

Lesson Plan Template

Date: _____

Grade: Preschool Special Education	Subject: math and art
Materials: colored construction paper, scissors, glue, "How Do Dinosaurs" book	Technology Needed: none
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling	Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain: <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic
Standard(s) Goal P-Math 9. Child identifies, describes, compares, and composes shapes. 48-60 months: Recognizes and compares a greater number of shapes and orientations. Begins to identify sides and angles as distinct parts of shapes. Goal P-CA 4. Child creates art work that depicts objects and events and/or expresses feelings, thoughts, and ideas through a variety of two-dimensional and three-dimensional processes and shares about them. 48-60 months: Recognizes and describes various art forms – sculpture, painting, printing. Drawing suggest real life. Drawing become better defined, more detail. Uses both 2-dimentional and 3-dimentional processes to create art that represents various objects like people, places, and things. Begins to share about their own creations.	Differentiation Below Proficiency: Student completes activity with precut shapes and only has to choose and glue shapes on to the paper. Can have assistance from a paraprofessional. Above Proficiency: Student completes activity with more detail. Can make and name more shapes than originally taught. Shape dinosaur has all the basic body parts (head, body, arms, legs, tail). Approaching/Emerging Proficiency: Student completes activity as is. Modalities/Learning Preferences: Auditory: Students can listen to the story and the direction/questions for their shape dinosaurs. Can roar like a dinosaur. Visual: Can see the example and look at the dinosaur book to relate to what their own creation will be. Can see the shapes in their dinosaur. Tactile: Cutting and gluing the shapes for their dinosaur with their hands.
Objective(s) By the end of the lesson, students will be able to recognize and describe the different shapes they used in their dinosaurs. By the end of the lesson, students will be able to create their own 2-dimensional dinosaur out of cut-out shapes of construction paper. They will be able to name and share about their creation.	
Bloom's Taxonomy Cognitive Level: Understanding and Applying	
Classroom Management- (grouping(s), movement/transitions, etc.) <ul style="list-style-type: none"> When listening to the story students a sitting with their hands still, feet on the floor, voices silent, eyes watching, and ears listening. Walk nicely from the where they listen to the book to the table to work on the project. Quiet and listening when the teacher or other friends are talking. 	Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) <ul style="list-style-type: none"> Hands still, feet on the floor, voices silent, eyes watching, and ears listening when a teach or friend is talking and students should be listening. Participate in the activity and take turns sharing supplies and thoughts about the activity. Use the supplies (glue, scissor, paper) for the project only.
Minutes	Procedures
	Set-up/Prep: <ul style="list-style-type: none"> Create an example shape dinosaur. Have supplies ready for students to make their own shape dinosaurs.
	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) <ul style="list-style-type: none"> Read one of the "How Do Dinosaurs" books to the class while they sit at circle or at the table. Discuss what the dinosaur did wrong and what they did right. "As you all know; the theme this week is dinosaurs! Can someone telling something they know about dinosaurs?" Introduce dinosaurs by talking about the different characteristics the students already know about them.
	Explain: (concepts, procedures, vocabulary, etc.) <ul style="list-style-type: none"> "Today we are going to use shapes to make our own dinosaurs!" "What are some shapes that you guys know or that you see in a Dinosaur?" Discuss about what shapes the students might already know and if they see those same shapes in a dinosaur. For example, a circle as the head or a tringle as a horn or tail. If the students are not able to name the basic shapes, introduce them to them (circle, square, triangle, rectangle, oval). "I made a dinosaur myself out of construction paper by cutting out different shapes and putting them together with glue to make my very own dinosaur!"

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	<ul style="list-style-type: none">• “You are all going to make your own dinosaurs using different shapes too and when you are done you get to name it.”• “First you will cut out different shapes (circle, oval, triangle, rectangle, and squares). Then you will glue them onto the paper and make a dinosaur with them. Finally, you get to name your dinosaur and I will write the name on the top of the paper.”
	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ul style="list-style-type: none">• Allow students time create their own shape dinosaurs by gluing the cut-out shapes on.• Help any students that might be struggling with gluing.• While students are creating their shape dinosaurs, ask reflective questions like:<ul style="list-style-type: none">○ “What do dinosaurs say?”○ “What kind of shape do dinosaurs’ heads look like?”○ “What kind of shape do dinosaurs’ tail or horns look like?”○ “What do dinosaurs eat?”○ “Can you tell me about your dinosaur?”○ “What colors are dinosaurs?”○ “Do dinosaurs remind you of another animal?”○ “How do dinosaurs get around? Do they have 2 legs like us or 4 like a dog?”○ “How many sides does a _____ have? (triangle, square, etc.)”• Once the student has finished their dinosaur, ask them what the name is and write it on the top of the paper.• Then have each student explain the dinosaur they made to you. They should tell you what kind of shapes they used, what the different parts of the dinosaur are, and any other things that relates to a dinosaur.
	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none">• “I like how you all used the different shapes to make your own dinosaurs!”• “Can someone remind me what the shapes are that we used for our dinosaurs again?”• The students should be able to tell you they used circles, ovals, squares, rectangles, and triangles.• “If you are finished with your dinosaur, you can put it in your cubby and look at your schedules.”
<p>Formative Assessment: (linked to objectives, during learning)</p> <ul style="list-style-type: none">• Progress monitoring throughout lesson (how can you document your student’s learning?)• Use the reflective questions throughout the lesson and take note of the students answers.• Keep track of which students can follow the basis of making a dinosaur by cutting and gluing shapes.	<p>Summative Assessment (linked back to objectives, END of learning)</p> <ul style="list-style-type: none">• Student has created their own shape dinosaur and is able to name and share about the characteristics of it.• Student can name all the shapes used in their shape dinosaur.
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>I had so much fun teaching this lesson and felt that the student really enjoyed it too. Some things I really focused on and felt I did a nice job of doing was using reflective questions and following the students lead. Instead of telling the students the answers and information I wanted them to know, I really tried to use lots of reflective question to get that information across. Another thing I thought I did good was following the students lead when it came to identifying the shapes and turning into recognizing body parts. I could tell the students enjoyed this because they all wanted to tell me about their shape dinosaurs and name them. The students learned about shapes and some were even able to tell me how make sides were on each shape without me having to tell them myself.</p>	