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**Lesson Plan Template (Revised 2018)**

**Elementary Years**

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| **Name:** | **Gagan Vaid** |

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| **Grade** | Kindergarten | **Topic** | **Applied Design, Skills, and Technologies** and Mathematics -Marshmallow Shapes |  | |
| **Date** | February 2020 | **Allotted Time** | 25 minutes |  | |
| **STAGE 1: Desired Results**  **Cite sources used to develop this plan:** | | | | |
| <https://www.youtube.com/watch?v=xhN5Zkm82DA>  Shape Guide for all students | | | | |

**Rationale**: *How is this lesson relevant at this time with these students? Why is it important?*

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| This lesson is highly important as it introduces the different shapes that are in our everyday lives. Therefore, this lesson has students physically creating shapes with marshmallows and toothpicks. |

**Curriculum Connections:** *What Big Ideas (Understand,) Core and Curricular Competencies (Do), Content Standards (Know) does this lesson develop?*

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| ***Understand***  Big Ideas: Skills can be developed through play.  Essential or Guiding Questions: How can I make simple shapes using everyday materials? |
| ***Do***  Core Competency (Communication, Creative and Critical Thinking, and Personal and Social Responsibility): Critical Thinking- students will be thinking how to connect the toothpicks to the marshmallows to create the shape  Curricular Competencies: Use materials, tools, and technologies in a safe manner in both physical and digital environments, Develop their skills and add new ones through play and collaborative work |
| ***Know***  Content Standards: single attributes of 2D shapes and 3D objects |

Fir*st Peoples Principles of Learning:*

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| Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, reciprocal relationships, and a sense of place). This principle is embedded in the lesson because the students will be learning through an experiential lens which connects directly to the above principle of learning. First Peoples Principle focuses on taking one’s learning and focusing on making it meaningful to oneself. |

**STAGE 2: Assessment Plan**

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| **Learning Intention:**  What will students learn? | I will learn the different shapes that surround me. |
| **Evidence of Learning:**  How will students show their learning? | Students will share their learning by creating the desired shape with marshmallows and toothpicks. |
| **Criteria:**  What criteria will help students know how to be successful? | Students will be guided by the teacher, followed by a video to introduce them to the different shapes. |

**STAGE 3: Learning Plan**

**Resources, Material, and Preparation:** *What resources, materials, and preparation are required?*

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| Video, Shape sheet, Marshmallow, toothpicks |

**Organizational/Management Strategies:** *(anything special to consider?)*

Students will be sitting at their desks and creating the shapes individually.

**Lesson Development**

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| **Connect:**  *How will you introduce this lesson in a manner that engages students and activates their thinking? Activate or build background knowledge, capture interest, share learning intention.* | | Pacing |
| **Teacher will show a video on the different shapes in our surroundings.** | **Students will listen and observe the video to see if they recognize or can distinguish different shapes in the video.** | 5 minutes |

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| **Process:** *What steps and activities are you going to use to help students interact with new ideas, build understanding, acquire and practice knowledge, skills* *and/or attitudes? In what ways have you built-in guided practice?* | | | | **Pacing** |
| * **Teacher will ask students what they thought about the video** * **Teacher will ask students voluntarily if they want to draw some shapes on the whiteboard that they recognized.** * **Teacher will explain the safety of the activity and give a brief demo by using marshmallow and toothpicks to create a triangle.** * **Teacher will direct students to their desks** * **Teacher will formally observe students as they create their shapes** * **Teacher will ask students to present their favorite shape to the class voluntarily.** | | * **Students will listen to the topic and observe the video** * **Students will come up to the whiteboard and draw shapes they learned from the video** * **Students will listen to the instructions and safety of the lesson** * **Students will go to their desk with the given materials** * **Students will safely create shapes using toothpicks and marshmallows followed by a shape sheet guide** * **Students will present their shape to the class voluntarily** | | 20 mins |
| |  | | --- | | **Transform:** *How will students apply or practice their learning? Can they show or represent their learning in personalized ways? What are the choices for student tasks?* | | **They will apply their learning to the next lesson as they create 2D shapes using different materials and can also do it themselves at home with different materials.** | | | | |  |
| **Planning for diversity** *(adaptations, extensions, other)****:*** *In what ways does the lesson meet the needs of diverse learners? How will you plan for students who have learning/behavior difficulties or require enrichment?* | | | | Pacing |
| *Students will create shapes with marshmallow and toothpicks*  Access | *Students will come up to the whiteboard and draw shapes they learned from the video.*  Most | | *Students will present to the class their learning.*  Few |  |
| **Closure:** *How will you solidify the learning that has taken place and deepen the learning process? Refer back to the learning intention, connect to the next learning.*  *How I will solidify their learning is including everyday materials in experiential learning across different subject areas.* | | | | |

**Reflection** *What was successful in this lesson? If taught again, what would you change to make this lesson even more successful and inclusive for diverse and exceptional students?*

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| I think this lesson went well in terms of students understanding the concept of 2D shapes. I think having the video and asking questions to know student’s background knowledge prior to the lesson was a good step to have in my lesson. If I could teach it again, I would have students create their own unique shape using the materials. I was also surprised students did not eat the marshmallows until they were done. I gave clear instructions-if they ate their marshmallows before they showed me the completed shapes that they did, they would not get any more marshmallows. All students followed directions very well and students enjoyed this lesson. I gave marshmallows at the end of the day as their treat. |