Name: Mollie Rose

Lesson Plan Template

Lesson Segment Focus: two-dimensional and three-dimensional shapes **Lesson 1 of 3**

Course & topic addressed: Math and two and three dimensional shapes **Date: 9/7/19** **Grade 1st**

Student Outcomes

Specific learning objectives for this lesson.	The students will learn and be able to identify the difference between two-dimensional and three-dimensional shapes
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students know what shapes are
Knowledge of students background (personal, cultural, or community assets)	Within in my classroom there are several students that are part of the lower socioeconomic standings in society. Majority of these students are being raised by single parents, grandparents, extended family, or being left alone with siblings.

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. 1. G. A. 1 Compose two-dimensional shapes (e.g., rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (e.g., cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape

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?	As a teacher, I can show them pictures of all of these different shapes and include a word wall with pictures.

Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	• **Two-dimensional** • **Three-dimensional** • **Rectangle** • **Square** • **Circle**

	• **Half circle** • **Trapezoid** • **Cube** • **Right rectangular prism** • **Cylinder** • **Sphere** • **Triangular prism**

Materials

Materials needed by teacher for **this lesson**.	White board, erase marker, handouts, examples of these shapes, projector
Materials needed by students for **this lesson**.	pencil

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**:	Ask student to name off shapes they know and write them down on the board. Ask students if they know the difference between two-dimensional and three-dimensional, could be explained like a 2D and 3D movie
45 minutes	**Instruction:**	Explain to the students that a two dimensional shape is flat and have them name out some 2D shapes. Ask the students if they can think of any three-dimensional shapes (most probably will not be able to) then tell them some. EX. The earth is a sphere, an ice cube is a cube, a shoebox is an example of a right rectangular prism, a can of veggies is a cylinder, and a tent is an example of a triangular prism. Show the students real objects that are these shapes, and show them the actual shapes with the blocks. Pass out the handout to students. As homework, have the students bring something from home that represents one of these shapes (2D or 3D) and have them right down which shape it is.
5 minutes	**Closure:**	Ask them if they have any questions

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.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	Move students to the front that have trouble seeing and hearing.

Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	Walk around and ask the students if they understand, pay attention to facial expressions and listen to conversations

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	Summative to make sure they are grasping the information
	☐ Formative /☐ Summative	
	☐ Formative /☐ Summative	

Research/Theory

Identify theories or research that supports the approach you used.	I am unsure at what this is

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.

*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; 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