

Leticia Caballero**Lesson Plan Model**

Lesson Title/#: Angles and Lines

Grade Level: 4th**Learning Central Focus**

<p>Central Focus</p> <p>What is the central focus for the content in the learning segment?</p>	<p>The central focus is for the students to learn the different types of angles and lines.</p>
<p>Content Standard</p> <p>What standard(s) are most relevant to the learning goals?</p>	<p>Teaching the students there are lines and angles all around us. Putting lines and angles in real life perspective for the students.</p>
<p>Student Learning Goal(s)/ Objective(s)</p> <p>Skills/procedures What are the specific learning goal(s) for student in this lesson?</p> <p>Concepts and reasoning/problem solving/thinking/strategies¹ What are the specific learning goal(s) for students in this lesson?</p>	<p>The students should be able to recognize angles and lines in any objects or shapes. Students should identify the different types of angles and lines.</p>
<p>Prior Academic Knowledge and Conceptions</p> <p>What knowledge, skills, and concepts must students already know to be successful with this lesson?</p> <p>What prior knowledge and/or gaps in knowledge do these students have that are necessary to support the learning of the skills and concepts for this lesson?</p>	<p>Students should be able to analyze objects and identify what they are. Students need to be able to remember different types of a certain object.</p>

¹ 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.

<p>Common Errors, Developmental Approximations, Misconceptions, Partial Understandings, or Misunderstandings</p> <p>What are common errors or misunderstandings of students related to the central focus of this lesson?</p> <p>How will you address them for this group of students?</p>	<p>Common errors are confusing the different types of angles and lines with each other; not being able to identify any lines or angles in objects.</p> <p>Demonstrating several examples of the different types of angles and lines. Setting up activities that will help identify each line and each angle.</p>
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Instructional Strategies and Learning Tasks

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

<p>Launch</p> <p>_____ Minutes</p> <p>How will you start the lesson to engage and motivate students in learning?</p>	<p>By asking a question to the class, such as “Does anyone know what a line or angle is?” Then, telling the class they are learning about geometric terms. The different types of lines and angles.</p>
<p>Instruction</p> <p>_____ Minutes</p> <p>What will you do to engage students in developing understanding of the lesson objective(s)?</p> <p>How will you link the new content (skills and concepts) to students’ prior academic learning and their personal/cultural</p>	<p>A sheet will be provided for each student categorizing the geometric terms that they will be able to use for reference anytime it is needed.</p> <p>Showing the students that these newly introduced geometric terms exist everywhere. Pointing out that lines and angles create shapes; including shapes they are well familiarized with such as, rectangles, triangles, pentagons, parallelograms, etc.</p>

<p>and community assets?</p> <p>What will you say and do? What questions will you ask?</p> <p>How will you engage students to help them understand the concepts?</p> <p>What will students do?</p> <p>How will you determine if students are meeting the intended learning objectives?</p>	<p>The sheet given to the students at the beginning of the lesson classifying the geometric terms will be used for reference. I will demonstrate to the class the different angles and lines by drawing them on the white board and asking them to look down on their sheet and locating the correct angle and line I instructed them to find.</p> <p>After introducing the geometric terms to the class, I will hand them a worksheet they are to complete. When the class is done with the worksheet I will ask them to stand by their desks to play “Simon Says”. I will use this well-known game to see if the students understand the differences between the different angles and lines. The students are to use their arms and hands to demonstrate the specific angle or line “Simon Says” asks for.</p> <p>The “Simon Says” game will help me physically and instantly see if the students are understanding the material. From the errors the students make during the game I can determine if the students need more practice to grasp the material. Both assignments, the worksheet and the game, will let me see where the students need improvement and what they are not understanding.</p>
<p>Structured Practice and Application _____ Minutes</p> <p>How will you give students the opportunity to practice so you can provide feedback?</p> <p>How will students apply what they have learned?</p> <p>How will you determine if students are meeting the intended learning objectives?</p>	<p>The assigned worksheet will help the class practice the material. Returning their graded worksheet to each student will provide feedback. Also, while playing “Simon Says” it provides feedback to the students instantly. Students will realize when they have made a mistake and will continue to attempt to form the correct angle and line they are instructed to do so each time to continue to play the game.</p> <p>The students will apply the geometric terms they have learned by being able to point out angles and lines in any shape, building, automobile or any of our surroundings.</p> <p>The students will meet the intended learning objectives when they succeed in classwork and the activities.</p>

<p>Closure _____ Minutes</p> <p>How will you end the lesson?</p>	
<p>Differentiation/ Planned Support</p> <p>How will you provide students access to learning based on individual and group needs?</p> <p>How will you support students with gaps in the prior knowledge that is necessary to be successful in this lesson?</p>	<p><i>Whole Class:</i></p> <p><i>Groups of students with similar needs:</i></p> <p><i>Individual students:</i></p> <p><i>Students with IEP's or 504 plans:</i></p> <p><i>Strategies for responding to common errors and misunderstandings, developmental approximations, misconceptions, partial understandings, and/or misunderstandings:</i></p>
<p>Student Interactions</p> <p>How will you structure opportunities for students to work with partners or in groups? What criteria will you use when forming groups?</p>	<p>The students will not be working in a group or in partners for this lesson. However, the students are encouraged to help their classmates continue in the “Simon Says” game. If a student realizes one of their classmates near them is forming the wrong angle or line with his or her arms they are allowed to help out before the teacher notices and can remain in the game.</p>

<p>What Ifs</p> <p>What might not go as planned and how can you be ready to make adjustment?</p>	<p>The students may start acting up when playing the game “Simon Says”. They may start to do more than instructed to do so and therefore disrupting the learning of other students. If it is to happen the game will end and they will be given a worksheet to complete.</p>
<p>Theoretical Principles and/or Research-Based Best Practices</p> <p>Why are the learning tasks for this lesson appropriate for your students?</p>	
<p>Materials</p> <p>What materials does the teacher need for this lesson?</p> <p>What materials do the students need for this lesson?</p>	<p>The materials the teacher needs for this lesson are the reference sheets, worksheets and writing utensils.</p> <p>The students need paper, pencil and the reference sheet the teacher provided them with.</p>

Academic Language Demand(s):

<p>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?</p>	
<p>What content specific terms (vocabulary) do students need to support learning of the learning objective for this lesson</p>	

<p>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?</p>	
<p>What are your students' abilities with regard to the oral and written language associated with this lesson?</p>	
<p>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?</p>	

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.*

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

Analyzing Teaching

To be completed after the lesson has be taught

<p>What worked? What didn't? For whom?</p>	
<p>Adjustments</p> <p>What instructional changes do you need to make as you prepare for the lesson tomorrow?</p>	
<p>Proposed Changes.</p> <p>If you could teach this lesson again to this group of students what changes would you make to your instruction?</p>	<p><i>Whole class:</i></p> <p><i>Groups of students:</i></p> <p><i>Individual students:</i></p>
<p>Justification</p> <p>Why will these changes improve student learning?</p> <p>What research/theory supports these changes?</p>	

Resources:

Attach each assessment and associated evaluation criteria/rubric.

