

Phase I Learning Segment Lesson Plan

Candidate: Zsofia Burdsall	Subject: Mathematics, Physical Education, English-Language Arts, Arts
Grade level(s): Kindergarten	Date: 02/21/2021
	<p>Content and language standards: What grade level/content standards will students learn in this lesson segment? What literacy and language standards will students learn in this segment?</p> <p><u>Content Standard:</u> Kindergarten Mathematics: Geometry</p> <ul style="list-style-type: none"> ● K.G.2: Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). Correctly name shapes regardless of their orientations or overall size. ● K.G.5: Analyze, compare, create, and compose shapes. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes. <p>Kindergarten Physical Education: Movement Concepts</p> <ul style="list-style-type: none"> ● PE-K.1.4: Create shapes at high, medium, and low levels by using hands, arms, torso, feet, and legs in a variety of combinations. <p>Kindergarten Visual Art: Interpret intent and meaning in artistic work</p> <ul style="list-style-type: none"> ● K.VA:Re8 (Arts): Interpret art by identifying subject matter and describing relevant details. <p><u>Literacy Standard:</u> Kindergarten English-Language Arts: Reading, Literature: Key Ideas and Details</p> <ul style="list-style-type: none"> ● RL.1.3: Describe characters, settings, and major events in a story, using key details. <p><u>Learning Objective:</u> When shown an image of a shape, students will be able to recall, identify, and describe different shapes regardless of size or orientation. When told to produce a specific shape, students will be able to produce their own images of shapes using a pencil or with their bodies as well as identify shapes in common items.</p> <p><u>Academic Language Objective:</u> Students will be able to identify the different shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres) and discuss the different features of each shape (number of sides, number of vertices, number of corners, etc.).</p> <p><u>Literacy Objective:</u> Students will be able to read and write the different shape names and categorize the pictures of shapes with their names.</p>
	<p>Formal and informal assessment: How will you assess student learning of the content and language standards at the end of this lesson segment? What are some ways that you will check for student understanding during the lesson segment?</p> <p><u>Formal Assessment:</u> Students will complete a worksheet to assess their ability to identify shapes and their names regardless of shape orientation and the number of correct responses will be recorded.</p> <p><u>Informal Assessment:</u> Students will meet with the teacher one-on-one and shown pictures of the different shapes learned to see if they can recall the shape names.</p>

Language demands:

What vocabulary do students need to learn in this lesson segment?

Square: a flat, closed figure with four straight sides of equal length and four angles of equal measure.

Circle: a closed curve made up of points that are all the same distance from a fixed center point.

Rectangle: a flat, closed figure with four straight sides, four right angles, and opposite sides parallel to each other.

Pentagon: a flat closed figure with five straight sides.

Hexagon: a flat, closed figure with six straight sides.

How will you scaffold and support reading, writing, speaking, and listening during this lesson segment?

By incorporating the lesson into a multi-day presentation on shapes, with an art project, worksheets, games, as well as PE applications, students who learn differently will have opportunities to engage in the topic.

What graphic organizers, manipulatives, visuals, discourse strategies can you use to support students' language development?

- Use Chart Paper in front of the classroom to invite students to share what they already know about shapes and to demonstrate and draw the different shapes, including their labels.
- Have shapes cut out on different color papers displayed on the whiteboard and have students identify their features as well as their colors.
- Provide laminated shape mats and play-dough so students can model shapes with a hands-on activity.

Making content responsive: How will you connect the content to students' everyday lives?

Ask students "where can we find different examples of the shapes we learn in class in our everyday lives?" so that they can form connections of the lesson into their daily lives outside of the classroom.

Resources and materials: What resources will you and/or students use to meet the content and literacy objectives?

- Read Aloud Book: *Shapes are Everywhere* by Charles Chigna
- Playdough
- Shapes Play-dough Mat Template:
<https://www.fantasticfunandlearning.com/shape-play-dough-mats.html>
- Sorting round/not round shapes worksheet (formal assessment):
<https://www.teacherspayteachers.com/Product/2D-Shapes-Unit-for-Preschool-Pre-K-and-Kindergarten-1507351>
- Sorting Real Life Shapes worksheet (formal assessment):
<https://www.teacherspayteachers.com/Product/2D-and-3D-Shapes-Identify-and-Sort-by-Attribute-Polygons-and-Quadrilaterals-702132?st=787b014bc331222fb82db771a0f885ea>
- Shapes Song: <https://www.youtube.com/watch?v=pNLj6wPgvf8>
- Missing Shape Game/Shape Touch Game: Construction paper of different colors cut into shapes
- Kandinsky Shape Craft: White construction paper, white glue diluted in water (in a cup), paintbrushes, various colored tissue paper cut into various shapes

- Kandinsky for Kids Intro Video (Shapes and Colors):
<https://www.youtube.com/watch?v=vDWmLINicMU>

Sequence of Instructional Activities

Things to consider:

- Include opportunities for students to learn the knowledge and skills necessary to meet your content and literacy objectives
- Consider students’ prior knowledge and connect the activities to students’ lived experiences.
- Include academic and literacy scaffolds to address students’ diverse needs during the lesson.
- Use multiple modalities for students to access subject-specific and literacy content
- How will you group students and manage group work to support student learning?
- Identify opportunities to re-connect this lesson segment to the big idea and overall unit

Day 1 of 2

Daily instructional steps to support student learning

- List what the students and teacher will be doing throughout the lesson.

