



## Lesson Plan Template

**Lesson Segment Focus** Reason with shapes and their attributes

**Lesson 1 of 1**

**Course & topic addressed** Geometry

**Date:** 9/5/2019

**Grade:** 2nd

### Student Outcomes

Specific learning objectives for this lesson.	To know what vertices and edges are. To fully understand what makes a shape fit into a category
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	
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.	<b>CCSS.MATH.CONTENT.2.G.A.1</b> <b>Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.1 Identify triangles, quadrilaterals, pentagons, and hexagons</b>
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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 plan on making one on one time to help the struggling students grasp the concept. I will use hands on shapes to point and count the vertices and edges with the student. I would group similar levels together to work with each other and build of each other's understandings.
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### Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	<b>Vertices, sides, triangle, quadrilateral, pentagon, hexagon</b>
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### Materials

Materials needed by teacher for <b>this lesson.</b>	Hands on shapes dot paper.
Materials needed by students for <b>this lesson.</b>	Hands on shapes, dot 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.
15 min	<b><u>Introduction:</u></b> <b>Quick review of all the 2D shapes we have previously gone over.</b>	I would go over the introduction with them seating at their desk. I would go over vocabulary words that are important to this lesson. For example, I would clarify what vertices are and demonstrate how to count them.
30 min	<b><u>Instruction:</u></b>  I would now pair them up with a partner to continue the lesson. During this time, they will be following my verbal instructions.	<ol style="list-style-type: none"> <li>1. Find your partner and get your dot paper to share.</li> <li>2. Put both names on the paper.</li> <li>3. Talk with your partner and draw a shape with 3 sides.</li> <li>4. Not let's count the vertices and sides together.</li> <li>5. Now draw a shape with 4 sides.</li> <li>6. Repeat step 4.</li> <li>7. Now draw a shape with 5 sides.</li> <li>8. Repeat step 4.</li> <li>9. Draw a shape with 5 sides.</li> <li>10. Repeat step 4.</li> <li>11. Can you guess name these shapes?</li> <li>12. Go over triangle, quadrilateral, pentagon, and hexagon using hands on shapes.</li> <li>13. Explain that they are 2D because they are flat shapes.</li> </ol>

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.
15 min	<b>Closure:</b> Share your group work!	Now I would give each group of 2 the chance to share their results.

### Accommodations/Modifications

How might I modify instruction for:  Remediation? Intervention? IEP/504? LEP/ESL?	The instruction would differ for students with the following diagnoses. The students needing remediation/intervention would get a little more time and probably some assistance from myself or a remedial teacher. The students with a 504 and ESL would have the instructions read to them and be allowed to take more time.
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### Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	When it comes to instructions, I would type them up big and as clearly as possible. I do understand that some children need more than just words so I would add some pictures to hopefully make more sense out of the instructions for them. I think adding at least one example can be very useful so I would add an example of what I am expecting from them as well.
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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>