

Name Jadyn Brown

Lesson Plan Template

Lesson Segment Focus Shapes

Lesson 2 of 2

Course & topic addressed Identifying 2 Dimensional and 3 Dimensional shapes
Grade Kindergarten

Date 09/05/2019

Student Outcomes

Specific learning objectives for this lesson.	Students will be able to determine the difference between two-dimensional and three-dimensional shapes.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students must have prior knowledge to the shapes before this lesson.
Knowledge of students background (personal, cultural, or community assets)	I will start this lesson off with of review of the shapes that we discussed in a previous lesson, to make sure that everyone understands the content before we continue.

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.K.G.A.3 Identify shapes as two-dimensional (flat) or three-dimensional (solid)
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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?	To assist my students to understand key academic language to express and develop their content learning, I will set up a small area in the back of my classroom where I can meet with each students and work one on one with them, so that I can help my students that are at different levels of academic language development.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Two-Dimensional Three-Dimensional
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	Flat Solid Shapes
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Materials

Materials needed by teacher for this lesson.	Smartboard Two-dimensional and three-dimensional objects from the classroom (dice, cut out circle, soda can, piece of paper) Inspiration Marker
Materials needed by students for this lesson.	Glue Safety Scissors Construction paper Shapes paper (Paper with the different shapes on it that they can cut out)

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.
20 Minutes	<u>Introduction:</u>	To start this lesson off, I will review all of the shapes that we learned in our previous lesson. I will draw the shapes on the board and then point to it with my pointer and have them call the shape out. (Square, Circle, Triangle, Rectangle, Hexagon, Cubes, Cone, Cylinder, Sphere). Once we have reviewed over the shapes, I will pull up my two videos to show them difference between 2 dimensional shapes and 3 dimensional shapes. After they have watched the videos I will pull up my inspiration shape web and show them how I separated the 2 dimensional from the 3 dimensional and explain to them how 2 dimensional shapes are flat and 3 dimensional shapes are solid. Once we have gone over this and they start getting the concept, I will then show them different objects throughout the room and see if they are able to determine if it is two-dimensional or three-dimensional (dice, cut out shape, soda can, piece of paper)

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.
35 Minutes	<u>Instruction:</u>	I will start by handing out colored construction paper that I have labeled to each student. On the left side of the construction paper, it will be labeled “2 Dimensional Shapes (Flat)” and on the right side it will be labeled “3 Dimensional Shapes (Solid)”. Once I have handed each student the construction paper, I will then give them a hand out of all the shapes we have gone over, that they are able to cut out. Once I give everyone the hand out, I will instruct them to cut out all of the shapes with their safety scissors. Once they have cut out all of the shapes, I will pass out glue sticks to everyone and I will tell them to separate the 2 dimensional shapes to the side of the paper that says 2 dimensional and separate the 3 dimensional shapes to the side of the paper that says 3 dimensional. After they have done this I will go around the room and make sure that the students have separated the shapes in the right category before I allow them to glue it onto the paper. Once I have gone around and checked to make sure everyone has separated their shapes in the right place, I will tell them to glue the 2 dimensional shapes under the side that says 2 dimensional and then glue the 3 dimensional shapes under the side that says 3 dimensional. Just to make sure they are understanding what I am wanting them to do. I will also have a piece of construction paper and show them face to face how I want them to glue it onto their paper. Once they have glued the shapes to the correct side, I will let them color the shapes, and then I will ask them to hand me their construction papers so that I can hang them in the hallway.
10 Minutes	<u>Closure:</u>	To ensure that my students have comprehended this lesson, I will hand out a fun 2-D/ 3-D worksheet for them to work on. The worksheet will have the words 2 Dimensional and 3 Dimensional at the top of the page and it will have a lot of shapes at the bottom of the page. They will have to draw lines from the 2D shapes to the word 2 Dimensional and the 3D shapes to the word 3 Dimensional. Once the students have finished the worksheet, I will have them turn it in to me.

Accommodations/Modifications

<p>How might I modify instruction for:</p> <p>Remediation?</p> <p>Intervention?</p>	<p>I might spend more time with certain students in the back of the classroom at my little desk, and go over it with them more in more in depth so that they get the concept of the lesson.</p>
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IEP/504? LEP/ESL?	
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	(try)
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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

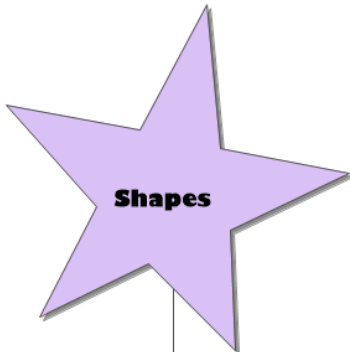
Identify theories or research that supports the approach you used.	
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Lesson Reflection/Evaluation

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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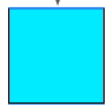
Include supporting material such as slides, pictures, copy of textbook, and handouts for any activities students will be using as part of your lesson.

*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/ed3fd026-939f-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>

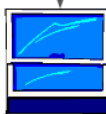


Two Dimensional (Flat)

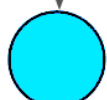
Three Dimensional (Solid)



Square



Triangle



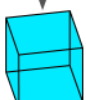
Circle



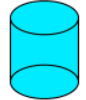
Rectangle



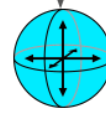
Cone



Cube



Cylinder



Sphere

