

***Open a new google doc and copy it over to the new google doc.

EDYS edTPA Lesson Plan

Name(s): Jonathan Tempone	Unit: Lesson #: 1	Date: May 7, 2023
Standards Addressed		
<p>WI Content Standards/NCSS standards:</p> <ul style="list-style-type: none"> ● Reason with shapes and their attributes <ul style="list-style-type: none"> ○ DLM Conceptual Area: Understand and use geometric properties of two- and three dimensional shapes. <ul style="list-style-type: none"> ■ M.EE.2.G.A.1 Identify common two-dimensional shapes including squares, circles, triangles, and rectangles of various sizes and in various orientations. <p>WI Social and Emotional Learning Competencies: SEL (social emotional)</p> <ul style="list-style-type: none"> ● Social Competence: Establish and maintain positive relationships by respecting others, practicing social skills, and making responsible choices while recognizing and connecting to the community at large <ul style="list-style-type: none"> ○ Social Awareness Relationship Skills: Learners will be able to attempt a new skill when encouraged and supported by a safe and secure environment 		
<ul style="list-style-type: none"> ● Specific Learning Objectives: 		
<ul style="list-style-type: none"> ● Students WILL be able to order snowballs into small medium and large ● Students WILL be able to ask for help when they need clarification or assistance on a task 		
Academic Language/Vocabulary	Language Function Objectives	
<p>Circle Triangle Square Oval Order (small, medium, large)</p>	<p>Order different geometric shapes from small to medium to large using teacher demonstration, Snowman video and teacher support.</p>	
Assessments		
Formative	Summative	
<p>Draw examples of small, medium, and large objects on their own</p>	<p>Constructing their own snowman.</p>	

Instructional Context	
What do I know about my students that informed this lesson?	
I know that my students all have intellectual disabilities. I know that my students have trouble listening to directions and trouble understanding what is asked of them. My students are nonverbal.	
How does this lesson connect with and build on the previous lesson(s)?	
Due to the nature of the students' disabilities they typically only do work on their ipads. They don't really have any group lessons.	
How do you expect to build on this lesson in subsequent lessons?	
I think the students would do better if they had more chances to work together as a class, so maybe the teacher will want to try and do more lessons/activities with the group after this lesson.	

Teaching Strategies:	
Anticipatory Set/Grabber/Intro	
<p>Have students think about and draw three objects - one small, one medium, and one large. Have the students share their drawings with a partner next to them.</p> <p>Ask students to hold their drawings up to see what they chose to draw. Look for students who completed the task correctly and check for students who may have struggled. Offer feedback on each drawing. Transition to direct instruction/video explaining that learning about small medium and large can be really really important in the winter. (play video)</p>	
Teacher Input/Direct Instruction	
<p>Play "Do You Want to Build a Snowman? Engineering for Kids" From SciShow Kids on YouTube for the students. The video is a playful way for students to learn about small, medium and large through the process of making a snowman. Students will see the importance of stacking the largest ball on the bottom and the smallest on top.</p> <p>https://youtu.be/jwdkg5eFaHs?t=332</p>	
Student Activities/Guided Practice	
I will make a snowman with paper cutouts so every student can see small, medium, and large circles in the ordered pattern (snowman) plus the additional shapes they'll be learning about: triangle (nose), square (coal buttons) and oval (eyes).	
Closure/Independent Practice	

For their independent practice, the students will close the lesson by making their own versions of snowmen. They will be tasked with constructing their circles and dressing their snowmen. They will be able to draw on the snowmen.

Student Supports/Organization

Students have full support from two paraprofessionals in the classroom, plus the teacher and me. The special education teacher writes up IEPs for the students. Their IEPs list each student's necessary accommodations.

Materials and resources

- Do You Want to Build a Snowman? | Engineering for Kids
- Snowman parts and pieces
- Tape or glue
- Paper and crayons

Reflections

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FOR YOUR INFORMATION AND SHOULD BE REMOVED
OTHER THOUGHTS:

Are you specific in detailing your lesson? Could anyone follow your procedure to teach for the day? If not, it is probably not specific enough.

Are modifications/accommodations/supports/etc. EXPLICITLY connected to specific needs and specific aspects of the lesson?

How are you deciding if your lesson was a success?

How do you know where each student is towards mastery of?

Is this a relevant and anti-oppressive plan? If not, how do you know and how do you change it into a relevant, anti-oppressive plan?

Language function chart- see handout in edTPA resources
common functions (Compare, explain, describe, evaluate, analyze...)

Function	Demand
Define	Write definitions to vocabulary words
Assess	Write a 1 paragraph self-reflection
Compare	Draw a Venn diagram and fill sections with terms
Debate	Participate in a class debate
Construct	Draw a comic strip with characters explaining the concept
Apply	Solve word problems involving one variable
Describe	Speak aloud for 30 seconds describing the characteristics of a sculpture