**College of Saint Mary**

**Lesson Plan Format with Lesson Reflection**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **LESSON/ACTIVITY INFORMATION** | | | | |
| **Title: Geo-Pizza** | | | | |
| **Your name:**  **Kayleen Malizzi**  **Sussie Deveney**  **Ellie Rashid** | **Age or Grade Level:**  **First Grade** | | **Integrated Disciplines/Subjects:**  **Geometry**  **2-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 identify 2- Dimensional shapes**  **Students will be able to create a paper pizza using 2- Dimensional shapes**  **Students will be able to identify the number of sides of each 2- Dimensional shape.**  **Students will be able to count the number of shape toppings they choose to decorate their paper pizza with and record the numbers on a sheet of paper provided by the teacher.** | | | | |
| **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: Each child will create their own pizza using each of the different shapes provided. Then each child will record how many of each shape they used on a separate sheet of paper that will also be provided. This will show that the student knows the name of each 2- dimensional shape and that they can count.** | | | | |
| **Materials:** *Include any materials that will be essential to conducting the lesson.*  **Shape toppings templates**  **Coloring supplies**  **Glue**  **Scissors**  **Pizza Riddle Worksheets**  **“My Shape Pizza Has…” Worksheet** | | | | |
| **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 ask the students if they have ever heard of the word GEOMETRY. The teacher will ask the students if they have ever worked with 2-dimentional shapes, or what they think two dimensional shapes are? Get students up and out of their chairs after attendance is taken. The teacher will have 2- dimensional shapes hung around the room. The teacher will say a shape and the students will walk over to the shape that they think the teacher said aloud. Then the teacher will ask the students how many sides that shape has. The teacher will continue calling out a shape until all the 2- dimensional shapes are mentioned and how many sides of each shape are learned. After students will go back to their seats and will wait for the teachers instructions on the day’s activity.** | | | | |
| **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 sit in their chairs where their nametags are placed.** * **Take attendance** * **Question students on what they think Geometry is?** * **Question students on if they have ever used 2- dimensional shapes and what 2- dimensional shapes mean to them.** * **Give instructions to “Shapes around the Room” activity.** * **Guide students in playing the “Shapes around the Room” activity.** * **When “Shapes around the Room” activity is finished, instruct students to have a seat back in their chairs.** * **Explain Geo-Pizza craft to the students.** * **Pass out supplies for creating the Geo-Pizza to the students.** * **Assisted students in creating their projects if needed.** * **Give students a 5 minute pick up warning.** * **Have students clean up all supplies and paper.** * **Have students hand in their projects.** * **Recap the day’s lesson on 2- Dimensional shapes and what the students learned.** * **Teacher dismissal for the bus.** | | **Student will do:**   * **Sit in seat where nametag is placed.** * **Listen for name when teacher is taking attendance.** * **Think first, then wait to be called on to answer questions about Geometry and 2-dimensional shapes that the teacher asks.** * **Listen to teacher’s instruction on how to play “Shapes around the Room.”** * **Play “Shapes Around the Room.”** * **Sit back in chairs, as instructed by the teacher to do so. Only when “Shapes around the Room” activity is finished.** * **Listen to teacher’s instruction on how to make Geo-Pizzas.** * **Create own Geo-Pizza** * **Use the last 5 minutes given by the teacher to clean up supplies and paper.** * **Hand in projects.** * **Recap the day’s lesson with the teacher.** * **Wait for teacher dismissal for the bus.** | | |
| **Closure:** *Can be whole group review or opportunities for individual responses.*  **Recap what students learned about Geometry and 2-dimentional shapes. Ask the students what their favorite part of the day’s lesson was. On the way down to the bus have each child hold up a 2-dimensional shape using their hands and have them also tell you what shape it is that they are holding up.**  *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. Also, it would be beneficial to learn the pizza topping terms 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 be able to help their fellow classmates if they get finished with their Geo-Pizza early. Students will be able to have a choice to either help their fellow classmates when finished with their Geo-Pizza or they can make flash cards to help them continue learning their shapes by memory. (Flash cards can be made with index cards and coloring supplies provided by the teacher).** | | | | |
| **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)  [**thefirstgradefairytales@blogspot.com**](mailto:thefirstgradefairytales@blogspot.com) | | | | |
| **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 the names of the different types of 2-dimensional shapes. They will also be able to use their prior coloring, cutting, and crafting skills to create a Geo-Pizza.**  **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 Large motor skills are essential for this lesson. Students will learn by their sense of touch and sight to create a Geo-Pizza. Also, students will be engaged in a movement activity around the room to start off the lesson on 2-dimensional shapes. Having students move around the room strengthens their large motor skills by getting to move their whole bodies from shape to shape.** | | | | |
| **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

January 2015