**College of Saint Mary**

**Lesson Plan Format with Lesson Reflection**

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| **LESSON/ACTIVITY INFORMATION** | | | | |
| **Title: Symmetry Lesson 2** | | | | |
| **Ellie Rashid, Kayleen Malizzi, Sussie Deveney** | **First Grade** | | **Math and Art** | **45 minutes to an 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)  FA 2.2.1.a Experiment and explore ideas and materials (glossary) (e.g., 2D, 3D).  FA 2.2.1.b Create artworks that express unique student interpretation | | | | |
| Students will listen quietly and be able to contribute to discussion when reviewing the characteristics of symmetry.  During the activity students will be able to successfully and correctly create a symmetrical butterfly using given supplies. | | | | |
| **Assessment:** Students will be assessed on whether or not their butterfly art project ends up symmetrical (or at least close to symmetrical). | | | | |
| **Materials:** Cut outs of a butterfly for each student, construction paper shapes, glue, markers, crayons, any other miscellaneous art materials that could be used | | | | |
| **LESSON PROCEDURES** | | | | |
| **Anticipatory Set:** This opening set will focus on reviewing what we talked about the class before. A lot of review will be done as the girls will have to use this knowledge to create their art project. | | | | |
| **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 quiet students and have them take a seat. She will then begin talking about what they learned the class before. Teacher will go over symmetry and lines of symmetry while giving examples of each. She will make sure to include students to make sure each of them understand. The other two teachers will be correcting behavior issues. Teacher will then explain that the girls will get to do an art project during class. She will explain in detail the rules of using the glue and each of the other art supplies. She will make sure to include that if students are unable to handle using the glue and other art supplies, they will only be allowed to used crayons and markers. She will explain that the butterfly that they are going to create needs to be symmetrical. Teacher will also explain that these are going to be hung up on SMART night so they need to be nice and neat! Teacher will then pass out materials and allow students to get started. Teachers will all circulate the room helping students if they need it. With fifteen minutes left in class, teacher will instruct students to begin cleaning up the supplies. | | **Student will do:**  Students will arrive to class and take a seat as they usually do. They will listen as the teacher begins class and explains the agenda for the night. Students will participate in the review discussion led by the teacher. If students have questions or comments about symmetry and lines of symmetry they will ask. Students will respectfully begin working on their art project, asking for guidance if needed. Students will clean up all supplies when there is approximately fifteen minutes left in class. Students will leave the completed art project on their table and wait to line up to leave. | | |
| **Closure:** Students will be asked whether or not they liked this activity. They will need to give a thumbs up or a thumbs down. | | | | |
| **Differentiation:**  ELL: These students are welcome to use a translator if need be. One of the three teachers can also spend time explaining the activity to these students.  Behavior: During the review, the other two teachers will be assessing behavior and will redirect when needed. During the activity, if students are not using the art supplies correctly, they will be taken away.  HAL: These students will be asked to create their butterfly in greater detail. This could mean splitting the butterfly into four sections and having all of them be symmetrical.  Resource: Teachers will be monitoring these students making sure they understand symmetry and what this will mean for their art project. | | | | |
| **References:** Pinterest | | | | |
| **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 project will require the students to remember what they have learned about symmetry.  **Teaching Methods/Strategies:**  This will mostly consist of hands on teaching while the review portion will be lecture style. | | | | |
| **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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