Lesson Plan Template

Lesson Segment Focus___Identifying Shapes_____   **Lesson ___1___of___1___**

Course & topic addressed __Geometry_____   **Date___11/10/19____ Grade__K__**

Student Outcomes

Specific learning objectives for this lesson.	Students will be able to accurately identify squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	In previous lessons, we have taken a few of the different shapes at a time and reviewed common objects with the same shapes to become more familiar.
Knowledge of students background (personal, cultural, or community assets)	

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

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?	

Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	**square, circle, triangle, rectangle, hexagon, cube, cone, cylinder, and sphere**

Materials

Materials needed by teacher for **this lesson**.	[ShapeGame PowerPoint](), SmartBoard/Projector (for whole-class assessment), iPads for each student (for independent assessment)
Materials needed by students for **this lesson**.	

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 mins	**Introduction**: **Description of game and how it works**	During this time, I will explain to the students that this game is going to test and see what they know about the basics of geometry.
15-20 mins	**Instruction: Retrieval of background knowledge of geometric shapes**	During this time, I will say, "Okay class we are about to begin. I need one volunteer!" I will choose the first hand I see, then click on the start button on the presentation. I will then read the question out loud and say "Is this a square or a circle?" When the chosen student answers the question, I will pick whichever one they said. If it is right, we will be able to go to the next question. If it is wrong, they will get to try again then go to the next question. I will do this for the rest of the questions to see who knows what. I will most likely add more to the power point so that each student can have the opportunity to answer one.
5 mins	**Closure:** **Conclusion**	I will tell the students that they need to know all of these shapes by next week because they will be receiving a mini-quiz in class to see what they know.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	

Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	(For Independent Assessment) For my students that are not my strongest readers, I will alter the "try again" button to red to symbolize to go back. I will change the "continue" button to a green color to symbolize to go.

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).	☐ Formative /☐ Summative	
	☐ Formative /☐ Summative	
	☐ Formative /☐ Summative	

Research/Theory

Identify theories or research that supports the approach you used.	

Lesson Reflection/Evaluation

What went well? What changes should be made? How will I use assessment data for next steps?	*TO BE FILLED IN AFTER TEACHING*

Include supporting material such as slides, pictures, copy of textbook, and handouts for any activities students will be using as part of your lesson.

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