Lesson Plan Model[1]

Lesson Title/#: Shapes

Grade Level: 1st

Learning Central Focus

Central Focus What is the central focus for the content in the learning segment?	Students will use shapes to compose composite drawings.
Content Standard What standard(s) are most relevant to the learning goals?	AR.Math.Content.1.G.A.2 Compose two-dimensional shapes (e.g., rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (e.g., cube, right rectangular prisims, right circular cones, and right circular cylinders) to create a composite shape.
Student Learning Goal(s)/ Objective(s) **Skills/procedures** What are the specific learning goal(s) for student in this lesson? **Concepts and reasoning/problem solving/thinking/strategies**[2] What are the specific learning goal(s) for students in this lesson?	Students will use Google Drawings to create a drawing using at least three (3) of the stated shapes above.
Prior Academic Knowledge and Conceptions What knowledge, skills, and concepts must students already know to be successful with this lesson? What prior knowledge and/or gaps in knowledge do **these**	Students must know defining attributes about shapes, students must be able to use shapes to make a bigger-picture (a house is a triangle on top of a square).

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[1] *The lesson plan template is intended to be used as a **formative** process prior to a candidate's submission of edTPA materials. The template offers an opportunity for candidates to practice documenting their thinking when planning lessons leading up to the learning segment they will teach for edTPA. Lesson plans with this level of detail are not necessary and should not be submitted as part of edTPA. It is intended to prepare candidates to articulate their thinking and justification for plans when responding to the Planning Task commentary prompts*

[2] *The prompt provided here should be modified to reflect subject specific aspects of learning. Language here is mathematics related. See candidate edTPA handbooks for the "Making Good Choices" resource for subject specific components.*

students have that are necessary to support the learning of the skills and concepts for this lesson?	
Common Errors, Developmental Approximations, Misconceptions, Partial Understandings, or Misunderstandings What are common errors or misunderstandings of students related to the central focus of this lesson? How will you address them for **this group** of students?	

Instructional Strategies and Learning Tasks
Description of what the teacher (you) will be doing and/or what the students will be doing.

Launch ___5_____ Minutes How will you start the lesson to engage and motivate students in learning?	Introduce what we will be doing, go over shapes. Allow students to get their computers and go to their desks to log-in.
Instruction ____10_____ Minutes What will you do to engage students in developing understanding of the lesson objective(s)?	Give students this time to get on their computers and create their drawings. They may do one or two.

How will you link the new content (skills and concepts) to students' prior academic learning and their personal/cultural and community assets? What will you say and do? What questions will you ask? How will you engage students to help them understand the concepts? What will students do? How will you determine if students are meeting the intended learning objectives?	
Structured Practice and Application ____5____ Minutes How will you give students the opportunity to practice so you can provide feedback?	Teacher will circulate the room, sharing the drawings with herself as the students work. Teacher will direct and guide students as necessary and keep them on task.

How will students apply what they have learned? How will you determine if students are meeting the intended learning objectives?	
Closure __5-10_____ Minutes How will you end the lesson?	Share some of the shapes the students made with the class, see if they can pick out what shapes that student used. Log-off of computers and put them away, transition to the next activity.
Differentiation/ Planned Support How will you provide students access to learning based on individual and group needs? How will you support students with gaps in the prior knowledge that is necessary to be successful in this lesson?	*Whole Class*: *Groups of students with similar needs*: *Individual students*: *Students with IEP's or 504 plans*: *Strategies for responding to common errors and misunderstandings, developmental approximations, misconceptions, partial understandings, and/or misunderstandings*:

Student Interactions How will you structure opportunities for students to work with partners or in groups? What criteria will you use when forming groups?	This lesson could be adapted to work in groups, students can collaborate and help their classmates at their table.
What Ifs What might not go as planned and how can you be ready to make adjustment?	Students might need help directing to the drawings page on google. The teacher will go around and share the documents with herself to avoid confusion.
Theoretical Principles and/or Research–Based Best Practices Why are the learning tasks for this lesson appropriate for your students?	
Materials What materials does the teacher need for **this lesson?** What materials do the students need for **this lesson?**	Computer, overhead projector.

Academic Language Demand(s):

What language function do you want students to develop in this lesson? What must students understand in order to be intellectually engaged in the lesson?	
What content specific terms (vocabulary) do students need to support learning of the learning objective for this lesson	
What specific way(s) will students need to use language (reading, writing, listening and/or speaking) to participate in learning tasks and demonstrate their learning for this lesson?	
What are your students' abilities with regard to the oral and written language associated with this lesson?	
How will you **support** students so they can understand and use the language associated with the language function and other demands in meeting the learning objectives of the lesson?	

Assessments:

*Describe the tools/procedures that will be used in **this lesson** to monitor students' learning of the lesson objective(s). Attach a copy of the assessment and the evaluation criteria/rubric in the resources section at the end of the lesson plan.*

Type of assessment (Informal or Formal)	Description of assessment	Modifications to the assessment so that all students could demonstrate their learning.	Evaluation Criteria - What evidence of student learning (related to the learning objectives and central focus) does the assessment provide?

Analyzing Teaching
To be completed after the lesson has be taught

What worked? What didn't? For whom?	
Adjustments What instructional changes do you need to make as you prepare for the lesson tomorrow?	
Proposed Changes. If you could teach this lesson again to this group of students what changes would you make to your **instruction**?	*Whole class*: *Groups of students*: *Individual students*:
Justification	

Why will these changes improve student learning? What research/ theory supports these changes?	

Resources:

Attach each assessment and associated evaluation criteria/rubric.