**College of Saint Mary**

**Lesson Plan Format with Lesson Reflection**

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| **LESSON/ACTIVITY INFORMATION** | | | | |
| **Title: Geometry Shaving Crème Practice** | | | | |
| **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- 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 recognize 2- dimensional shape names and draw out the matching shape in their shaving crème using their fingers, on their table.**  **Students will be able to draw shapes.**  **Students will identify 2- dimensional shapes by the number of sides provided orally by the teacher.**  **Students will be able to use their critical thinking skills when solving 2- dimensional shape riddles provided orally buy 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: Students will be able to properly draw the matching shape to the teacher’s riddles with their fingers, in the shaving crème (provided) on their table.** | | | | |
| **Materials:** *Include any materials that will be essential to conducting the lesson.*  **2- Dimensional Riddles**  **Shaving Crème**  **Paper towels**  **Bucket of water (for clean-up use)** | | | | |
| **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 draw the 2-dimensional shapes on the marker board. Teacher will then draw sticks and have that child whose name was drawn to come label one of the shapes drawn up on the board. Once all shapes are labeled have all the students with a mellow volume say each shape that teacher points to review. Leave shapes on the board for a visual for the day’s lesson. Tell students that they are going to get to use shaving crème to practice 2-dimensional shapes. But the catch is that they have to solve the teacher’s riddles!** | | | | |
| **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:**   * **Instruct students to find their nametag and sit down.** * **Draw a student’s name out of the cup and ask that student to come up and label on of the shapes you have drawn on the board.** * **Continue this until all shapes have been labeled.** * **Explain to students that they get to use shaving crème in the day’s lesson.** * **Explain your expectations about the handling of the shaving crème. (including consequence for not handling in the proper manner)** * **Give instruction to the students what they will be doing with their shaving crème.** * **Give each child a glob of shaving crème.** * **Read off a riddle.** * **Allow time for the students to draw out the shape/ answer to the riddle.** * **Assist any students as needed.** * **Allow a fair amount of time for cleanup, for the students will need to wash their hands.** * **Clean up table of all shaving crème.** * **Recap on lesson** * **Teacher dismissal for the bus.** | | **Student will do:**   * **Find nametag and sit down in seat.** * **Participate in class discussion on 2-dimensional shapes as students are being called to the board to label shapes that the teacher has drawn out prior to class starting.** * **Listen to teacher’s guidance on how to properly handle shaving crème.** * **Listen to the instructions on the day’s lesson.** * **Draw the matching shape to the riddle provided by the teacher.** * **Once finished with the day’s lesson, clean up area and wash hands.** * **Recap on the day’s lesson of reviewing 2-dimensional shapes and their number of sides.** * **Wait for teacher dismissal for the bus.** | | |
| **Closure:** *Can be whole group review or opportunities for individual responses.*  **Students will recap on the day’s lesson by class discussion on 2-dimensional shapes and their number of sides, using the shapes that were previously drawn on the board. Before leaving, the students must tell the teacher how many sides one of the 2-dimensional shapes had that they learned in the day’s lesson.**  *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 be asked to draw a real life example of the shape being mentioned by the teacher or the riddle being mentioned by the teacher. Or the student can label each of their shapes after they are done drawing them in the shaving crème. They can also write the number of sides that the shape has to the side of the shape when they are done drawing each shape out.** | | | | |
| **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,* | | | | |
| **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 use prior knowledge of how to draw shapes when attempting the day’s lesson riddles provided by the teacher. Students will also demonstrate good listening skills when the teacher is explaining each of the brief descriptions of the 2-dimensional shapes.**  **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 are the most essential strategies for this lesson on 2-dimensional shapes. It allows for students to use their sense of touch, sight, and hearing to follow through with the activity of getting to draw shapes in the shaving crème provided by the teacher.** | | | | |
| **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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