**Name:**

**Lesson Plan Template**

**Lesson Segment Focus: Composing and identifying 2D shapes Lesson \_\_\_\_\_\_\_\_\_\_\_\_of\_\_\_\_\_\_\_\_\_\_\_\_**

**Course & topic addressed: K Math Geometry with splash Math Date: 10/2/2019 Grade: K**

**Student Outcomes**

|  |  |
| --- | --- |
| Specific learning objectives for this lesson. | The students will learn how to compose two-dimensional shapes. |
| Describe the connection to previous lessons. (Prior knowledge of students this builds upon) | Most students already know several shapes but this lesson is made for them to make them themselves.  |
| Knowledge of students background (personal, cultural, or community assets) |  |

**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.1.G.A.2 Compose two-dimensional shapes (e.g., rectangles, squares, trapezoids, triangles, half-circles, and quartercircles) or three-dimensional shapes (e.g., cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape |

**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? | Most kindergarteners do not know how to read just yet so I will provide a picture next to every 2D shape name on the board. For the more advanced students I will have some word searches or coloring 2D sheets available. |

Key Vocabulary

|  |  |
| --- | --- |
| What vocabulary terms/content specific terminology must be addressed for students to master the lesson? | Rectangles, squares, trapezoids, circles  |

Materials

|  |  |
| --- | --- |
| Materials needed by teacher for **this lesson**. | Ipad, shapes to be displayed on the board. |
| Materials needed by students for **this lesson**. | 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.**  |
| --- | --- | --- |
| 10 minutes | **Introduction**: The students will be on the listening rug reading to listen to instruction on todays lesson.  | I will go through each shape one by one pointing on characteristics and having the students repeat after me. |
| 30 minutes | Instruction: After quickly going through the shapes together on the rug I will send students back to their seats with ipads to have them get on the first level of Splash Math.  | I will be instructing the students through the basics of the app. After we will do each level together, we will name the shapes aloud, and then click and drag the shapes within the dotted lines.  |
| 5 minutes | **Closure: This will be their time to ask question and put away ipads.** | I will answer questions and send out notifications to parents that their kid worked on splash math that day to check their progress online! |

**Accommodations/Modifications**

|  |  |
| --- | --- |
| How might I modify instruction for:Remediation?Intervention?IEP/504?LEP/ESL? | I plan to go at a slow enough paced that I or peers can help guide each other together.  |

**Differentiation:**

|  |  |
| --- | --- |
| How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met? | I will repeat instruction consistently throughout the lesson to ensure students are aware of the plan. For foreign students there will be a translation available and pictures needed.  |

**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 |  |
| ☐ Formative /☐ Summative |  |
| ☐ Formative /☐ Summative |  |

**Research/Theory**

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

**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>