

Ocean Journey Circles Lesson

Grace Streefer

<p>Grade: Preschool</p> <p>Materials:</p> <ul style="list-style-type: none"> ❖ A book on sea creatures (you may allow students to choose from the classroom library) ❖ 20 paper plates ❖ Crayons ❖ Sea Animal Handout (See Appendix A) ❖ Glue Sticks <p>Note: Have one premade ocean scene made for the students so that they may see an example of what it could look like in the end. (See Appendix B)</p>	<p>Subject: Shapes: Circle – Ocean Journey</p> <p>Technology Needed: N/A</p>				
<p>Instructional Strategies:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> <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"/> Other (list) </td> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> <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 </td> </tr> </table>	<ul style="list-style-type: none"> <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"/> Other (list) 	<ul style="list-style-type: none"> <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 	<p>Guided Practices and Concrete Application:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> <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) </td> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic </td> </tr> </table> <p>Explain:</p>	<ul style="list-style-type: none"> <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) 	<ul style="list-style-type: none"> <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic
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<p>Standard Goal P-MATH 9. Child identifies, describes, compares, and composes shapes.</p>	<p>Universal Design for Learning</p> <p>Below Proficiency: Students below proficiency will receive additional assistance from either the teacher or the teacher’s aide as needed. If a student is below proficiency in cutting smaller items, the teacher may help cut some of the sea items out for the student to reduce their workload. Give personalized step-by-step instructions for students who need to hear them one at a time.</p> <p>Above Proficiency: Students above proficiency will be provided with additional questioning to deepen their understanding of ocean creatures and the shapes found in their projects. This questioning is dependent on each unique learner and will require personalized conversation with them to deepen their understanding.</p> <p>Modalities/Learning Preferences:</p> <ul style="list-style-type: none"> • Visual: The students will see an example of a completed work as a model for their own work. They will also see multiple representations of circles throughout the creation of their project. • Auditory: The students will be listening to the story about sea creatures and will hear clear instructions given to them about how to carry out their projects. • Kinesthetic: Students will be writing their names on the back of their paper plate before beginning their project and will be coloring their ocean scene/creatures. • Tactile: Students will be cutting and gluing their sea creatures onto their ocean scene. 				
<p>Objective I can identify circles and manipulate them to create artwork of an ocean scene.</p> <p>Bloom’s Taxonomy Cognitive Level: Remember, Apply, Create</p>	<p>Behavior Expectations- (procedures/expectations specific to the lesson, rules and expectations, etc.)</p> <ul style="list-style-type: none"> ❖ Students will follow all directions given by the teacher ❖ Students will speak one at a time ❖ Students will maintain a voice level of 0 when the teacher is talking, and a voice level of 2 when they are speaking. ❖ Students will throw away all scrap papers when they are done cutting the sea creatures. 				
<p>Classroom Management- (grouping(s), movement/transitions, etc.)</p> <ul style="list-style-type: none"> ❖ Students will sit at the rug for large group instruction and for class book reading. ❖ Students will have their eyes on the teacher, their ears listening, voices quiet, and bodies still throughout large group instruction. ❖ Students will take turns speaking and listen to the person who is talking at all times. ❖ Students will walk, not run when moving between their seats. 					

