

Name Mandi Baker

Lesson Plan Template

Lesson Segment Focus 2D Shapes

Lesson 4 of 5

Course & topic addressed Geometry, Shapes

Date 11/14/2019 Grade K

Student Outcomes

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| Specific learning objectives for this lesson. | TSW be able to identify 2D shapes with ease. |
| Describe the connection to previous lessons. (Prior knowledge of students this builds upon) | 2D shapes have already been introduced within the classroom. This lesson is drill and practice. |
| Knowledge of students background (personal, cultural, or community assets) | As a class, we have connected shapes with environmental and personal materials. We have drawn and traced shapes as well. |

State Academic Content Standards

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| 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 two dimensional shapes. |
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Academic Language Support

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| 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? | Real world objects, pictures, physical activities, whole and small group |
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Key Vocabulary

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| What vocabulary terms/content specific terminology must be addressed for students to master the lesson? | Square, rectangle, circle, star, heart, parallelogram, pentagon, rhombus, hexagon, moon, right angle |
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Materials

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| Materials needed by teacher for this lesson. | Powerpoint, Smartboard |
| Materials needed by students for this lesson. | NA |

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 min | <u>Introduction:</u> | TTW introduce the students to the powerpoint and instruct them on activity. TTW explain that students will take turns during center time selecting the appropriate shape. |
| 30 min | <u>Instruction:</u> | During center time, TSW use the powerpoint and smartboard to play the shape game. TSW select the shape requested. If incorrect, they will go back. If correct, the next student in the group will go. Once the powerpoint is complete, TSW watch the correlating video. |
| 10 min | <u>Closure:</u> | TTW ask the students which shapes they found, which ones they got incorrect, and if they enjoyed the activity |

Accommodations/Modifications

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| How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL? | Larger print materials, one on one and/or individual instruction and participation, longer time periods, reading materials and/or instructions aloud, peer grouping, individual work, paper/pencil, material in other languages |
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Differentiation:

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| How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met? | Larger print materials, one on one and/or individual instruction and participation, longer time periods, reading materials and/or instructions aloud, peer grouping, individual work, paper/pencil, material in other languages |
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Assessments: Formative and/or Summative

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| 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 checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative | Pencil/paper shape identification assessment |
| | <input type="checkbox"/> Formative / <input checked="" type="checkbox"/> Summative | Activity monitoring |
| | <input type="checkbox"/> Formative / <input type="checkbox"/> Summative | |

Research/Theory

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

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| 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>