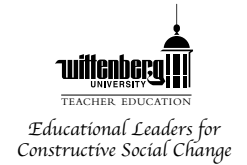


Wittenberg University

Education Department Adopted Lesson Plan



Witt Student Name **Amanda Stevenson, Chelsee McFarland, James Smith** Date

Course Name Instructor

Clinical Faculty (CF) Name CF Approval (Initial)

Grade Level **Second** Subject Area(s) **Math**

LESSON TOPIC Familiarizing shapes

Type of Lesson Small Group Whole Class

Confidential Information:

IEP Goals and 504 Plans addressed for identified students (first names only):

Materials & Resources:

Where did you get your lesson ideas? Provide APA citations for origin of lesson (e.g., original, textbook, internet URL, etc.)

Midgett, C. (n.d.). *NCTM: Illuminations*. Retrieved from Three Sides: <http://illuminations.nctm.org/Lesson.aspx?id=456>
Steve, G. a. (n.d.). *Shapes*. Retrieved from Youtube: <https://m.youtube.com/watch?v=RzWNI-fFMxU>

List and attach copies of handout(s), workbook pages(s), notes, etc. at end of plan

Shapes sheet (engage)

What technology and how are students using it for this lesson?

Shape blocks and colored paper-sorting shapes with a partner

The Big Idea / Enduring Understanding and Essential Question

Geometric shapes are characterized using specific criteria/Triangles have specific attributes
What makes a triangle different from other shapes?

Ohio's New Learning Standards (ACS) / Common Core State Standards (CCSS):

Educational Standards *(for math and science include practice standards)*

2. Geometry. A. 1. Recognize and draw shapes having specific attributes given angles/faces and identify triangles, quadrilaterals, pentagons, hexagons and cubes.
2. Reason abstractly and quantitatively

Anticipated Prior Knowledge

Students are able to distinguish between defining attributes of geometric shapes such as number of sides, and non-defining attributes like color and orientation.

Lesson Objectives

3-part measurable objective

Students should be able to correctly distinguish triangles from other geometric shapes by reasoning with defining attributes of triangles and identify geometric shapes by name which were introduced in the lesson.

Assessment Guidelines
(include scoring key, rubric, etc.)

Students will correctly identify the shape name of their chosen shape block by raising it in the air when the song instructs the student to raise the shape by name.

Instructional Procedures (identify steps in sequential order)

A. Engage and Explore

1. Have students come to the carpet and face the smartboard. Display the attached shapes sheet for students to view. Ask for volunteers to come to the smartboard to point out the triangles. Take note of the students who cannot identify triangles. Once all triangles have been identified, ask for volunteers to name the remaining shapes.
2. Discuss with the class the attributes of triangles (three sides, three angles). Explain the concept of an angle and illustrate the angles of a triangle on the board.
3. Let students know they will be working with a partner to work together and sort shapes into triangles and non-triangles. Partner students and ask them to come retrieve their bag of shapes and two different pieces of colored paper (they will use one color to place triangles on and the other to place non-triangles on). Students should benefit from seeing the shapes on the board and then handling the shape blocks.

Differentiation
(including IEP goals being addressed)

Do not pair two students who were both unable to distinguish a triangle from the other shapes.

4. As students work, walk around the room and observe. Possible probing questions might be: Can you point to your triangles pile? Can you explain why these are all triangles? What about the non-triangles, can you name any of those shapes?

B. Explain and Discuss

1. Ask students to return to the carpet. Commence with an open strategy sharing discussion to elicit information about what strategies students used to determine if shapes were a triangle or a non-triangle.
2. The mathematical idea to highlight is that shapes have defining attributes which make shapes different from one another.

C. Closure

1. Ask students to come choose a shape from a box full of shape blocks. Have students spread out around the room and stand. Tell them to listen closely to the song "Shapes" by Greg and Steve (access through www.youtube.com).
2. Takes note of the students who have correctly identified their shape and raised their shape in the air when instructed to in the song.

