstandings, developmental approximations, misconceptions, partial understandings, and/or misunderstandings:</i></p>

<p>Student Interactions</p> <p>How will you structure opportunities for students to work with partners or in groups? What criteria will you use when forming groups?</p>	<p>Students can discuss with partners while completing their slides presentation. This will allow them to help one another in their understanding. Students will be allowed to form their own groups during this time.</p>
<p>What Ifs</p> <p>What might not go as planned and how can you be ready to make adjustment?</p>	<p>Students might not recall as much information the teacher had planned for. Students might need a more in depth review of the vocabulary used in this lesson. Each shape may take a little longer to discuss to make sure each student is able to recognize them with no problem.</p>
<p>Theoretical Principles and/or Research-Based Best Practices</p> <p>Why are the learning tasks for this lesson appropriate for your students?</p>	
<p>Materials</p> <p>What materials does the teacher need for this lesson?</p> <p>What materials do the students need for this lesson?</p>	<ul style="list-style-type: none"> ● Whiteboard or SmartBoard ● Completed 2-Dimensional Shapes Worksheet ● Pattern Blocks ● 2-Dimensional Shapes Worksheet

	<ul style="list-style-type: none"> ● Pencil ● iPad or Computer (whichever the classroom has)
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Academic Language Demand(s):

<p>What language function do you want students to develop in this lesson? What must students understand in order to be intellectually engaged in the lesson?</p>	
<p>What content specific terms (vocabulary) do students need to support learning of the learning objective for this lesson</p>	
<p>What specific way(s) will students need to use language (reading, writing, listening and/or speaking) to participate in learning tasks and demonstrate their learning for this lesson?</p>	
<p>What are your students' abilities with regard to the oral and written language associated with this lesson?</p>	
<p>How will you support students so they can understand and use the language associated with the language function and other demands in meeting the learning objectives of the lesson?</p>	

Assessments:

*Describe the tools/procedures that will be used in **this lesson** to monitor students' learning of the lesson objective(s). Attach a copy of the assessment and the evaluation criteria/rubric in the resources section at the end of the lesson plan.*

Type of assessment (Informal or Formal)	Description of assessment	Modifications to the assessment so that all students could demonstrate their learning.	Evaluation Criteria - What evidence of student learning (related to the learning objectives and central focus) does the assessment provide?

Analyzing Teaching

To be completed after the lesson has be taught

<p>What worked? What didn't? For whom?</p>	
<p>Adjustments</p> <p>What instructional changes do you need to make as you prepare for the lesson tomorrow?</p>	
<p>Proposed Changes.</p> <p>If you could teach this lesson again to this group of students what changes would you</p>	<p><i>Whole class:</i></p> <p><i>Groups of students:</i></p> <p><i>Individual students:</i></p>

make to your instruction?	
Justification Why will these changes improve student learning? What research/ theory supports these changes?	

Resources:

Attach each assessment and associated evaluation criteria/rubric.