

EASTERN UNIVERSITY

EDUCATION - LESSON PLAN

Name: Mikayla Crawford

Content Area: Math, ELA,
Arts and Humanities

Grade Level: Pre K

Duration of Time: 50 mins

Lesson Topic: Shapes

I. Lesson Overview:

Students will identify their differences from one another and identify the differences between different types of shapes. We will talk about how each one of us is unique and different, and shapes are all unique as well. They will compare shapes and identify the differences between them. Students will read a story about shapes and the teacher will pause throughout the story to ask the students questions about the text. Then, they will create artwork out of many different types of shapes and create their own picture.

II. Instructional Goals:

Grade Level Common Core and/or PA State Standards:

- CC.2.3.PREK.A.2

Analyze, compare, create, and compose shapes.

- CC.1.2.PREK.B

Answer questions about a text.

- Standard - 16.2.PK.B1

Identify similarities and differences between self and others.

- Standard - 9.1.V.PK.B1

Combine a variety of materials to create a work of art.

Big Idea and Essential Questions:

Understanding Goals/Big Idea:

Students will be learning about their differences and similarities in order to build good peer relationships and get to know one another better. They will make connections for similarities and differences between different shapes by learning about their qualities. Learning about comparing 2D shapes will allow students to be able to understand when they go to learn and compare 2D and 3D shapes in kindergarten. Students should be able to answer questions about a text so that they can learn to identify key points of a text in kindergarten.

Essential Question(s):

What makes me different from my peers?

What makes me similar to my peers?

How can I compare shapes?

How can I identify each type of shape?

How do I pay attention to my reading and answer questions?

How can I create art with different types of shapes/materials?

Instructional Objectives/Learning Targets:

Knowledge Goals:

- The differences between different types of shapes
- Each person and shape is unique and different

Skill Goals:

- Compare and identify different shapes
- Answer questions about a text
- Combine materials to create artwork

III. Preparation

Vocabulary:

Prerequisite vocabulary:

- Edges- the outside limit of an object, area, or surface; a place or part farthest away from the center of something

- Corners- a place or angle where two or more sides or edges meet
- Round- having curves instead of corners

New vocabulary:

- Similarities- the state or fact of being similar
- Differences- a point or way in which people or things are not the same

Materials/Resources:

- *Shapes that Roll* by Karen Nagel <https://www.getepic.com/app/read/5640>
- Smartboard and speaker for GetEpic book
- Construction paper Cut out shapes (squares, circles, triangles, octagons, hexagons, pentagons, hearts, rectangles, & stars)
- Pieces of blank paper
- Crayons, markers, colored pencils
- Glue
- Whiteboard and dry erase markers

Classroom arrangement:

Students will be seated together facing the smartboard to read along with the story and they will return to their desks in groups to complete their artwork activity.

IV. Instructional Process:

A. **Introduction/Anticipatory Set:** 15 minutes

- All students are expected to follow directions and stay at their assigned stations. Students are expected to raise their hand if they have a question and respect one another.
- Tell students that a similarity is when two things or people have the same trait
- Teacher will ask the students what they have in common with one another, their similarities
- Teacher will explain that differences are the traits of two things or people that are not the same
- Teacher will ask students about their differences
- Teacher will tell students that just as we have similarities and differences, shapes do too
- Teacher will tell the students that they will be comparing shapes by sharing about their similarities and differences

B. **Instruction:** 20 minutes

- Teacher will read <https://www.getepic.com/app/read/5640>

- Stop after each page and identify the shapes on each and the differences that are identified between them on the page
- Teacher will explain that students will be using the cut out shapes to create their own artwork with the shapes, the teacher will show their own example made from cut out shapes and colored with markers
- The students will go back to their desks and complete their own art individually with glue and the cut out shapes and then draw on them with markers, colored pencils, or crayons.

C. **Lesson Closure:** 15 minutes

- The teacher will have each student explain what they drew and they will identify the shapes that they used
- Teacher will hang their art around the classroom for them to see

D. **Check(s) for Understanding:**

Formative assessment(s): Teacher will observe students while they are creating their artwork and may ask questions about the shapes that they are using

*****Considerations for Tiered Instruction:***

<p style="text-align: center;"><u>LCHP – Low Content, High Process</u></p> <p>Not grasping or struggling with content or background knowledge, but can work independently or in a group, can follow directions.</p>	<p style="text-align: center;"><u>LCLP – Low Content, Low Process</u></p> <p>Not grasping or struggling with content or background knowledge, and is unable to apply concepts independently.</p>
---	--

<p style="text-align: center;"><u>HCLP – High Content, Low Process</u></p> <p>Has grasped content/background knowledge, but is unable to apply concepts independently.</p>	<p style="text-align: center;"><u>HCHP – High Content, High Process</u></p> <p>Has grasped content/background knowledge and is able to apply concepts independently – may need enrichment or challenge activity</p>
--	---

V. Management Plan:

Potential barriers to access instruction and learning :

Students may make a mess with the glue

Proactive Solutions:

Proactive Solution 1: The teacher can keep the glue with them and apply it for the students

Proactive Solution 2: The teacher can demonstrate a good amount of glue to use before students start to work on their artwork

Reactive Solution: The students can just use markers to complete their artwork instead of the cut out shapes