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<ul style="list-style-type: none"> ❖ Students will maintain a voice level of 0 when the teacher is talking, and a voice level of 2 when they are speaking. ❖ Students will raise their hand if they have a question or other contribution to group discussion. 	<ul style="list-style-type: none"> ❖ Students will use an appropriate amount of glue on the back of their sea creatures as they have been taught to do. ❖ Students will move with and use their scissors in a safe way as they have been taught.
Minutes	Procedures
1-2 minutes	<p>Set-up/Prep before lesson:</p> <ul style="list-style-type: none"> ❖ Set out paper plates and the Sea Animal Handouts (see Appendix A) at the students’ table spots ❖ Students will already have their glue sticks and scissors in their boxes on their tables. ❖ Students also have their crayons in their boxes at their tables
5-6 minutes	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <ul style="list-style-type: none"> ❖ Begin the lesson by transitioning the students from puzzles to the rug to read a story about ocean animals. <ul style="list-style-type: none"> - Sing the “Clean up” song and then tell the students to meet you on the rug once they have cleaned up their space. ❖ Once the students have cleaned up and seated themselves on the rug (circle), give a brief explanation for what they will be doing in this lesson. Remind them of the theme of the week (Ocean Journey) and the shape of the month (circle). You may also say the “Cindy Circle” rhyme to help the students remember what a circle is and how they can tell. <ul style="list-style-type: none"> - “Hi class! Can anyone tell me what the theme of the week is? What is the shape of the month?” (Allow students time to answer these questions – just one student per question) - “Today, we will be reading a book about animals and other creatures that can be found in the ocean. Listen carefully and use your tracking fingers to follow along with the story!” - Read the book about sea animals that you have chosen for this lesson. Ask the students guiding questions throughout to ensure that they understand the vocabulary used and to keep them engaged with the readings. Draw their attention to the different sea animals that are in the book and other ocean features. If you see any circles in the story, you may also point those out to the students. ❖ Once you have finished reading the book, briefly discuss with the students the different sea creatures that can be found in the ocean that they heard about in the book. Have them list off 3 or 4. <ul style="list-style-type: none"> - “That was a wonderful book about sea animals, friends! Thank you for listening! What are some of the sea animals that you saw in the book? Did you see any animals that were shaped like a circle?”
5 minutes	<p>Explain: (teacher-led)</p> <ul style="list-style-type: none"> ❖ Once you have finished reading and discussing the book with the students, transition to explaining the ocean journey scene activity to the students. ❖ Explain the activity to the students – show an example to the students as a model for what their ocean scene might look like. ❖ Give the following instructions to the students: <ul style="list-style-type: none"> - Students write their name on the back of the paper plate - Color half of the paper plate blue and the other half brown - Cut out the animals and other sea creatures - Glue the sea creatures on the plate to create an ocean scene - Color the sea creatures to complete their ocean scene - Count all the circles that they can find in their ocean scene (animal cut outs, shapes of animals, etc.) (bonus: can they identify that the plate itself is a circle?) ❖ Have the students repeat these directions back to you to ensure that they understand them. Prompt them for the steps by asking questions like “What is the first thing you do once you get to your table spot? After you write your name, what do you do with the plate? What two colors will you use for this? Etc....” ❖ Once you have confirmed the instructions with the students, dismiss them by table. The students will first go and get their washable markers, and then they will go to their table spots to complete the activity.
10 minutes	<p>Elaborate: (concrete practice/application with relevant learning task -connections from content to real-life experiences)</p> <ul style="list-style-type: none"> ❖ Walk around and observe the students completing their ocean scene. ❖ Ask guiding questions to help the students think more deeply about their projects. With these questions, draw their attention to the shapes within their artwork. Can they find any circles in their projects? How many can they find? ❖ Note: Be intentional with all the students and attentive to their individual needs and inquiries. As you see fit, ask more questions to help deepen the students’ understanding of both shapes and other ocean animal and creatures. For example: <ul style="list-style-type: none"> - “Do you think you would find this animal near the surface of the water or at the bottom of the ocean? Why do you think that?” - “How is the sea turtle different than the seaweed? Why do you think that?” - These are some examples of some extended guiding questions that you might ask.
1-4 minutes	<p>Closure (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> ❖ Once the students have completed their work, have them check with the teacher or teacher’s aide to ensure that they cut out all of their sea creatures and applied them to their colored paper plate. Also make sure that they have written their name on the back before they place them in their cubbies.

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	<ul style="list-style-type: none">❖ Also, before having the students place their work in their cubbies, have them count the number of circles that they can find in their artwork for you.❖ For the students that have completed their work, have them play with little Legos in their usual center spots on the floor while they wait for their peers to finish their projects as all student work at different paces.❖ Once all the students have completed their work, transition them to snack time. (you may use the “clean up” song for this transition)
<p>Formative Assessment: (linked to objective, during learning)</p> <ul style="list-style-type: none">• Progress monitoring throughout lesson (document of student learning, data collection) <p>Formative assessment will be done through observation in which the teacher will be looking to see that students are following the directions given for completing the project as seen in the “Explain” portion of the lesson plan. The teacher will also formally assess the students’ knowledge of what a circle is and how many they can find in their artwork of an ocean scene.</p>	<p>Summative Assessment (linked back to standard, END of learning)</p> <p>The students’ final creation of an ocean scene will act as the summative assessment for this lesson. As a part of this assessment, the students will verbally tell the teacher or the teacher’s aide what a circle is and how many they can find within their project.</p>
<p>Teacher Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p>	

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Appendix A

Ocean Animal Handout



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Appendix B

Sample of Completed Work

