

Lesson Plan Template

Date: 9/24/19

Autumn Alt

Grade: 1st	Subject: Math
Materials: Pattern blocks, patter block die, Fill the Hexagon game board, Patter Block Fill in paper	Technology Needed: None
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Guided practice <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> PBL <input type="checkbox"/> Learning Centers <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Lecture <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 type="checkbox"/> Hands-on <input 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) 1.G.1 Distinguish between defining attributes versus non-defining attributes. Use defining attributes to build and draw two-dimensional shapes (squares, circles, triangles, rectangles, trapezoids, rhombuses, pentagons, hexagons, octagons). 1.G.2 Compose a new shape or solid from two-dimensional shapes and/or three-dimensional solids (squares, circles, triangles, rectangles, trapezoids, rhombuses, pentagons, hexagons, octagons, cubes, spheres, cylinders, cones, triangular prisms, and rectangular prisms).	Differentiation Below Proficiency: If struggling with pattern blocks, isolate part of the outline and ask what pieces might fit in those parts Above Proficiency: Challenge students to find different ways of making different shapes with the pattern blocks and record how many blocks they use each time to see the difference Approaching/Emerging Proficiency: Challenge students to find several different ways of making different shapes with patter blocks Modalities/Learning Preferences: - Visual-Spatial - Bodily Kinesthetic - Mathematical-Logical
Objective(s) Students will understand the terms two-dimensional and three-dimensional Students will build upon their knowledge of shapes through discussion on hexagons, trapezoids, and rhombus Students will learn how you can use shapes to form different shapes Bloom's Taxonomy Cognitive Level: 1. Knowledge 2. Comprehension 3. Application	Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) <ul style="list-style-type: none"> <input type="checkbox"/> Students are expected to raise their hand when they have a question or after I have asked a question and am looking for an answer <input type="checkbox"/> Students are expected to have their voice at a level 0 when I am talking <input type="checkbox"/> When students are working after I have instructed them to do so, they may talk but with a voice level no higher than a 2 <input type="checkbox"/> Students are expected to listen when I am talking as well as when their classmates are talking during our whole group time <input type="checkbox"/> I will use love and logic when behavior issues occur
Classroom Management- (grouping(s), movement/transitions, etc.) <ul style="list-style-type: none"> <input type="checkbox"/> Students will not start a task without me showing them what I would like them to do first. They are to watch me, when I say their turn, they can start working on the task. <input type="checkbox"/> When we meet at the rug, students are to go to their carpet spot and follow the carpet procedures. Their hands should be in their lap with their eyes on me. To get their attention, I will say, "Ready to listen" and they will replay with, "Ready to learn" or I will say "Eyes on me" and they will reply with "1, 2, 3." <input type="checkbox"/> When students are walking to the back table to see how the game they are going to play is done, they will walk with walking feet and a level 0 voice. If they cannot do that, we will start over. <input type="checkbox"/> When transition between rotations, I will ring the chimes and the students will put their hands on their heads and wait for further instruction 	
Minutes	Procedures
1	Set-up/Prep: Have pattern blocks, patter block die, Fill the Hexagon game board, Patter Block Fill In papers ready to go.
2-3	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) 1. Have students meet me at the rug a. They should be sitting in their carpet spots with their hands in their laps and sitting criss cross. 2. While at the rug, I will pull out a picture of different shapes that have been placed together to form a new shape a. I will ask the students to think about what this picture is telling them

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	<ul style="list-style-type: none">b. I want them to think about what it includes before raising their hands to describe the image to mec. The answer I am looking for is that there are several different shapes that have been combined to make a new shape <p>3. I will then inform the students that today we are going to be introduced to some new vocabulary terms and how we can use shapes to form different shapes</p>
10	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <ul style="list-style-type: none">1. While at the rug, I will refresh the students' memory with the activity that we conducted on Monday.<ul style="list-style-type: none">a. We focused on squares, circles, triangles, and rectangles1. We talked about the different characteristics of each; for example, a square has four corners, four sides, looks like a box, etc.2. I will then discuss with them that we are going to be working with different shapes (and then show them the pattern blocks).<ul style="list-style-type: none">a. We will talk about a hexagon, trapezoid, and rhombus.b. I will say the word hexagon, and then have the students repeat the word. We will discuss that it is called a hexagon because it has 6 sides. I will follow this same process with the trapezoid and rhombus. In the pattern blocks, there are two examples of a rhombus (one looks more like a diamond). I will explain to the students that many people call this a diamond, but in the world of math it is called a rhombus.c. After going through each shape, I will have the students repeat the names of them to me. I will discuss with them that it is important that we know the names of these shapes for the activity we will be doing with the lesson.3. Now that we have covered some new vocabulary, we are going to move on to an activity where we practice using these shapes to make new shapes. I will draw 6 names from the name cards to decide who will sit in the rainbow chairs at the back table with me. We will sit at the back table to I can show the students what they will be doing.<ul style="list-style-type: none">a. The rest of the students will stand around the table so we can all see how we are supposed to play this activity.b. Here is how the game will work:<ul style="list-style-type: none">i. Students will be given a Fill the Hexagons game sheet and a dice. I will ask one of the students sitting at the table in one of the rainbow chairs what he/she notices about the dice that is in front of them. The student should notice that the dice has a difference shape drawn on each side of it.ii. The object of the activity is to roll the dice, and whatever shape it lands on is the shape we place somewhere in one of the hexagons. The goal is to fill the hexagons with the shapes that are rolled.iii. Once the shape is place within the hexagons, it cannot be moved.c. I will explain to the students that this will be an activity that we include in our math rotations along with another activity. It is important that the students know the words of these shapes because I want them to say the name of the shape that they land on as they play this activity.
10	<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">1. After we have discussed the Fill the Hexagons game, I will inform the students that we are going to split into two groups. One group will go to the Fill the Hexagons, and another group will individually participate in another activity called Pattern Block fill in that is almost like Fill the Hexagons, but without the dice.2. At this time, I will have the students quietly meet me back at the rug so we can divide into groups<ul style="list-style-type: none">a. Students should go to the rug quickly and quietly, sit in their carpet spots, and wait for me to say their names for who is in what group.b. Students playing Fill the Hexagons will be in partners, students playing Patter Block Fill In will be doing the activity individuallyc. Students can do this activity anywhere on the floor or at their table spotsd. Students will be allowed 5-7 minutes to do one activity; then I will ring the chimes and say to put your pieces away quickly and quietly and meet me at the rug. We will then switch. Whoever did Fill the Hexagons will play Patter Block Fill in and vise versa.3. After the two rotations, we will meet at the rug to a quick review before going to specials.4. Once the students return, we will go over a couple different terms (two-dimensional and three-dimensional)<ul style="list-style-type: none">a. Students will understand that they shapes they created yesterday are called two dimensional shapes because they were flat shapes that we drew on a piece of paper.b. The shapes they created today are called three-dimensional because we could pick them up, we could move them, and we could see the entire shape.

