**Name: Victoria Haley**

**Lesson Plan Template**

**Lesson Segment Focus: Shapes Lesson \_\_\_\_\_1\_\_\_\_\_\_\_of\_\_\_\_\_\_1\_\_\_\_\_\_**

**Course & topic addressed: Math & Shapes Date\_\_\_\_\_\_4/16/19\_\_\_\_\_\_\_\_\_ Grade\_\_\_1st\_\_\_\_**

**Student Outcomes**

|  |  |
| --- | --- |
| Specific learning objectives for this lesson. | Students will play the shape game to test their knowledge on shapes. |
| Describe the connection to previous lessons. (Prior knowledge of students this builds upon) | Students know how to identify shapes. |
| Knowledge of students background (personal, cultural, or community assets) | None |

**State Academic Content Standards**

|  |  |
| --- | --- |
| List the state academic content standards with which this lesson is aligned. Include state abbreviation and number & text of the standard. | AR.Math.Content.K.G.A.3   Identify shapes as two-dimensional (flat) or three-dimensional (solid) |

**Academic Language Support**

|  |  |
| --- | --- |
| What planned instructional supports might you use to assist students to understand key academic language to express and develop their content learning?  What will you do to provide varying supports for students at different levels of academic language development? | I will be providing the shape game. |

Key Vocabulary

|  |  |
| --- | --- |
| What vocabulary terms/content specific terminology must be addressed for students to master the lesson? | Circle, triangle, rhombas, rectangle, square, oval |

Materials

|  |  |
| --- | --- |
| Materials needed by teacher for **this lesson**. | Smartboard, PowerPoint, toys for winners |
| Materials needed by students for **this lesson**. | Chromebooks, pencil, paper |

**Lesson Timeline with Instructional Strategies & Learning Tasks (This should be VERY DETAILED)**

| **Amount of Time** | **Teaching & Learning Activities** | **Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.** |
| --- | --- | --- |
| 10 mins | **Introduction**: we will go over shapes and I will explain the game. | During this time, we will go over our shapes and I will explain how the game works. |
| 20 mins | Instruction: Play game | Students will be put into groups for the game. Students will access the PowerPoint through their Chromebooks and work on the game together. I will be keeping track of which team knows the most shapes and has the correct answers. Whatever group wins will be given a surprise from our treasure box. |
| 5 mins | **Closure:** Answer questions and review. | During this time I will answer all questions that any student has. I will let them know that we will have a quiz the next day over our shapes. |

**Accommodations/Modifications**

|  |  |
| --- | --- |
| How might I modify instruction for:  Remediation?  Intervention?  IEP/504?  LEP/ESL? | .  I could give groups more time for the game. |

**Differentiation:**

|  |  |
| --- | --- |
| How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met? | **I will be providing the PowerPoint.** |

**Assessments: Formative and/or Summative**

|  |  |  |
| --- | --- | --- |
| Describe the tools/procedures that will be used in this lesson to monitor students’ learning of the lesson objective/s (include type of assessment & what is assessed). | ☐ **Formative** /☐ Summative | The Shape Game |
| ☐ Formative /☐ **Summative** | Test over the shapes. |
| ☐ Formative /☐ Summative |  |

**Research/Theory**

|  |  |
| --- | --- |
| Identify theories or research that supports the approach you used. | N/A |

**Lesson Reflection/Evaluation**

|  |  |
| --- | --- |
| What went well?  What changes should be made?  How will I use assessment data for next steps? | *TO BE FILLED IN AFTER TEACHING* |

Include supporting material such as slides, pictures, copy of textbook, and handouts for any activities students will be using as part of your lesson.

\*adapted from: <http://webcache.googleusercontent.com/search?q=cache:EsQcNWuG1ZoJ:web.mnstate.edu/harms/StudentTeachers/edTPA-LessonPlan.doc+&cd=2&hl=en&ct=clnk&gl=us>; <http://www.moreheadstate.edu/getmedia/cd3fd026-939f-4a47-a938-29c06d74ca01/Lesson-Plan-and-Reflections.aspx>; <http://www.mcneese.edu/f/c/9cb690d2/Lesson%20Plan%20Rubric%20Aligned%20with%20InTASC.docx>;<https://www.uwsp.edu/education/Documents/edTPA/Resource12.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/Resource11.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/Resource11a.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/LessonPlanTemplateSOE.docx>; <https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanGuide.docx>; <https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanTemplate.docx>