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Language Level	Novice	Grade	1st	Date	4/13/20 18	Day in Unit	1	Minutes	60
Unit Theme and Question	Family & Communities: How learning about 2 D and 3D shapes help us learn more about items in classroom and home.								
Daily topic:	2D and 3D Shapes								
STANDARDS	LESSON OBJECTIVES								
What are the communicative and cultural objectives for the lesson?	Communication and Cultures	<i>Which modes of communication will be addressed?</i>		Students can: <ul style="list-style-type: none"> • Recognize a variety of 2D shapes and 3D shapes and where are they used in real life. • Ask questions about the shapes of different object that are found in the home • Draw and build 2d & 3D shapes and write about the shape they build. 					
		X <input type="checkbox"/> Interpersonal							
		X <input type="checkbox"/> Interpretive							
		<input type="checkbox"/> Presentational							
If applicable , indicate how Connections • Comparisons • Communities • Common Core will be part of your lesson.	Connections	Mathematics: geometric shapes							
	Comparisons	.							
	Communities								
	Common Core								
Lesson Sequence	Activity/Activities What will learners do? What does the teacher do?				Time* How many minutes will this segment take?		Materials • Resources • Technology Be specific. What materials will you develop? What materials will you bring in from other sources?		
Gain Attention / Activate Prior Knowledge	<ul style="list-style-type: none"> • Teacher displays a variety of items from home and from classroom that has different shapes on the teachers table. • In zip lock bags, the teacher will provide students with manipulatives (magnets and nobs) to build shapes similar to their favorite items at home or in school. 				15		Manipulatives. Items with different shapes. Cards with names of each shape. Ziploc bags Paper and crayons		

Appendix M.

Blank Lesson Plan Template

	<ul style="list-style-type: none"> Students will compare the items they built with the items they saw on the teachers table and find the similarities and differences between them both. 		
Provide Input	<ul style="list-style-type: none"> Teacher will introduce the unit through a read out loud book about shapes and how they have changed when they became 3 D. Teacher will ask students about the shapes that they used and what they think their names are in Arabic and if they can mention some attributes about the shape based on their observations. 	15	<p>Read aloud book on shapes Items that change from 1D to 2D to 3D Pictures of various items in the home</p>
Elicit Performance/Provide Feedback	<ul style="list-style-type: none"> Teacher will provide pictures for sorting activities based on attributes. Learners will work in partners to describe objects at home and in the classroom that have the same attributes. Students will watch a ppt about shapes and vocabulary as a review. 	10	<p>Pictures of various objects Chart for categorizing objects PowerPoint</p>
Provide Input	Teacher provides the shape and students will say its name and attributes. Teacher shows pictures of places in the home and asks students to identify the shapes they see.	10	Pictures of shapes
Elicit Performance / Provide Feedback	Students look at pictures of homes and identify the shapes they see using the stem: “in the house I see a (shape)”. Teacher will observe and monitor conversations as students work in pairs.	5	Pictures of different homes
Closure	Exit ticket: student says the name of the shape that the teacher shows and goes to recess	5	Pictures of shapes
Enhance Retention & Transfer	Students will build 3D shapes and share it with parents and talk about the attributes of shapes that they find at home and in School.		

Reflection – Notes to Self <ul style="list-style-type: none">• What worked well? Why?• What didn't work? Why?• What changes would you make if you taught this lesson again?• ????	
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* Remember that the maximum attention span of the learner is approximately the age of the learner up to 20 minutes. The initial lesson cycle (gain attention/activate prior knowledge, provide input and elicit performance/provide feedback) should not take more than 20 minutes. The second cycle (provide input and elicit performance/provide feedback) should be repeated as needed and will vary depending on the length of the class period.