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5	<p>Review (wrap up and transition to next activity):</p> <ol style="list-style-type: none">1. When there is approximately 5 minutes left, I will ring the chimes and ask the students to put everything away quickly and quietly and meet me at the rug. We will then discuss what they discovered using the pattern blocks on these different boards.2. We will go over what they found by putting different shapes together3. We will discuss if it took more shapes to fill the hexagons or the pattern block fill in than they originally thought4. We will review the terms of the new shapes that we talked about for this activity
<p>Formative Assessment: (linked to objectives, during learning)</p> <ul style="list-style-type: none">• Progress monitoring throughout lesson (how can you document your student's learning?)<ul style="list-style-type: none">• As the students are working, I will let them know that when they finish filling up their boards, I need to see it before they clear it.• I will encourage students to find more than one way of filling the design with the pattern blocks• I will be monitoring to see if students were following directions• Students who are working on the Pattern Block fill count how many of each shape they used, and then count the total number of shapes.	<p>Summative Assessment (linked back to objectives, END of learning)</p> <ul style="list-style-type: none">• Being this is only a half hour lesson, math continues when they come back from their specials.• When students come back, they will make their own shape out of the pattern blocks. I will come and look at the shapes that they have made when they complete it to make sure they understand how you can make new shapes out of several different shapes.
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>Overall, this lesson went better than I had anticipated. The students were extremely engaged from the minute I started teaching. The students had a lot of fun learning how to play a new math game to incorporate into our math rotations. If I were to do this lesson again, what I would do differently is not call the students names when using the name cards. For example, in this lesson, I used the name cards to decide who got to sit at the rainbow chairs. Rather than calling their names, I would show the card and have them go back to the table right away. That way I am holding them accountable for paying attention. I would also think ahead for if a student is gone. With all of the students there, everyone would have a partner. During this lesson, there was one student who was absent, therefore I had played one round with a student and then had the student work with another group. Instead of doing it this way, I would just have a group of three play the game right away. Something else to consider would be to write the name of the shapes on the board as we talk about them. I think this would be helpful for the students.</p> <p>At the beginning of the lesson, the students were a bit confused when I was explaining how we can make new shapes out of pattern block shapes. However, as we continued moving on in the lesson, they began to understand how we can do this. What really helped them understand this concept is when we all came to the back table so I could model how we are playing this game. When they saw that you can make a hexagon out of trapezoids or triangles, it became much more clear to them. As the students were playing the Fill the Hexagons game, I wanted them to say each shape they rolled because the more they say something, the more they remember it. I was happy to hear each student say the names of the shapes as they rolled the dice. If I noticed some groups were not saying the names, I used positive reinforcement saying I like how this group of students is saying the names of the shapes. After using positive reinforcement, the students who were not saying the names began to say them. One other thing that I would do differently is that when we reconvene at the rug after our first rotation, I would have say the students names to who goes where for the second rotation rather than saying whoever was playing Fill the Hexagons will go to Pattern Block Fill In, and whoever was playing Pattern Block Fill In will go to Fill the Hexagons. Students seemed to be a little confused by me doing it that way. After seeing that, I learned it would be better to call their names to let them know where I would like them to be.</p> <p>What made this lesson a little challenging is the fact that I had to complete most of it within a half hour because the students then went to gym and music. Although I was crunched for time, everything went just as planned. The students participated in each activity without question. They did as they were asked when I asked them. Being we were split into two groups (one group working on Fill the Hexagons and the other doing Pattern Block Fill In) I had to ring the chimes to get their attention to transition. Every time I rang the chimes, the students put what they were doing down, put their hands on their heads, and waited for further instruction. Once the students returned from gym and music, we then discussed the difference between two-dimensional and three-dimensional shapes. I had some manipulatives to show the students the difference, and that was a great way to help them understand the key difference between the two.</p> <p>Overall, I thought this lesson went very well. It was very engaging and full of movement opportunities for the students. It is definitely a lesson I would do again, and I would implement some changes to make the lesson even more affective.</p>	

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