

1st Grade Geometry LESSON PLANNER

Strand(s): Geometry – Shapes	SOL objectives: Technology NETS 1, 2, 3 (see p. 2) MATH: 1.16, 1.17, 1.21	
1. DESIRED RESULTS		
<i>Enduring Understandings (BIG ideas)</i>		
Overarching: Technology facilitates communication 1 st grade unit specific: We can show our understanding of geometry through creating a MathKeys picture.		
<i>Essential Questions</i>	<i>Knowledge and Skills</i>	
<ol style="list-style-type: none"> 1. How can I communicate what I've learned during da Vinci? 2. What are shapes? (2-D and 3-D) 3. What shapes exist in our classroom? 4. What shapes can be put together to form art? 5. How are shapes alike and different? 	<ul style="list-style-type: none"> • Students will know the basic 2-D shapes (circle, rectangle, square, triangle) • Students will be able to count the sides of a shape to help determine which shapes are in their artwork. • Students will be able to compare and contrast different shapes • Students will be able to group shapes according to similar characteristics. • Students will be able to make a pattern out of shapes. • Students will be able to make a picture using shapes on Math Keys. 	
	<p><u>(Subject) Vocabulary</u></p> <p>rectangle, square, triangle, circle pattern side, corner, rounded similar, different</p>	
2. ASSESSMENT EVIDENCE		
Prior knowledge	Ongoing throughout lesson	By the end of the lesson
<p>When I arrive in their classroom:</p> <ul style="list-style-type: none"> • Students will know the basic 2-D shapes (circle, rectangle, square, triangle) • Students will be able to count the sides of a shape to help determine which shapes are in their artwork. 	<ul style="list-style-type: none"> • Learn and show how to compare and contrast shapes by color, size, rounded or pointed corners • Create a pattern using shapes • Create a picture using shapes on Math Keys magnetic and non-magnetic pads. 	<ul style="list-style-type: none"> • A pattern using shapes from Math Keys (degree of complexity will vary according to student needs and ability) • A shape picture using Math Keys
3. LEARNING ACTIVITIES/INSTRUCTION (35-45 min)		
Introduction (hook)	What students are doing	Conclusion
<ol style="list-style-type: none"> 1. Review shape names, corners, # of sides 2. Introduce wireless lab 	<ol style="list-style-type: none"> 1. "Simon Says" to learn how to put shapes on Math Keys Magnetic Pad 2. Make 2 groups of shapes (using dividing line). Students explain how shapes are similar/different 3. Create a pattern using shapes from left to right or top to bottom. 4. Create an art piece using shapes. 	<ol style="list-style-type: none"> 1. Student saves pattern as namepattern 2. Student saves art piece as nameart. 3. Student may print either art or pattern.

<i>Accommodations</i>	<i>Materials and Resources</i>
Extra support -in identifying shapes, counting, grouping, creating pattern Enrichment or early finishers -create art piece using a variety of shapes and colors Various learning styles -rough draft on paper, models, manipulatives Limited English proficiency -examples through art	-wireless lab (iBooks, base station, patch cable) -Math Keys software ****CLASS LIST*** ****CLASS Log-ins***

<i>Related Technology</i>	<i>Literature Connections</i>
NETS 1: 1.5 , 1.7, 1.10, 1.11 NETS 2: 1.9 NETS 3: 1.4	

4. WRAP-UP (5-10 min)

<i>Assessment</i>	<i>Homework</i>
Evidence of student learning/understanding Student saves file and prints out work.	None.

5. TEACHER REFLECTION

- Were my students talking about the mathematics, or was I doing all of the talking and students were just listening to me?
- Were my students engaged at the beginning of the lesson?
- How much time did I spend reviewing homework, and how much time did I spend on new material?
- Did the students respond to “How” and “Why” questions?
- Did my students have an opportunity to discuss and/or write about mathematics?
- Did I use a curriculum check up?
- What changes would I make next time the lesson is taught?
- What steps do I need to take next in this topic?