**College of Saint Mary**

**Lesson Plan Format with Lesson Reflection**

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| **LESSON/ACTIVITY INFORMATION** | | | | |
| **Title: Symmetry Opening Lesson** | | | | |
| **Ellie Rashid, Kayleen Malizzi, Sussie Deveney** | **First Grade** | | **Math** | **45 minutes- 1 hour** |
| **STANDARDS, OBJECTIVES, ASSESSMENTS & MATERIALS** | | | | |
| MA 1.2.3.a Identify one line of symmetry in two-dimensional shapes (e.g., circle, square, rectangle, triangle) | | | | |
| Students will be able to sit quietly while listening to teacher read *Equal Shmeaqual*.  Students will respectfully listen to instructions for the activity.  Students will complete the activity with teacher’s guidance.  Students will correctly answer at least 3 of the 6 questions on the worksheet at the end of class. | | | | |
| **Assessment:** At the end of class students will be given a worksheet to check their understanding of symmetry. This will be as simple as drawing a line of symmetry. If students do not answer at least three of the six questions correctly, the teacher will know she needs to explain more thoroughly. | | | | |
| **Materials:** *Equal Shmeaqual* book, worksheet for the end of class, pencils, colored duct tape, different color and shape construction paper (2 of each color/size/shape), dry erase board and marker | | | | |
| **LESSON PROCEDURES** | | | | |
| **Anticipatory Set:** This lesson will start with the picture book *Equal Shmeaqual*. The book presents the idea of things being equal and gives students a good idea of what the lesson will be about. Afterwards we will talk about symmetry and what exactly it is. The teacher will draw a few shapes on the board and draw lines of symmetry for examples. | | | | |
| **Input/Modeling/Guided Practice/Check for Understanding:** *The following section must include all of the steps the teacher needs to do in order to carry out the lesson and must also include all of the responses and activities that students will be expected to do.*  ***DETAILS*** *are important here in order to demonstrate your thinking of what this will look like in the classroom. Write this section so that the lesson could be easily replicated.* | | | | |
| **Teacher will do:**  Teacher will begin class by making sure she has student’s attention. She will then have students gather around where she is sitting so she can begin reading the book. Teacher will explain that the book about to be read is going to help students understand the activity they are going to do next. Teacher will then proceed to read the book. Other teachers will be assessing students listening skills and correcting behavior if needed. Teacher will finish book and instruct students to return to their chairs. Depending on how the students are acting, the groups will be split up into two or three equal parts. Teacher will take students to designated area and show them the line of tape on the floor. Teacher will then explain that they are going to make a picture on the floor that is symmetrical. Teacher will show examples by taking the different shapes and colors and creating a shape on one side of the line. Students will then have to replicate that shape on the other side of the line, making it symmetrical. Teacher will control students and have them do this one at a time. Patience will be enforced during this time. The activity will continue until there is about fifteen minutes left in class. At this time the teacher will pass out a worksheet to the students to check their understanding. Teacher will answer questions the students may have but will try to let them complete the worksheet on their own. | | **Student will do:**  Students will arrive in class and follow instructions given by the teacher. They will wait patiently and quietly for the teacher to invite them over to listen to the story. Students will listen quietly to the story and ask questions as needed. Students will then return to their seats and listen as teacher explains what will happen next. When the teachers decide the groups students will go to their designated area to begin the activity. As the teacher explains the activity, students will listen and pay attention. They will then participate as instructed, by waiting their turn. Students will ask questions if needed. At the end of the activity students will complete the worksheet to the best of their ability. | | |
| **Closure:** The worksheet is basically the closing to the activity. As they put their coats on and line up, students will also be asked to find some symmetrical objects in the room. | | | | |
| **Differentiation:**  ELL: These students are welcome to use a translator if need be. In small groups the teacher can explain in more depth what will be happening.  Behavior: During the story, the other two teachers will be assessing behavior and if need be will intervene by either standing or sitting next to the student.  HAL: These students will be put in the same group and given more difficult pictures to replicate.  Resource: These students will also be put in the same group and the activity will be taken a little slower. | | | | |
| **References:** Pinterest, WOW 1st Grade Blog | | | | |
| **LESSON ANALYSIS**  *Review all of the previous sections of your lesson plan* ***and***  *complete item in the following section prior to teaching your lesson.* | | | | |
| **Content Knowledge:**  This lesson will require a bit of background knowledge of symmetry and lines of symmetry. These things will also be explained in class.  **Teaching Methods/Strategies:**  I believe this is both lecture and hands on teaching. The instruction and story part of this lesson is lecture while the actual activity is hands on. | | | | |
| **REFLECTION**  *After teaching the lesson, write a reflection to evaluate how you feel the lesson went (flow, timing, materials, etc.) and write a clear description about evidence of student learning. This description should directly refer to your plans for Assessment including your documentation strategies.* | | | | |
| *Use the following thought questions to help you write your reflection.*   * *Review your assessment results. Did each child meet the objective? How do I know that each child learned what was intended?* * *Were the children productively engaged? How do I know?* * *What unplanned activities occurred? Why did these occur?* * *Did I alter my instructional plan as I taught the lesson? Why?* * *What additional assistance, support, and/or resources would have further enhanced this lesson* * *If I had the opportunity to teach the lesson again to the same group of students, would I do anything differently? What? Why?* | | | | |

Updated by Dr. M. K. Felton

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