

Name Kaeleigh Colston

Lesson Plan Template

Lesson Segment Focus Shapes

Lesson 1 of 1

Course & topic addressed Math - Shapes

Date 10/20/18 Grade K-1

Student Outcomes

Specific learning objectives for this lesson.	Students will practice their shapes.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	This will prepare students for a further in-depth lesson into shapes, as well as serve as a great review over shapes.
Knowledge of students background (personal, cultural, or community assets)	Whole classroom included, 20-25 students

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
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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 use both visual and verbal ways of teaching this by showing the students the shape and by explaining the qualities of the shape to them.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Square Triangle Rectangle Circle Heart Pentagon Diamond
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Materials

Materials needed by teacher for this lesson.	Worksheet access- printed out or online, up to the teacher's discretion to decide.
Materials needed by students for this lesson.	Pencil and paper, internet access (through computer or tablet).

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.
5-10 minutes	Introduction: Good morning boys and girls! Do you know what shapes are? Let's list some examples.	As the students give me some examples, I will write them on the board in a list.
25-30 minutes	Instruction: Review/teaching of shapes	I will hold up a shape, or draw the shape, and tell the students the name of the shapes. I will write the name of the shape next to it, so the students will see the writing of the shape. By seeing the spelling, it will help them learn how to spell the word as well. Shapes covered: Square, rectangle, circle, triangle, heart, pentagon, and diamond. I will also tell them the qualities of each shape, for example, a triangle has three sides, a square has four sides, etc.
5-10 minutes	Closure: Let's review the shapes!	I will draw a shape on the board and have the students name the shapes. Afterwards, I will have the students fill out the worksheet to check for understanding. The next day I will use the google slides as an assessment tool by having the students tell me what the shapes are and tell me how they know that (by providing qualities of the shapes).

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	I will make the lessons more detailed. When the students are working on the worksheets, I will be walking around to ensure that the students are doing okay. I will stop and help these students with the worksheet as well as review over the lesson in a more descriptive manner.
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	I will allow students to say the name of the shapes with me. I will write the names of the shapes as well as the qualities.
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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>;
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