**College of Saint Mary**

**Lesson Plan Format with Lesson Reflection**

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| **LESSON/ACTIVITY INFORMATION** | | | | |
| **Title: Shape Collages** | | | | |
| **Your name:**  **Kayleen Malizzi**  **Sussie Deveney**  **Ellie Rashid** | **Age or Grade Level:**  **First Grade** | | **Integrated Disciplines/Subjects:**  **Geometry**  **2-D Shapes**  **3-D Shapes** | **Time frame for Lesson:**  **30 to 45 minutes** |
| **STANDARDS, OBJECTIVES, ASSESSMENTS & MATERIALS** | | | | |
| [**Nebraska State Standards**](http://www.education.ne.gov/academicstandards/index.html)**;** [**Nebraska Early Learning Guidelines**](http://www.education.ne.gov/OEC/elg.html)**,** [**Nebraska Fine Arts Standards**](http://www.education.ne.gov/FineArts/index.html) **and** [**ISTE Standards**](http://www.iste.org/standards/standards-for-students) **(as appropriate for the lesson):**  **MA 2.2 Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.**  **MA 2.2.1 Characteristics: Students will describe characteristics of two-dimensional shapes and identify three-dimensional objects.**  **MA 2.2.1 .a Describe attributes of two-dimensional shapes (e.g., trapezoid, parallelogram)**  **MA 2.2.1.b Determine if two shapes are congruent**  **MA 2.2.1 .c Compare two-dimensional shapes (e.g., trapezoid, parallelogram)**  **MA 2.2.1.d Identify solid shapes (e.g., triangular prism, rectangular prisms, cones, cylinders, pyramids, spheres)** | | | | |
| **Objectives:** *Make certain to include When, Who, What and How (criterion for success) in your objectives. You may find terms related to* [*Bloom’s Taxonomy of Cognitive Development*](http://img.docstoccdn.com/thumb/orig/27373481.png) *helpful in formulating your objectives. Sample lead in phrases for writing learning objectives are listed below.*  During the activity, the child will be able to:  **OR**  The students will be able to:  **Students will be able to distinguish between what a 2-dimensional shape and a 3-dimensional shape.**  **Students will be able to name 2-dimensional shapes.**  **Students will be able to name 3-dimesional shapes.**  **Students will be able to create a collages with magazine clippings to show that they know what 2-dimensional shapes and 3-dimensional shapes are in the real world.**  **Students will work cooperatively in groups to create shape collage posters.** | | | | |
| **Assessment:** *Must link to the objective above – assessments can be either formative or summative. You must clearly describe strategies and tools used to document student learning.*  **Formative assessment: Students will show that they know the names, and also the differences between what 2-D shapes are and 3-D shapes are by creating a collages using cut out magazine clippings provided by the teacher.** | | | | |
| **Materials:** *Include any materials that will be essential to conducting the lesson.*  **Magazines**  **Colored construction paper**  **Coloring supplies**  **Scissors**  **Glue** | | | | |
| **LESSON PROCEDURES** | | | | |
| **Anticipatory Set:** *How will you hook the students into your lesson? How will you involve as many as students as possible, piquing their interests for the subject matter to come? How will you inform your students of the lesson’s context and objective, in student-friendly language?*  **Teacher will have all the different 2-D and 3-D shapes set out on the table for students to walk around and explore. Teacher will walk around and frequently ask the students what shape they are holding/ looking at? After the exploration is finished the teacher will collect all the shapes. The teacher will then pick out just a few 2-D shapes and 3-D shapes and ask the students to give a real life example of one of the shapes chosen. After the teacher will start to divide students into groups to make their Shape Collages.** | | | | |
| **Input/Modeling/Guided Practice/Check for Understanding:** *The following section must include all of the steps the teacher needs to do in order to carry out the lesson and must also include all of the responses and activities that students will be expected to do.*  ***DETAILS*** *are important here in order to demonstrate your thinking of what this will look like in the classroom. Write this section so that the lesson could be easily replicated.* | | | | |
| **Teacher will do:**   * **Have students come in and sit down where their nametag is set out.** * **Bring out the 2-D and 3-D shapes and set them on the table.** * **Allow time for students to explore the shapes laid out.** * **Question students on the names of each of the shapes that they might be holding or looking at.** * **Instruct students to sit down in their chairs if they stood up for their exploration time.** * **Pick up the shapes.** * **Choose just a few shapes to question students to give real world examples of each.** * **Dive into giving instruction on the Shape collages.** * **Divide students into groups for making the collages.** * **Pass out supplies and magazines to each group.** * **Assisted students as needed.** * **Give a five minute clean up warning.** * **Allow for students to clean up.** * **To recap have each of the groups stand up and share a piece of their collage and then after collect their collage project.** * **Have students sit back in their chairs.** * **Teacher dismissal for the bus.** | | **Student will do:**   * **Have a seat where nametag was placed.** * **What for teachers say to go explore the shapes she/he has laid out on the table.** * **Think first, and answer teacher’s questions about the name of each of the 2 or 3 dimensional shapes.** * **After exploration is finished sit back in chairs.** * **Answer teacher’s question about real world shapes.** * **Listen to teacher’s instruction on how to create a shape collage.** * **Wait to be divided into groups to work on collage projects.** * **Get into groups and once handed supplies start on accomplishing the shape collage.** * **After collage is complete clean up area of all supplies and magazine scraps.** * **Share project with the class.** * **Sit back in seats.** * **Wait for teacher dismissal for the bus.** | | |