Homework & Home Connections:

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Academic Language/Key Vocabulary: (Words and student-friendly definitions)

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Interdisciplinary Connections:

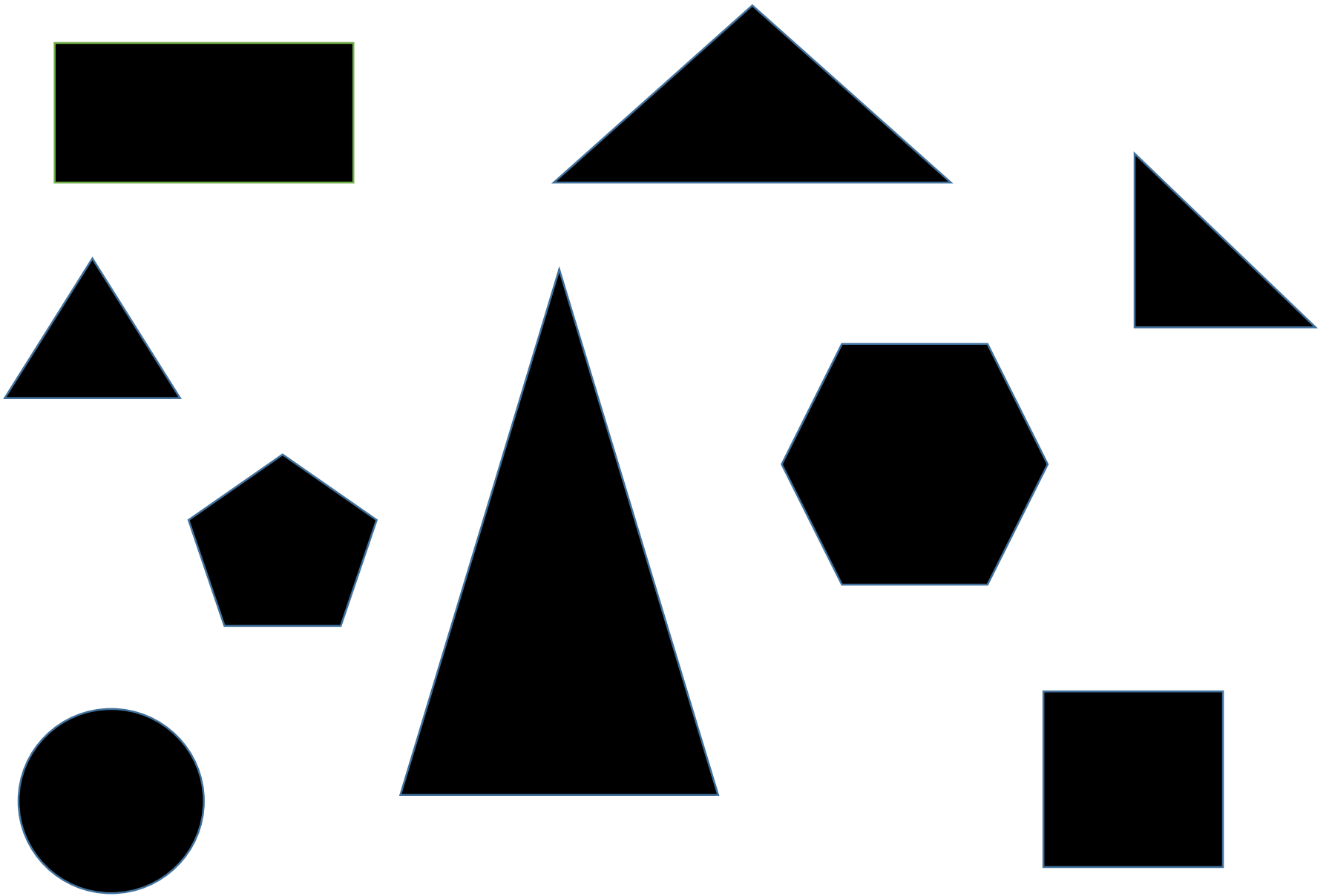
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Lesson Reflections (Reflection to include supporting evidence)

Which instructional practice(s) work well in your teaching and why; which need to be changed and why?

Describe the performance of your class/group; reflect on how your students did on each learning objective and your next teaching steps.

Based on individual student performance, what are your next steps?



Appendix A: Planning Template for Open Strategy Sharing Discussion

Open Strategy Sharing

Problem to pose		
Why I chose this problem		
Opening the lesson		
How might my students solve this problem?	Who solved it this way?	Who should share today?
Notes to myself about what I'm looking for		
Other strategies that emerged during the lesson		
Closing the lesson		

Intentional Talk: How to Structure and Lead Productive Mathematical Discussions by Elham Kazemi and Allison Hintz. Copyright © 2014. Stenhouse Publishers.