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EDU595

LESSON PLAN PROJECT

Lesson Date: December 2nd, 2010

Grade Level: 2

Subject Material: Mathematics/Geometry

Supervising: Sheila Simyak

PRELIMINARY THOUGHTS

ACADEMIC STANDARDS FOR COMMONWEALTH OF PENNSYLVANIA-MATHEMATICS

2.9: Geometry- Shapes and their properties; using geometric principles to solve problems

ESSENTIAL QUESTION: Can we see and understand plane shapes in real life?

PRE-ASSESSMENT: Ask students in group, if they know what a shape is. What type of shapes can they name/draw? Show a picture and ask students if they can determine the types of shapes used in picture.

INDIVIDUAL ADJUSTMENTS:

Advanced students will be given materials to be done in small group or pair setting independent from teacher. Material will be correlated with their ability.

Remedial students: will be given material worksheets and working in group setting with and around teacher.

MATERIALS NECESSARY:

Shape worksheets

Chalk board/chalk

Plastic shapes

The Fort, illustrated by Leanne Franson, from the Read-Aloud Anthology, copyright
Houghton Mifflin Company

Vocabulary:

Triangle

Square

Circle

Rectangle

Diamond

Oval

LEARNING TIMELINE

GREETING/INTRODUCTION

15 MIN

GREETING: A welcome will be given to every student individually upon entrance to room, once seated; the entire class will be greeted. Teacher will ask “what are we going to do today class?” students will respond “change the world”. Teacher continues, “When do we do that?” students “each and every day”; teacher presses forward, “how are we going to do that?” students reply “one day at a time.” Teacher then transitions into the introduction for the lesson.

INTRODUCTION: Teacher will begin to introduce today’s lesson on shapes. Teacher will have students congregate in reading area, located in the rear of the classroom. Teacher will read story to students. Teacher will then transition to the board. Teacher will ask students to come up and draw shapes seen in the story. Students will be able to come to the board and draw shapes. Teacher will ask students what are the names of those shapes. Students will find answers on side wall. Teacher will have words listed on wall entitled, **CHANGING THE WORLD, ONE WORD AT A TIME**. Students will name each type of shape; then the teacher will help students define terminology on wall.

PRACTICE TIME

20 MIN

PRACTICE TIME: Teacher will then ask students when we use shapes. And where can we see shapes? Students will enter into discussion. Teacher will ask students to come up to board and draw shapes they see in picture or in class room. Teacher will then ask for more examples of shapes in real life. Teacher will emphasize shapes in real life (referring to children’s song “the wheels on the bus”, Egyptian dances for the triangles, SpongeBob square pants, etc).

Students will stand up and make a shape with their body while teacher will hand out worksheet materials and then divide class into sections. First students will work independently, followed by group work and then regroup as an entire class to finish a separate worksheet.

REVIEW: Teacher will ask students to discuss a shape that relates to their daily activities. Students will be able to give detailed information about such shape.

CONCLUSION: Hand out homework material- color by shape worksheet. Ticket out the door is to make a picture using as many shapes as we talked about today, labeling each shape. A sticker reward for the student using the most shapes. Students will turn in picture to be included in their math portfolio. Teacher will stress how proud he is of them. GOOD JOB STUDENTS!

AFTER THOUGHTS-POST INSTRUCTIONAL PLANNING

1.

2. CHECKING FOR UNDERSTANDING: I sought out involvement from the students, my concept was if the material was understood by the students or if they enjoyed the lesson they would become involved and active during the lesson. I also watched their responses to my questions asked.

GUIDED PRACTICE: Working on our worksheets together as a group. Discussing shapes, where we find them and what they are.

INDEPENDENT PRACTICE: This would include the worksheet work that was done individually, and the drawing the students produced at the end of the lesson. Furthermore the coloring homework is practice recognizing shapes and being able to define them in real life situations but also creative in terms for a way to check for understanding.

3. One safe guard utilized is keeping the material safe, simple and direct. Using everyday objects keeps the understanding simple and nothing overtly complex for ESL students or special needs children. Keeping up the pace of the lesson is a good thing for special need students who have a difficult time concentrating for a long period of time.

4. I decided to keep everyone active by requesting volunteers up to the board to draw shapes, or explain what a shape is, or what shapes can the students name. Students were asked to work on worksheets both as a group and in pairs; students were also asked to draw a picture with shapes. Asking students to think of a common shape they see every day and describe it. I let them do more of the work load themselves instead of just pouring information down them.

5. Total Group: Greeting/Introduction

Alone: Homework Assignment, Review, and Conclusion

Pairs: two advanced students working on worksheet during Practice Time

Group: small group working with teacher on separate worksheet during Practice Time

6.