

Lesson Plan Model¹

Lesson Title/#: Shapes

Grade Level: Kindergarten

Learning Central Focus

<p>Central Focus What is the central focus for the content in the learning segment?</p>	<p>In this lesson students will learn how to identify several different shapes.</p>
<p>Content Standard What standard(s) are most relevant to the learning goals?</p>	<p>Kindergarten-Geometry-Identify and describe shapes. AR.Math.Content.K.G.A.2- Correctly name shapes regardless of their orientations or overall size.</p>
<p>Student Learning Goal(s)/ Objective(s) Skills/procedures What are the specific learning goal(s) for student in this lesson? Concepts and reasoning/problem solving/thinking/strategies² What are the specific learning goal(s) for students in this lesson?</p>	<p>The learning goal is for students to view the shapes: rectangle, triangle, circle, square, and oval. They will learn what each shape is and how to identify each one.</p> <p>I will pull up a graphic on the smartboard and that shows what each shape looks like and we can also click on a hyperlink that takes us to the definition of each shape. We will go over this information together in class. Students should be able to look at objects and identify what shape they are.</p>
<p>Prior Academic Knowledge and Conceptions What knowledge, skills, and concepts must students already know to be successful with this lesson? What prior knowledge and/or gaps in knowledge do these students have that are necessary to support the learning of the skills and concepts for this lesson?</p>	<p>To most students, shapes will be a new concept, but all of them will have seen a shape in some form or another.</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.

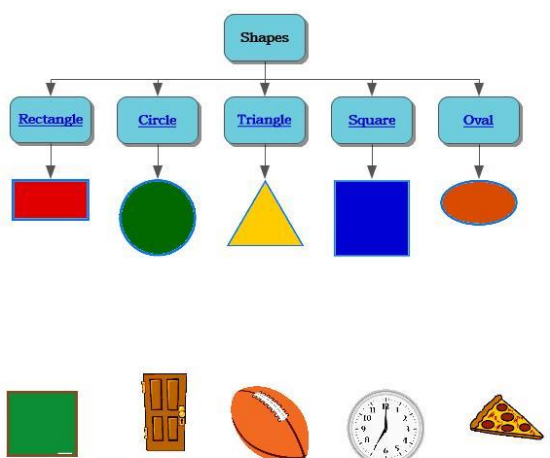
<p>Common Errors, Developmental Approximations, Misconceptions, Partial Understandings, or Misunderstandings</p> <p>What are common errors or misunderstandings of students related to the central focus of this lesson?</p> <p>How will you address them for this group of students?</p>	
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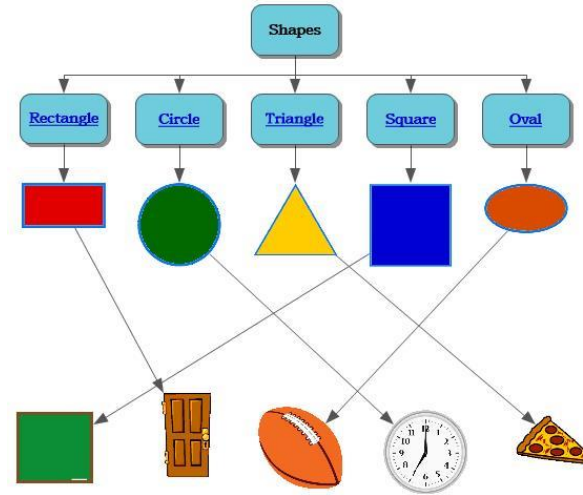
Instructional Strategies and Learning Tasks

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>	<p>I will start this lesson by asking the class questions. I can point a few different items in the classroom and tell the class what shapes those objects are, then I can ask does anyone know what is a shape? Who can tell me what a square looks like? Can someone find a circle somewhere here in the classroom? Are there two things in the classroom that have the same shape.</p>
<p>Instruction <u> 25 </u> Minutes</p> <p>What will you do to engage students in developing 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</p>	<p>I will first pull up the Shapes Web graphic on the smartboard and start by telling them what each individual shape is called and follow up with how we can tell what each shape is by reviewing their definitions.</p> <p>Then I will give them some practical examples of objects that are rectangles, squares, circles, triangles, and ovals.</p> <p>Next, I will ask students to name some examples of objects that are each shape. "Joe can you name an object that is in the shape of an oval?" "Sue do you know of anything that is in the shape of a circle?" "Class what is something we use every day that is in the shape of a rectangle?" "Who can name something that is triangle shaped?" "Cindy please give me an example of something in the shape of a square."</p> <p>I will also print out the graphic Shapes Web as a worksheet for students, in the graphic, the last level has not been connected (linked) yet, and students will connect each object to its shape by drawing a line between them, this, along with</p>

<p>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>	<p>the questions will get students engaged in understanding the concept of shapes. As students complete their worksheets, I can walk around the classroom watching to be sure they understand the lesson and give them any necessary feedback.</p>
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<p>Structured Practice and Application ____10____ Minutes</p> <p>How will you give students the opportunity to practice so you can provide feedback?</p> <p>How will students apply what they have learned?</p> <p>How will you determine if students are meeting the intended learning objectives?</p>	<p>The worksheet will be practice for identifying shapes. Students will connect the objects with their shape by drawing a line. I will also have students draw each shape on the bottom of the worksheet to reinforce shapes.</p> 
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Students are expected to fill this in like example:

We will also review all of the information we have learned in the weeks to come to try to help students understand and remember their shapes.

The work sheet and questions I ask in future review will help be to determine if students have learned the objectives.

Closure
 ___5___
 Minutes

How will you end the lesson?

I will end this lesson by calling on each student one at a time and asking them to get up from their seat and either go get an item that is a specific shape or go point one out.

Differentiation/
 Planned
 Support

How will you provide students access to learning based on individual and group needs?

Whole Class:

Groups of students with similar needs:

Individual students:

<p>How will you support students with gaps in the prior knowledge that is necessary to be successful in this lesson?</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>I will put students in groups and assign each group a shape. Each group must name as many items as they can that are their shape.</p>
<p>What Ifs</p> <p>What might not go as planned and how can you be ready to make adjustment?</p>	<p>Students may not always be able to find a shape in the classroom and that will be fine, there may not be many ovals, but I could ask them to just think of something that is in that shape or take the opportunity to give them an example myself.</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>	<p>Teacher: Smartboard, ShapesWeb Graphic</p> <p>Students: Pencil, Shapes Graphic Worksheet</p>

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</p>	

demands in meeting the learning objectives of the lesson?	
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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

What worked? What didn't? For whom?	
Adjustments What instructional changes do you need to make as you prepare for the lesson tomorrow?	
Proposed Changes.	<i>Whole class:</i>

<p>If you could teach this lesson again to this group of students what changes would you make to your instruction?</p>	<p><i>Groups of students:</i></p> <p><i>Individual students:</i></p>
<p>Justification</p> <p>Why will these changes improve student learning?</p> <p>What research/theory supports these changes?</p>	

Resources:

Attach each assessment and associated evaluation criteria/rubric.