

Name Jadyn Brown

Lesson Plan Template

Lesson Segment Focus Shapes

Lesson _____ of _____

Course & topic addressed 2D and 3D Shapes

Date 12/02/2019 Grade Kindergarten

Student Outcomes

Specific learning objectives for this lesson.	Students will be able identify 2D and 3D shapes.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students must have prior knowledge of basic shapes such as square, circle, triangle, rectangle.
Knowledge of students background (personal, cultural, or community assets)	Not all students will know the basic shapes, so I can spend time with them at the back of the room at my table and I will give them extra practice and we will go over the shapes together, so that I make sure that they understand.

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.2- Correctly name shapes regardless of their orientations or overall size. AR.Math.Content.K.G.A.3- Identify shapes as two-dimensional or three-dimensional.
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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 will have posters around the room with shapes and their names on the bottom of them, and I will also have posters that separates the 2D shapes from the 3D shapes so that the students start to grasp the concept of 2D and 3D.
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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 Shapes
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Materials

Materials needed by teacher for this lesson.	Smartboard Worksheets
Materials needed by students for this lesson.	Worksheet Markers 2D Shapes 3D Shapes

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	<u>Introduction:</u>	I will first greet my students and ask them are they ready to learn. I will ask them if they remember us talking about the shapes we learned in a previous lesson. Then I will give them the opportunity to tell me what they remember. After that I will have my students come to the carpet and we will begin with our lesson.
45 Minutes	<u>Instruction:</u>	I will first bring up my padlet board that I created to show them the shapes. On my padlet board I have the shapes: square, triangle, rectangle, circle, cube, cylinder, sphere, and cone. I will show them the pictures of the different shapes that I have on the padlet and talk to them about them and ask them if they are able to identify any of them. Once I've done that, I will start explaining to them the difference between 2D and 3D shapes. On my padlet I have a picture of 2D shapes and the definition of it and I will show it to them and explain it to them. I also have a picture of 3D shapes with the definition of it and I will show it to them. I will then show them two cute videos. One is a singing video of 2D shapes, and it goes over how many sides each shape has and makes them make the shapes with their arms. The second video I will show is a singing video about 3D shapes and it explains it to them so well. I will then pull up two worksheets that I have on my padlet and show them that this is what they will be doing. Once I pull up the two worksheets, I will demonstrate and show them what they will be doing. Once I have explained it to them, I will send them to their desks, and I will pass out the worksheets to them and pass out markers. I will also pass out 2D and 3D shapes so that they can look at them while they are working. Once they have finished the worksheets I will have them turn it in into their class work file.

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	Closure:	Once they have finished the worksheets and turned everything in, I will ask them if they enjoyed the lesson. I will then call on random students and show them a shape and ask them the name of the shape and whether it's a 2D or 3D shape.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	.(try)
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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/cd3fd026-939f-4a47-a938-29c06d74ca01/Lesson-Plan-and-Reflections.aspx>;
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