

Lesson Plan Template

Grade: preschool		Subject: Math	
Materials: Geometry shapes		Technology Needed:	
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/ cooperative learning <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Visuals/Graphic organizers <input checked="" type="checkbox"/> Learning Centers <input type="checkbox"/> PBL <input type="checkbox"/> Lecture <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Technology integration <input type="checkbox"/> Modeling <input type="checkbox"/> Other (list)		Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input checked="" type="checkbox"/> Hands-on <input checked="" type="checkbox"/> Independent activity <input type="checkbox"/> Technology integration <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Imitation/Repeat/Mimic <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
Standard(s) Goal P-MATH 9. Child identifies, describes, compares, and composes shapes		Differentiation Below Proficiency: Since the students are working at their own interest, I will let them take it where they want to. I will ask different questions depending on the level they are at. Above Proficiency: I will ask the students more challenging questions. I will challenge them to see if they can make a certain design out of the shapes without looking at the picture cards. Approaching/Emerging Proficiency: Depending on where the students take the lesson and how interested they are in the building the designs. Changing the questions, I ask of the students Modalities/Learning Preferences: Kinesthetics: Students will be using geometric manipulatives to build different designs. Visual: They will have design cards to look at to make the shape designs out of shapes Auditory: I will be asking the students different questions about what they are building.	
Objective(s) By the end of the activity the students will compare, describe, and identify different shapes by creating a design using different geometric shapes. Bloom's Taxonomy Cognitive Level: Creating			
Classroom Management- (grouping(s), movement/transitions, etc.) Let the students explore the geometric shapes and designs as they would like. They know what to do as they come into the classroom because it is the same every time they come into the classroom.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) The students know that they are supposed to respect the manipulatives when they use them. They can use them as they would like if they clean them up when they are done.	
Minutes	Procedures		
	Set-up/Prep: <ul style="list-style-type: none"> • Layout geometry shapes and the pattern cards for the kids at the table 		
	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) <ul style="list-style-type: none"> • Students come into the classroom and get to make a choice from any of the stations that are out • I will have the geometry manipulatives for the students to use. <ul style="list-style-type: none"> ○ Geometric shapes and cards that have designs on the cards for the students to make with the shapes. • When a student goes up to the geometry station, I will let them explore it at first to see what they do • If there not a student that seems like they want to play I might introduce the station to a couple of students 		
	Explain: (concepts, procedures, vocabulary, etc.) <ul style="list-style-type: none"> • After letting the child explore the shapes, I will go over to them and sit with them. • I will ask them different questions depending on what they are doing with them. • Some questions that I might ask <ul style="list-style-type: none"> ○ What shape are you working with? ○ How do you think these shapes would fit in this shape? ○ How many shapes do you think will fit inside this shape? ○ Which shapes do you think we could put together to make this shape? ○ What design are you making with that shape? ○ How do you think we could make this pattern with the shapes? ○ How are these shapes different? 		

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	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ul style="list-style-type: none"> • Depending the student's interest on I might start building with the shapes and see if they copy me • Let the students explore the different shape cards to see if they can recreate the designs on the cards or make their own designs.
	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> • I will let the students play at the geometry station for as long as they would like • Ask the students "What kind of design did you make?" <ul style="list-style-type: none"> ○ What kind of shapes did you use to make that design?
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc. Asking the students what shapes they are using, how they know they are those shapes, and what makes shapes different.</p> <p>Consideration for Back-up Plan:</p>	<p>Summative Assessment (linked back to objectives) End of lesson: What kind of design did the students create and why they created it? When talking to the students about it see what their explanations are for the designs and how they compare the different shapes.</p> <p>If applicable- overall unit, chapter, concept, etc.:</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?): This lesson was one where I just set the materials out and let the kids come to the center if they were interested. There were a lot of students that were interested and wanted to be engaged in the lesson. I thought this lesson went well because there were a lot of students that seemed engaged in the lesson. After one student was done at the center there was another student that came to the center right away. One thing I might change about this lesson is having more of a purpose for the lesson. I would have the students trace the picture they made on another piece of paper to show their parents what they did today. How I changed this lesson was based on the child's skill level and the amount they were engaged. To challenge some of the students I would give them some shapes and tell them they must make a different shape out of them. For example, I would hand them two triangles and have them make a square. They would realize that there was two different ways to make a square out of two triangles. The students learned that different shapes combined could make a picture or another shape. I knew this because when they would finish their work, they would show me their picture and I would ask them what shapes made up the whole picture. I learned that some of the students were more advanced than I thought. I also learned that this is a simple lesson but it could go a bunch of different ways because that happened to me based on which student was at the table.</p>	