

Name Hannah Cunningham

Lesson Plan Template

Lesson Segment Focus _____ Lesson _____ of _____

Course & topic addressed Role Play and Group Investigation: Source Credibility

Date _____ Grade _____

Student Outcomes

Specific learning objectives for this lesson.	Students will identify and classify 2D figures based on their properties. Students will discover the use of 2D geometrical figures in everyday life.
Describe the connection to previous lessons.	Students will have learned about 2D figures before. Students should have a general understanding of what the 2D figures look like.
Knowledge of students background (personal, cultural, linguistic, or community assets)	Students have come into contact with 2D figures before. They will have their own examples that they think of when talking about examples of 2D figures and how they are used in everyday life. Students will have several opportunities and areas to look for geometric figures.

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	AR.Math.Content.5.G.B.4 Classify two-dimensional figures in a hierarchy based on properties Note: Trapezoids will be defined to be a quadrilateral with at least one pair of opposite sides parallel, therefore all parallelograms are trapezoids.
--	---

Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the content?	Square, Rectangle, Quadrilateral, Trapezoid, Triangles, angles, congruent, parallel, hexagon
--	---

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? (word wall, graphics for key terms, cloze passage, etc.) What will you do to provide varying supports for students at different levels of academic language development? (context, peer support, etc.)	There will be a word wall with definitions of each of these vocabulary words. All words will also have a visual. Some students may need extra work with the vocabulary. Students can play memorization games in small groups to strengthen their understanding of the vocabulary.
---	--

Materials

Materials needed by teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	Marker Board, Marker, Eraser, Shapes that have a magnet so they can stick to the board, manipulatives
Materials needed by students for this lesson. (computers, journals, textbook, etc.)	Online Graphic organizer, manipulatives, imove, computer, camera, ipad

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.
	<p><u>Introduction:</u> Video Introduction</p>	<p>I will introduce the lesson of 2D shapes to the class by having them watch this video over 2D shapes that has real-life examples. https://youtu.be/UDQDyx59QY4</p>
	<p><u>Instruction:</u></p>	<p>Next I will hand out each student a square, rectangle, hexagon, and triangle manipulative. I will give the students 3 minutes to analyze the shape and type on the graphic organizer the characteristics of the shapes that they observe. Students will write the characteristics under the corresponding heading on the graphic organizer.</p> <p>Next, I will write all the shapes on the board. I will provide space underneath them for recording the observations of the class.</p> <p>I will ask the students to report out the characteristics they have noticed about the shapes. I will randomly call on children by pulling popsicle sticks from a jar if there are no volunteers. I will record the answers on the board until all shapes have characteristics listed below them. Then as a class we will examine the magnetized bigger shapes I have on the board. We will read an observation and then observe the shape to make sure it is true. We will revise and add observations as needed.</p> <p>Next, I will have the students go back to their graphic organizer and think of how the shapes are used in real-life. Students will record these meaningful examples under the corresponding heading of their graphic organizer. Students will share this document with me for assessment.</p> <p>Students will then be put into groups of four. I will tell the students that they are going to create a 5 minute iMovie over 2D Shapes. I will explain that I expect shapes to be defined in the movie. I also want photos and videos of these shapes in real-life. Students will be given a few days to collect examples, definitions, edit, and finalize their video. I will show my model video of 2D shapes in the real world with my students to help give them ideas.</p> <p>Once the videos are done, Each group will show their video to the class. Students will provide feedback to each group regarding their video.</p>
	<p><u>Closure:</u> 2D Shapes are everywhere</p>	<p>After videos have been shown, I will ask students to write down two things they are still struggling with concerning 2D shapes. I will also</p>

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.
		have them right down their favorite example of a 2D shape in real-life. Students will hand these in.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	Lower level students can be in a small group with me while observing the manipulative and looking for characteristics. I can also give them clues as to what to look for.
--	---

Differentiation:

How might you provide a variety of techniques (enhanced scaffolding, explicit instruction, contextualized materials, highlighters/color coding, etc.) to ensure all student needs are met?	Some students may need more explicit instruction on 2D Shapes and their characteristics. I can meet with small groups and analyze each shape, its definition, and its characteristics with the students. This will help give the students a better understanding of the shapes before starting their movie. I may also need to give some students some ideas of how shapes can be used. Some groups may be allowed to make a shorter video as well.
--	--

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	Students will turn in their online graphic organizer so I can assess their observations and examples of the 2D shapes.
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	Students will hand in 2 things that they are still struggling with and their favorite example of a 2D shape in real life. This will help me assess where my students are in understanding this topic.
	<input type="checkbox"/> Formative / <input checked="" type="checkbox"/> Summative	The 2D Shapes in Real-life Video will help me assess if the students have a good understanding of all the shapes and the characteristics of each shape.

Research/Theory

Identify theories or research that supports the approach you used.(as well as experts in the field or national organization positions)	
--	--

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>
---	---------------------------------------

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>