| **Closure:** *Can be whole group review or opportunities for individual responses.*  **Students will get to share their shape collages with the class to recap all of the different types of 2 and 3 dimensional shapes learned in the day’s lesson. As the students leave they have to tell the teacher a real world example of a 2 or 3 dimensional shape.**  *Examples might include: Thumbs up/thumbs down (whole class assessment); 3-2-1 Three things you learned, two questions you have and one thing you liked. 3 What’s: What did we learn today? So what? (How is this important? relevant? useful?) Now what? (Follow up? How does this relate to our unit outcomes?)* | | | | |
| **Differentiation:**  *Describe how will you differentiate for varying student needs by identifying at least two distinct areas of learning needs and describing appropriate accommodations and/or modifications related to methods of instruction and student(s)’ ability to show evidence of learning*. *Check out*  [*Accommodations and Modifications*](http://www.pacer.org/parent/php/php-c49.pdf) *to assist you.*  **ELL: The ELL students will have a translator to help with math terms. The Teacher should also learn the simple math terms in Spanish such as all the geometric shapes going to be used in the lesson. The teacher should also be able to count to 10 in Spanish.**  **RESOURCE: Students will be able to be paired with a partner or have a para help them with the day’s activity. They can also have a chart of shapes that the teacher mentions in the class so that the student has their own up-close visual to follow.**  **BEHAVIORAL: Students will be given their own shape sheet as needed. I would make sure to keep these students active and participating in the activity as much as possible, but also allowing the other students to participate as well. I will be walking around the room to hopefully help eliminate any issues that would possibly be distracting to the class.**  **HAL: Students will have the choice to work independently on the shape collage or if they want to still participate with the group project. The students will be allowed to make their own list of real world examples aside of the class project, to share with the class. These students can also label the magazine clippings on the poster that they are given to make the project.** | | | | |
| **References:** *Include references used to prepare the lesson plan and references for items used in the lesson (ex. Books read to the students). NOTE: Make sure to acknowledge any co-authors if you are modifying a lesson that you may have created with another person,*  [**http://pinterest.com**](http://pinterest.com)  [**http://mrsodgeandherkindergartenkids.blogspot.com/2012/09/shape-monsters-and-hunt.html**](http://mrsodgeandherkindergartenkids.blogspot.com/2012/09/shape-monsters-and-hunt.html) | | | | |
| **LESSON ANALYSIS**  *Review all of the previous sections of your lesson plan* ***and***  *Complete item in the following section prior to teaching your lesson.* | | | | |
| **Content Knowledge:**  *Describe how your lesson addresses required content knowledge that you must help the students to understand.*  **Students will have little or prior knowledge of 2 or 3 dimensional shapes. Students will be able to use their prior knowledge of coloring, writing, cutting, gluing, and crafting to create a Shape Collage with group members. Students will use communication skills to work together as a team to make a Shape Collage Poster to share with the class.**  **Teaching Methods/Strategies:**  *Identify the specific teaching method(s) that are included in this lesson and describe why you believe this/these method(s) will be effective in helping students meet the learning objectives?*  **Hands on and discussion is the most essential way to teach this lesson to the students. It allows for each students to use their senses of touching, seeing, and hearing when exploring, and also crafting to make a Shape Collage Poster with their group members.** | | | | |
| **REFLECTION**  *After teaching the lesson, write a reflection to evaluate how you feel the lesson went (flow, timing, materials, etc.) and write a clear description about evidence of student learning. This description should directly refer to your plans for Assessment including your documentation strategies.* | | | | |
| *Use the following thought questions to help you write your reflection.*   * *Review your assessment results. Did each child meet the objective? How do I know that each child learned what was intended?* * *Were the children productively engaged? How do I know?* * *What unplanned activities occurred? Why did these occur?* * *Did I alter my instructional plan as I taught the lesson? Why?* * *What additional assistance, support, and/or resources would have further enhanced this lesson* * *If I had the opportunity to teach the lesson again to the same group of students, would I do anything differently? What? Why?* | | | | |

Updated by Dr. M. K. Felton

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