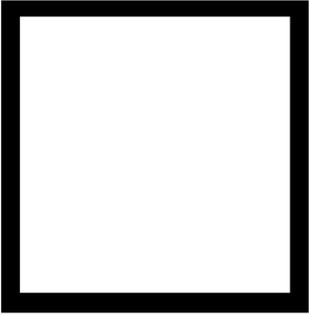


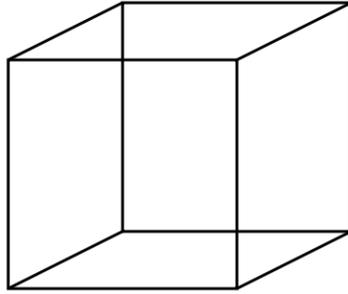
**ED 101 Educational Technology Lab – Spring 2011
Boston University – School of Education**

LESSON PLAN

<i>Requirement</i>	<i>Your Answer</i>	<i>Points</i>
LESSON BASICS		
Your Name	Marissa Pernikoff	
Your ED101 Lab Section		
School	Gardner Pilot Academy	
Grade(s) Observing	Kindergarten	
Supervising Teacher	Mrs. Nelson	
List any teaching help you may have during the lesson	One of my cooperating teachers will be available during my lesson if any help is necessary.	
Setting (in class, in computer lab, other?)	In class	
Technology needed to complete lesson	I will need an overhead projector, so everyone is working together.	
Other materials needed	I will need wooden shapes and play dough.	
Content Area(s)	Mathematics: The purpose of this lesson plan is to give the class a general overview of three-dimensional shapes. This will include viewing 3-D shapes, building 3-D shapes, and connecting these shapes to everyday objects. It will also include the comparison from the two-dimensional shapes they already know to three-dimensional shapes.	
Title of web site	3-D Shapes	
Topic of Lesson	3-D Shapes The main topic is an introduction to three-dimensional shapes. Specifically this will address observing, 3-D shapes, describing 3-D shapes, connecting these shapes to everyday things, and building 3-D shapes.	
Goals of the Lesson	The purpose of this lesson is to teach the students different basic three-dimensional shapes. I would like my students to be able to build off their basic 2-D shapes and relate them to 3-D shapes. I would also like them to be able to recognize the shapes in their everyday lives, and be able to create these shapes.	
Three Objectives	<ol style="list-style-type: none"> 1. My students will be able to name and describe pictures of three-dimensional shapes. 2. My students will be able to recognize three- 	

	<p>dimensional shapes in everyday objects. They will have two examples of each shape, and must correctly identify each one to receive full credit.</p> <p>3. My students will be able to duplicate these three-dimensional shapes using play dough. They will recreate each shape one time to receive credit.</p>	
STANDARDS		
<p>Technology standard</p>	<p>Standard 1. Demonstrate proficiency in the use of computers and applications, as well as an understanding of the concepts underlying hardware, software, and connectivity.</p> <p>Exploratory Skills and Expectations:</p> <p>Basic Operations K-2: Demonstrate basic steps of using hardware, explain that icons are symbols signifying a command, identify letters and keys, and recognize functions of basic file menu commands.</p>	
<p>Curriculum Framework</p>	<ul style="list-style-type: none"> ➤ Massachusetts Mathematics Practice Standards ➤ Kindergarten <p>7. Look for and make use of structure.</p>	
LESSON PROCEDURE		
<p>Introduction of Lesson</p>	<p>I will begin the lesson by drawing different two-dimensional shapes on a dry erase board. Then I will ask the students to name the shape and describe it to the class. As I have seen, the students get very excited to answer questions especially if they get to come up to the teacher area and explain.</p>	
<p>Lesson Procedure, Web Site Use, and Technology Standard</p>	<ol style="list-style-type: none"> 1. I will start the lesson reviewing two-dimensional shapes. I would do this by drawing different shapes on a dry-erase board and asking the students to name and describe the shape. Then I will explain the connection from 2-D to 3-D shapes. 2. I will then pull up my website, but I will go through the steps of opening my browser. This will show the students how to navigate the basic file menu, and that icons are symbols signifying a command. 3. Then they will see one of the 2-D shapes they know and then a 3-D shape that can be related. An example of this would be a square to a cube. 	

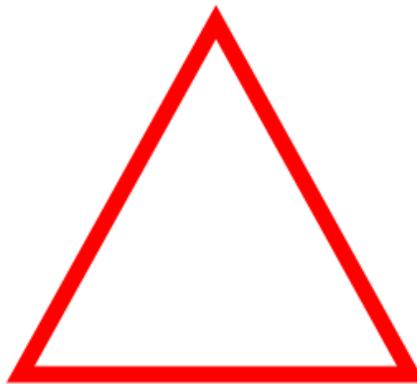
	<p>Then I will describe the shape. Then I will show them an example of an object they may use everyday that is this 3-D shape. I will then repeat this for the rest of the shapes.</p> <ol style="list-style-type: none"> 4. I will then have them work as a group to answer the quiz questions. This will act as a review of the shapes they have just learned. 5. I will then have the students go to their tables. Each table will have play dough and all the different 3-D shapes they learned. They will then have to create each shape out of play dough and show one of the teachers and describe the shape to them. 	
ASSESSMENT		
<p>How will students be assessed?</p>	<p>My assessment will be the students recognizing, building, and describing the 3-D shapes to me. This will show that they understand what they have learned in a hands on way.</p>	
<p>How will you know if students have met the objectives stated above?</p>	<ol style="list-style-type: none"> 1. My students will be able to name and describe pictures of three-dimensional shapes. They will have to describe and name the shape when they show me the shape they created. 2. My students will be able to recognize three-dimensional shapes in everyday objects. They will have to name different shapes on the table, and then build them out of play dough. 3. My students will be able to duplicate these three-dimensional shapes using play dough. This assessment is based on them duplicating these shapes out of play dough. 	
<p>Web-based Quiz</p>	<div style="text-align: center;">  </div> <ol style="list-style-type: none"> 1. Is this a 3-D object? Yes No 	



2.
What 3-D shape is this?
- a. Sphere
 - b. **Cube**
 - c. Triangular Prism



3.
What 3-D shape is this?
- a. **Triangular Prism**
 - b. Sphere
 - c. Rectangular Prism



4.
Is this a 3-D shape?
- a. Yes
 - b. **No**



5.
What 3-D shape is this?
- a. Cube
 - b. Rectangular Prism
 - c. **Sphere**