

## Lesson Plan Format

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Grade Level 1 Subject Math Supervisor Mrs. Deatrich

### PRELIMINARY PLANNING

PA Standards:

2.9 Geometry

2.9.1. A Name, describe, and draw/build 2 dimensional shapes

9.1 Production, Performance, and Exhibition of Dance, Music, Theatre, and  
Visual Arts

9.1.1. A Know and use the elements and principles of each art form to  
create works in the arts and humanities.

9.1.1. B Recognize, know, use, and demonstrate a variety of appropriate  
arts elements and principles to produce, review, and revise original works in the arts.

Pre-assessment:

Students have not learned much about shapes. By using the shape song and doing this activity, I will pre-assess their prior knowledge of shapes and further their understanding of two-dimensional geometric shapes.

Objectives:

Students will be able to facilitate shape recognition in relation to their environment, identify a shape within a shape, and discriminate geometric shapes from one another based on the number of sides and corners.

Individual Modifications:

For students with ADD, I will stand closer to them to perform the song and movements so I am sure I have their attention. Also, during the hunt for shapes part of the lesson, I will be sure to go to that student to see the work done and the progress he has made with shapes.

Materials:

- Shape Chart
- Journals
- Pencils

### LEARNING SEQUENCE

INTO

1. Introduce the lesson with the Shape Song which goes to the tune of The Farmer in the Dell (see attached sheet for song and movements).
2. Teach the students the song in parts and have them echo the song back. This song will help in shape recognition and relating the shapes to the real world. You can also add hand movements if you wish.\*

THROUGH

1. Give the students a chart that has a circle, square, triangle, and rectangle at the top of the page.
2. Have students write and draw the shapes they see in the classroom.\* They can draw a diagram of a desk or window and label the shapes within that shape.
  - Make students aware that there are shapes inside other shapes and give an example such as a window.
  - Students can get up and move around to see objects better. They can work in groups.
  - Also, you can play the Farmer in the Dell to get students to think of the Shape Song as they look for objects.

## BEYOND

1. After a few minutes, ask students to share their answers.\*
2. Then have students complete a journal entry.

## POST INSTRUCTIONAL PLANNING

1. What levels of thinking (Bloom) did your lesson incorporate?  
Knowledge is incorporated because students are remembering and memorizing the Shape song. Also, students are recognizing how these shapes are found in everyday life. Students are using some comprehension because they must translate the information of the Shape Song to identifying shapes around them. Students may be using analysis if they are recognizing shapes within other shapes. Therefore, they may diagram certain objects and see parts of the whole. Synthesis is used because students are creating their own robot from shapes and writing what their robot can do.
2. How did you evaluate your students' performance?  
I evaluated students' performance by observing how the students saw objects and shapes in their environment. Also, I will read their journal entries to see how they created a robot using shapes. By systematically observing students, I will be able to tell if they are identifying shapes properly and recognizing shapes.
3. In what ways have you included safeguards that all children will learn including second language learners and special needs students?  
I have a special vocabulary math board. This board contains vocabulary words and definitions in English and target languages. There is also a hands-on station for students in their free time to use geo-tiles to create shapes. This will provide extra practice in exploring geometric shapes and their properties.
4. Total Participation Techniques: How did you make sure all students were engaged in your lesson? Mark high-engagement strategies with an asterisk.  
I engaged all students by using a song to encourage them to think about the properties of shapes and how to identify them. Also, I used a scavenger hunt for students to find shapes in the classroom. Students can work together and get up to move around to find objects.

5. Describe the instructional modes that you used in each of your activities (VAKT). Vary these in each lesson.

Visual- Students will be able to see the shapes on their paper and will look for shapes in the classroom.

Auditory- Students will hear me sing and repeat the words. Also, during the hunt they will listen to Farmer in the Dell to remind them of the song.

Kinesthetic- Students will be able to get up and do movements to the song. Also, students will be able to move around the room to identify objects and shapes in the classroom.

Tactile- Students can refer to the learning center for geo-tiles if they need hands-on practice with shapes, but students will also be able to move and feel or touch shapes in the classroom and manipulate the objects.

6. Describe the changes you would make if you taught this lesson again.

#### Works Cited

“Two-dimensional Geometric Shapes”. Raymundo V. De Jesus, Harriet Tubman Learning Center -- Public School 154M, New York, N.Y.<[www.educationworld.com](http://www.educationworld.com)>.