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| **Microteach Lesson Plan** |

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| **Teacher Name** | **Trish Haugrud** | **Date** | **June 11** |
| **Subject Area** | **Math** | **Grade** | **2** |
| **Topic** | **3-Dimensional Objects** | **Time** | **20 minutes** |

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| **General Learner Outcome(s)**  *Taken from Alberta Program of Studies* | Describe the characteristics of 3-D objects and 2-D shapes, and analyze the relationships among them. |
| **Specific Learner Outcome(s)**  *Taken from Alberta Program of Studies* | 7. Describe, compare and construct 3-D objects, including:  cubes, spheres, cones, cylinders & pyramids. |
| **Learning Objectives**  *What do you want your students to learn?* | Students will:   * Recognize the specific names of various 3-D objects * Understand what makes each 3-D object what it is by contemplating if it: rolls or slides? Is curved or flat? How many vertices, edges and faces does it have? * Realize that there are similarities and differences between the 3-D objects |
| **Assessment**  *How will you know your students have learned?* | Observation of students as they:   * Identify 3-D objects inside and outside the classroom * Answer questions related to 3-D objects * Build 3-D objects with clay and assess what others have made by using terms: edges, faces, roll, slide, etc. |
| **Materials**  *What resources will you need?* | * Clay * Plastic 3-D objects * Die, soup can, ball, birthday hat and pyramid * Colored clothes pins (to divide into groups) * Diagram of cube * Poster boards (used as dividers between children) * Carpet |

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| **Introduction** | * Prior to class: Place diagram on board, place a table and two chairs at the front of class, put bag of objects beside my chair, organize students desks into groups of two, put poster board at each set of desks and place carpet on floor. * Have students join me on the carpet * Ask children to identify the names of the 3-D objects shown and to think of 3-D objects that are inside and outside of the classroom * Explain what and where the edges, vertices and faces are on the cube and cone * Expand on what it means/looks like if the 3-D object can roll or slide (8 min) |
| **Body** | * Choose a child to demonstrate the activity with me before all the children partake * Allow the child to choose a 3-D shape to make with his clay * Because of a divider, I will not see what he is making. I will ask questions as I try to build a replica with my piece of clay * After exemplifying this task, divide the class into pairs with use of clothes pins   (7 min) |
| **Closure** | * Bring class back together at the carpet and ask what was difficult or easy about this task? * Contemplate what makes these 3-D shapes similar? Different? (ex. between a cone & pyramid) * Encourage them to look for other 3-D shapes at school and home!   (5 min) |