

## Lesson Plan Template

Lesson Segment Focus: 2D Shapes

Lesson: 1 of 1

Course &amp; topic addressed: Math

Date: 12/2/2019

Grade: K

## Student Outcomes

Specific learning objectives for this lesson.	The specific meaning behind this lesson is to review 2D shapes with the students in a fun way.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	We have previously worked on 2 dimensional shapes in the classroom but it was never dealing with the shapes in the real world.
Knowledge of students background (personal, cultural, or community assets)	The students know their shapes but do they see that the shapes are all around them all the time?

## 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.	<p><b>AR.Math.Content.K.G.A.1 Describe the positions of objects in the environment and geometric shapes in space using names of shapes, and describe the relative positions of these objects</b>  <b>Note: Positions could be inside, outside, between, above, below, near, far, under, over, up, down, behind, in front of, next to, to the left of, to the right of, or beside.</b></p> <p><b>AR.Math.Content.K.G.A.2 Correctly name shapes regardless of their orientations or overall size</b>  <b>Note: Orientation refers to the way the shape is turned (upside down, sideways).</b></p> <p><b>AR.Math.Content.K.G.A.3 Identify shapes as two-dimensional (flat) or three-dimensional (solid)</b></p>
--	--

### Academic Language Support

<p>What planned instructional supports might you use to assist students to understand key academic language to express and develop their content learning?</p> <p>What will you do to provide varying supports for students at different levels of academic language development?</p>	<p>I will go over every feature of each shape discussed in the video to any student that might seem confused or lost in the lesson.</p>
---	---

### Key Vocabulary

<p>What vocabulary terms/content specific terminology must be addressed for students to master the lesson?</p>	<p><b>2 Dimensional, squares, circles, triangles, rectangles, hexagons</b></p>
--	--

### Materials

<p>Materials needed by teacher for <b>this lesson.</b></p>	<p>iMovie</p>
<p>Materials needed by students for <b>this lesson.</b></p>	<p>iMovie, paper, crayons</p>

### 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.
5 minutes	<p><b><u>Introduction:</u></b></p> <ul style="list-style-type: none"> <li>- Video</li> </ul>	<p>During this time, I will ask them a couple of review questions and show them the iMovie of 2D shapes in real life.</p>
10 minutes	<p><b><u>Instruction:</u></b></p> <ul style="list-style-type: none"> <li>- Explore the classroom or use your imagination</li> </ul>	<p>During this time the class will get to explore the classroom to point out different 2D shapes we have around the classroom.</p> <p>I also welcome the idea of letting the students their imagination of things they know of in real life that is also a shape.</p> <p>Students will draw their items that they found/shapes</p>
5 minutes	<p><b><u>Closure:</u></b></p> <ul style="list-style-type: none"> <li>- <b>Clean up and review</b></li> </ul>	<p>During this time, I will ask follow up questions and have the students clean up areas.</p>

### Accommodations/Modifications

How might I modify instruction for:  Remediation? Intervention? IEP/504? LEP/ESL?	I will provide more time and read everything aloud for IEP/504 students.  ESL students will have translations for them.
--	---

**Differentiation:**

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	I will verbally share all content, show movie, and have posters on the walls that students may refer to.
--	--

**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.	
--	--

**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>