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Learning Plan: ELEMENTARY & SECONDARY[1]

Title of lesson	Mili'gl	**Grade level**	1-2 MI
Subject	Math	**Topic**	Geometry: 2-D shapes
Relevance	Mi'gmaq terms for shapes in 2-D form		
Resources Required	*Cardboard shapes, quizlet with images and terms, geoboards, and elastics*		
QEP Subject Area Competencies	**NB Grade 1: GCO: Shape and Space (SS):** Describe 3-D objects and 2-D shapes, and analyze the relationships. **SS3** Replicate composite 2-D shapes and 3-D objects. **SS4** Identify 3-D objects in the environment that have parts similar to a given 2-D shape. **NB Grade 2: GCO: Shape and Space (SS): Describe 3-D objects and 2-D shapes, and analyze the relationships. SS9:** Identify 2-D shapes as parts of 3-D objects in the environment.		
Content focus	2-D shapes manipulation and identification		
Essential Question(s)	*What are the different shapes? Can we replicate them accurately? Can we find them in our world inside 3-D shapes?*		

Lesson Timing	**Introduction (hook):**	**Student will know:**
	"Talig ula?" Show them an item that has shapes within it that are 2-D.	The names of each 2-D shape, how to find them in their environment and replicate them.
	Development (Learning activities – step by step sequential procedure):	**Students will understand:**
		The Mi'gmaw words describing the geometric shapes of the square, rectangle, triangle, diamond, pentagon, hexagon, circle, oval, heart, and star.
	1. Show them the Quizlet. Check for prior understanding with questions. 2. Have them repeat the names of the shapes. 3. Look around the room and point out to some things that contain the shapes we were just talking about. 4. Call out to each student, starting with grade 2's to see if they remember what the names are. 5. Show the the geoboards. 6. Sample of the shapes on the geoboard. 7. Call out certain shapes for them to replicate on the geoboards with elastics.	**Students will do:** Learn the names and replicate the shapes on geoboards with the help of elastics. **Cross Curricular Competencies:** MLA (Mi'gmaw Language Arts) **Broad Areas of Learning:** Students will understand that their world is made up of shapes, it's important to know their name in order to better express ourselves in the world. **Universal Design for Learning/ Differentiation:** Presenting in digital flashcard format for the visual learner, presenting the geoboards for the tactile learner and then the physical learner can also get another opportunity by using the body to retrace the shapes with their arms as a group. Also, if students struggle with making the shapes, ask the students who have already accomplished to help the students struggling without doing it for them.
	Closure (transition): Now we are going to get out of our seats and make out the shapes with our arms. We can do a run through each shape.	**FORMATIVE - Assessment FOR learning:** Together students will be able to activate prior knowledge with the digital flashcards on the smartboard. They can also help each other. **FORMATIVE - Assessment AS learning:**

[1] *Based on a simplified version of Understanding by Design (UBD) and the IB Middle Year Program Planner*

		Students will be able to recreate the shapes I ask of them with the elastics and the geoboards and demonstrate what they know. Students can support each other in their small group seating.
		SUMMATIVE - Assessment OF learning:
		Students can replicate the shapes with the elastics and then their arms.

Further considerations (follow up activities)

- A worksheet with a large egg full of geometrical shape patterns asking students to color in each shape in a specific color. This will help them to review the color names also.
- Another lesson is a journal entry asking students to make a detailed drawing with as many shapes as they can and write a sentence explaining the drawing.
- Taking them on an excursion to find shapes in our world.

Reflection:

This lesson was a hit with the students. They really enjoyed the hands-on aspect and have since asked to use the geoboards to make all kinds of shapes. When I do this lesson, I will make sure the use the thinner elastics. I hadn't worked with the geoboards prior to this and picked up the wrong kind of elastics that were a little harder for some of the students to manipulate.

Professional Competencies:

PC1: **To act as a professional inheritor, critic and interpreter of knowledge or culture when teaching students**.
By knowing the shapes myself very well, and having the proper way of explaining some of the Mi'gmaw names and why they would be called that according to the root of the word.

PC2: **To communicate clearly in the language of instruction, both orally and in writing, using correct grammar, in various contexts related to teaching.**
I ensured I had the proper words by going to the grade 3 and 4 classroom and double checking the words for the geometric shapes I was going to go over.

PC3: **To develop teaching/learning situations that are appropriate to the students concerned and the subject content with a view to developing the competencies targeted in the programs of study.**
Grade 1 and 2 have all learned these shapes prior to the lesson I did with them, but mastery wasn't quite there yet. This lesson had a lot of repetition within it.

PC5: **To evaluate student progress in learning the subject content and mastering the related competencies.**
I was able to do this as I moved from one part to the next with some observation I could see when they were ready for the next step.

PC6: **To plan, organize and supervise a class in such a way as to promote students' learning and social development.**
This lesson is intended for some collaborations between the stronger students and the ones who may need longer amounts of time to process and execute directions.

PC7: **To adapt his or her teaching to the needs and characteristics of students with learning disabilities, social maladjustments or handicaps.**
Making sure that every student feels engaged and ensuring I provide support to those who need more assistance in fulfilling the objectives of the lesson.

PC8: **To integrate information and communications technologies (ICT) in the preparation and delivery of teaching/learning activities and for instructional management and professional development purposes.**
This was done through Quizlet. A great tool that can easily be used with a smartboard for interactive features.

PC10: To cooperate with members of the teaching team in carrying out tasks involving the development and evaluation of the competencies targeted in the programs of study, taking into account the students concerned.
I had to work with the CT in order to come up with a plan that would make for a rich lesson and she pointed me in the direction of the geoboards as she hadn't had an opportunity to put them to use yet.