

Name Hannah Cunningham

Lesson Plan Template

Lesson Segment Focus 2D Shapes_ Classifications of Polygons
of _____

Lesson _____

Course & topic addressed 5th grade Mathematics_ Geometry: classification of 2-dimensional figures

Date 1/29/2019 Grade 5th Grade

Student Outcomes

Specific learning objectives for this lesson.	Students will recognize the attributes that define different 2D shapes.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students will relate their understanding of multiple shapes. Students will be able to use background knowledge of definitions such as parallel, congruent, and angle descriptions.
Knowledge of students background (personal, cultural, or community assets)	Students will be able to identify shapes in relation to objects they have been exposed to. Students can make their own guide with examples that make sense to them..

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.	5.G.B.4: Classify two-dimensional figures into categories based on their properties. Classify two-dimensional figures in a hierarchy based on properties.
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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 include the congruent, right angle, and parallel symbols in my instruction to aid in their development of understanding mathematic symbols in dealing with figures. To differentiate, I can have guided notes made for my students with the main vocabulary words and their definitions. For students who need more scaffolding, I can aid their understanding by providing visuals, examples, and more information filled in. For other students, I will provide less supports such as more spaces to be filled in. If needed, I can also make the notes bilingual.
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Key Vocabulary

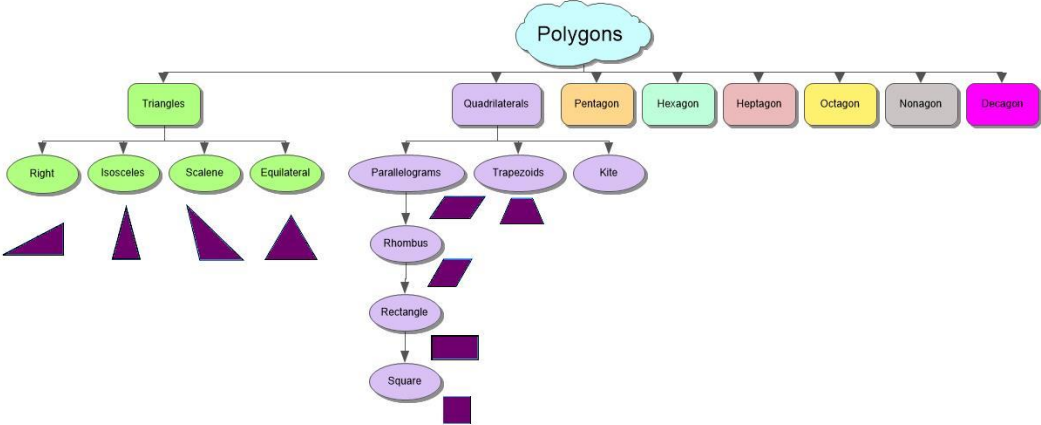
What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Congruent, parallel, right angle, similar, angle, acute, obtuse, opposite sides, opposite angles, square, triangle (right, scalene, isosceles, equilateral) trapezoid, rectangle, parallelogram, rhombus, quadrilaterals, polygons, kite, equilateral, pentagon, hexagon, heptagon, octagon, nonagon, decagon
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Materials

Materials needed by teacher for this lesson.	Whiteboard, marker Inspiration map: Categorize 2D shapes based on classifications Manipulative shapes
Materials needed by students for this lesson.	Guided Notes, Pencil, Math Notebook, colored pencils

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 minutes	Introduction: Recall and Background Knowledge Brainstorming (Whole Group)	I will instigate a conversation to get the students to recall and bring forward their background knowledge of the key vocabulary. The students will brainstorm as I record their ideas on the board. I will redirect students if needed with leading questions. I will help students when needed. Then as a class we will try and sort the information based on similarities. I will guide the students into categories if needed. This will provide a transition to the sorting of 2-dimensional figures.
35 Minutes	Instruction: Sorting of figures into categories. Translate the categories into understanding of the classifications. (Whole Group)	I will pull up my Inspiration web with categories already typed out across the top of the document. Based on our grouping, definitions, ideas, and understandings we brainstormed, the students will work at sorting the 2-Dimensional figures as well as their names, provided on the map, into the categories. After sorting and discussing their grouping, I will question certain groupings that the students may have gotten wrong. We will reorganize where necessary. When the map is complete, we will color code the map for distinction. Students will be responsible for filling out their guided notes as we discuss definitions and classifications. We will finally end with generalization of the categories and the classifications embedded in each.

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.
		<p>A completed form of the diagram is shown below:</p> 
15 Minutes	<p>Closure: Math Notebook Drawing (Individual)</p>	<p>Students will copy the diagram in their Math Notebook for future reference. Students will customize their diagram by drawing shapes and using colored pencils to help distinguish and supplement their understanding.</p>

Accommodations/Modifications

<p>How might I modify instruction for:</p> <p>Remediation? Intervention? IEP/504? LEP/ESL?</p>	
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Differentiation:

<p>How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?</p>	
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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).	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	

Research/Theory

Identify theories or research that supports the approach you used.	
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Lesson Reflection/Evaluation

What went well? What changes should be made? How will I use assessment data for next steps?	<i>TO BE FILLED IN AFTER TEACHING</i>
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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>