	Time	Students	Teacher moves
Relevance/Warm-up	8 mins	Students will be asked to share what shapes they already know. Students will also be asked about similarities and differences they notice between shapes.	The teacher will be in the front of the classroom facing all the students with a chart paper and marker, ready to write down what students share about shapes. The teacher will prompt students about shapes and help them draw connections with what they already know.
Instructional activities	7 mins	Step 1: Students will be reading the story <i>Shapes are Everywhere</i> . The story will be discussed and students will be asked about their observations from the book. Students will be prompted with questions about characters, settings, and major events in the story.	The teacher will face the students on the carpet. The teacher will read aloud the story, pausing periodically in order to ask questions about the book to engage the students.
	10 mins	Step 2: Missing Shapes Game: Spread the different cutout construction shapes out on the whiteboard with magnets and gather students around. Tell students to close their eyes. Take away one shape and say	The teacher will lead the missing shape game in front of the students by placing the different cutout shapes on the whiteboard with magnets. Then the teacher will ask students to close

		“Open your eyes”. Students must guess which shape is missing	their eyes and then remove a shape. The teacher will ask students to guess what shape is missing.
	10 mins	Step 3: Play Shape Touch: With the shapes still spread out on the whiteboard, call on student volunteers to touch specific shapes. Ex: “touch a (green) circle” – and have someone come up to the board and gently touch a green circle. Call on different student volunteers and do this for all of the shapes.	The teacher can walk around the students on the carpet as they choose student volunteers to walk up to the board to touch specific shapes. The teacher will remind students to silently walk to the board, watch their step, and use a pointed finger to choose the correct shape. The teacher will provide feedback and guidance as needed.

Day 2 of 2

Daily instructional steps to support student learning

- List what the students and teacher will be doing throughout the lesson.

	Time	Students	Teacher moves
Relevance/Warm-up	3 mins	Students will be spread out on the carpet and introduced to the Shapes Song & Dance. Students will be encouraged to follow the dancers in the video and singalong. Students will also be encouraged to create shapes with their bodies as demonstrated in the video.	The teacher will face the room and model the dance and song for the students. The teacher will encourage students to move and use their bodies to make the shapes.
Instructional activities	15 mins	Step 1: Play-dough Mat Hands-On Activity: At their desks, students will be given a pot of play-dough as well as laminated shape template mats. Every student is going to make play-doh shapes on the mat, following the template. After a few minutes with a mat, students will switch mats with their tablemates. Do this for all shapes.	The teacher will be sitting at their desk, using the document camera and projector. The teacher will model for the students by displaying their own play-dough and mat on the document camera. Then after modeling, the teacher will walk around the class and provide support and

			encouragement to students as needed.
Assessment/application	5 mins/child	Informal assessment: Students will meet with the teacher one-on-one to receive a brief informal assessment of their progress with the shapes lesson. The student will be asked to describe a hidden shape (“My shape has three straight sides and three angles, what is my shape?”) and asked to name it.	The teacher will be looking for accurate shape depiction and noting each student’s responses. The teacher will note which students struggle to recall the correct shape names. The teacher will note the shapes that students struggled with in order to reemphasize the shape names in the following day’s lesson.
	15 mins	Formal Assessment: Students will be given a worksheet (Sort the Shapes: Round/Not Round) where they will glue different cut outs of shapes and put them into the correct column.	The teacher will model a couple examples of sorting the shapes on the document camera in the front of the classroom. The teacher will encourage the students to try the rest on their own. The teacher will collect the completed worksheet.

Day 3 of 3

Daily instructional steps to support student learning

- List what the students and teacher will be doing throughout the lesson.

	Time	Students	Teacher moves
Relevance/Warm-up	5 mins	The students will be shown a video (Explore Shapes and Colors With Kandinsky) to introduce the artist as well and his use of shapes and colors. This will help lead the students into the art project they will complete. The students will be asked about their observations from the video.	The teacher will project the video on Kandinsky in the front of the classroom. The teacher will check to see that students are watching and staying engaged. Then the teacher will ask students questions about their observations in the video.

