

Lesson Plan Template

Grade: Toddler		Subject: Cognitive Development	
Materials: Felt Shapes, Shape board		Technology Needed: N/A	
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/ <input checked="" type="checkbox"/> Guided practice cooperative learning <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Visuals/Graphic organizers <input checked="" type="checkbox"/> Learning Centers <input type="checkbox"/> PBL <input type="checkbox"/> Lecture <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Technology integration <input checked="" type="checkbox"/> Modeling <input type="checkbox"/> Other (list)		Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input checked="" type="checkbox"/> Hands-on <input checked="" 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) Domain III Cognitive Development- Component: Exploration & Discovery		Differentiation Below Proficiency: If students are below proficient they will identify shapes that are easier, such as, square, triangle, circle, rectangle Above Proficiency: If students are above proficient they will work on identifying pentagons, octagons, and hexagons Approaching/Emerging Proficiency: Students will complete lesson as planned. Modalities/Learning Preferences: Auditory: Students will listen to the teacher talk about the different shapes and why they are that shape. Visual: Students will see what the different shapes look like by using the flashcards and seeing the felt shapes. Kinesthetic: Students will be able to pick up the felt shapes to see what they look like and feel all of the sides to determine what shape it is.	
Objective(s) By the end of the lesson, the students will be able to identify shapes and colors and match them by shape and color. Bloom's Taxonomy Cognitive Level: Applying			
Classroom Management- (grouping(s), movement/transitions, etc.) Students will be placed with another child to play while one child works on the activity. Students will clean area up before rotating to new area and beginning the activity.			
Classroom Management- (grouping(s), movement/transitions, etc.) Students will be placed with another child to play while one child works on the activity. Students will clean area up before rotating to new area and beginning the activity.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students will complete one at a time. Students will need to play quietly while others are completing the activity.	
Minutes	Procedures		
2 minutes	Set-up/Prep: <ul style="list-style-type: none"> Have the board out and have pre-arranged groups so can move into the activity right away. Have flashcards ready. 		
5 minutes	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) <ul style="list-style-type: none"> Have the students sit in circle time. Go through the shape flashcards with all of the students. 		
5 minutes	Explain: (concepts, procedures, vocabulary, etc.) <ul style="list-style-type: none"> We are going to do a fun activity today! Go over all of the felt shapes with the students so they know which is which shape. Go through the colors of the different shapes that are available so the students know what color each one is. 		
10 minutes	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) <ul style="list-style-type: none"> Split the students in their groups and have one student stay with the teacher to complete the activity. Do an example of how to complete the activity (You are going to find one of all of these shapes that are up above and match it with the correct spot. Grab one shape and have the student identify what shape it is and then have the student point to which shape spot it goes in. Set the shape in the spot and then let the student continue to complete the assignment) While the student is completing the task ask the student to find certain shapes or colors to see if the student can spot them within all of the shapes. 		
3 minutes	Review (wrap up and transition to next activity): <ul style="list-style-type: none"> Have the students clean up the materials and other areas of the room. Rotate to a new activity so another student can complete the activity. 		

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Formative Assessment: (linked to objectives)

Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.

The formative assessment is having the students complete the activity and observing if they match all the shapes to the correct area.

Consideration for Back-up Plan:

Summative Assessment (linked back to objectives)

End of lesson:

The student would have to find different colors and shapes in the room and match them with the felt shapes from the lesson.

If applicable- overall unit, chapter, concept, etc.:

Reflection (What went well? What did the students learn? How do you know? What changes would you make?):

I thought this lesson went really well. The students could identify all of the shapes except for the shapes that were geared toward above proficient students. All of the students were in the emergent level of learning for this activity. The students did well at identifying the shapes but struggled a little bit more with determining where the shape went on the board. If I were to teach this lesson again I would use less shapes than I used. I think I had way too many shapes for the students. I would have kept it simple and used the basic shapes such as, square, triangle, oval, circle, and rectangle. I used hearts, star, diamonds, and pentagons in my activity and I think those were a bit more challenging for the students and with all of the shapes it was overwhelming. I thought the students would be able to identify a pentagon but they didn't know that one. It was a good opportunity to teach what a pentagon was though so the students could learn about it. I made each shape in each color so the activity could be used for multiple uses. If I had more time I would have the students sort the shapes one at a time to the spot where they are supposed to go and then I would have the students find all of each color shape and stack them on top of each other. I would also have the students sort all of the shapes by color to see how many of each color there are. I think this would be a good way to extend the lesson. Next time I think I would go over the flashcards and then draw different shapes on the board so the students would be able to practice seeing shapes in a different way. I sometimes think the students memorize what color the shapes are on the flashcards or what they look like on the flashcard but aren't actually sure what they look like in a different way. Another extension idea that I would try next time is have the students find objects around the room that are different shapes and have them identify what shape the item they found was. By having the students do that can help with students make sense of different objects being different shapes. It could have been helpful if I had different objects already to show them what shapes look like when they are an actual object.