School: Nebinger #259  
Instructor: Tamara Gerber, ESOL teacher  
Date: 10/31/10  
Lesson Topic: Using iPhoto to document and describe shapes in the real world  
Target Audience: First grade beginning-level ESOL students  
Length: 45 minutes (one period)  

<table>
<thead>
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<th>Standards:</th>
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<td>- math (2.9.1.A.): Identify and describe 2-dimensional shapes</td>
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<td>- listening and speaking (1.6.1.A.): Listen actively and respond to others in small and large group situations with appropriate questions and ideas</td>
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<td>- informational writing (1.4.1.B.): Write informational pieces using illustrations when relevant (e.g. descriptions)</td>
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<td>- see ‘CAN DO Descriptors’ for Level 2/Beginning English Language Proficiency</td>
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Overview/Scenario: Using digital cameras, first grade entering-level ESOL students will demonstrate their understanding of shapes by searching for examples of shapes in the real world. Groups of students will document their shapes using digital photos. These photos will then be used to create a class book in iPhoto.

Objectives: Students will demonstrate their understanding of shape terms (rectangle, square, circle, triangle) by using technology (digital cameras) to document real-world examples of shape terms. Students will label their shape photo with the correct shape term. Students will use communication skills (listening and speaking) while working in groups.

Materials:  
- labeled templates of different shapes (rectangle, square, circle, triangle)  
- four digital cameras with charged batteries  
- iPhoto program installed on computers  
- one computer per group  
- color printer  
- paper  
- real-world objects (realia) in different shapes (rectangle, square, circle, triangle) in their natural locations in the classroom

Prior Knowledge: (hook/Engagement): Students will have already learned the shape names both in their regular math classrooms and in ESOL. This lesson will reinforce what they have learned and demonstrate their understanding. Students will have already been introduced to digital cameras and have used them (with excitement) in prior projects.
### Procedure/Action Plan:

1. **List your step-by-step procedures.**
   - Review shape terms through a whole-class read aloud (ex. *Round is a Mooncake: A Book of Shapes* by Roseanne Thong).

2. Place students in one of four groups and assign a term to each group (rectangle, square, circle, triangle).

3. Distribute a cut-out labelled template of the particular shape to each group.

4. Designate one student per group as the leader, who will take the photo.

5. Distribute a digital camera to each group.

6. Give students time to ‘read the room,’ looking for their assigned shapes in the realia around them. Encourage discussion within groups.

7. Students should photograph three items that demonstrate their assigned shape.

8. Assist students with taking their digital photos (as needed).

9. Import photos on computers.

10. Assist student groups with selecting one photo to publish.

11. Assist students with composing and typing their captions (Ex. ‘A window is a rectangle.’ ‘A clock is a circle.’)

### Evaluation/Progress Indicators:

How will you determine and measure if objective(s) have been met?

Student group checklist/rubric to determine:
- Student participation in group work
- Active listening and appropriate speaking skills (demonstrating appropriate English language proficiency) in group work
- Three photos per group that demonstrate the assigned shape
- One published photo per group, labelled with the proper term
### Lesson Plan Template

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<th>Integration/Extensions:</th>
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| Publish our iPhoto book (with a page from each group/shape) for our classroom library.  
Have a ‘publishing party’ and invite the principal and other administrators to come view our book and celebrate our authors.  
Color-photocopy a copy of the book for each student to take home.  
Use the same lesson plan with different content (an invention on the text/topic):  
-have students document different emotions by making happy, sad, or angry faces and writing sentences (ex. Alfonso is angry.)  
-have students search for examples of different colors and writing sentences (ex. The door is brown.) |

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<th>Reflection:</th>
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| How is this lesson impacted by your learning in the course (Macintosh Basics for Novice Users)? What did you used to do that is different here?  
In the Macintosh Basics for Novice Users course, we learned to use iPhoto. I had never had a basic tutorial in this program. In fact, I only recently started using it on a personal level at home since I just purchased a MacBook Pro. Using iPhoto in the classroom would take my learning and apply it at a whole new level.  
Besides never having used iPhoto with students before, I also have never used digital cameras in the classroom. Using technology in this way would be a new and different experience for me. I feel that it would enrich this lesson and teach students both technological and collaborative skills while reinforcing math terminology, and literacy skills as well. I am sure that students would be excited and engaged to document their findings with digital cameras.  
In the past, I would have devised a similar lesson using pen/paper rather than cameras and computers as the media. I feel that using technology in this way advances students’ skills and prepares them for our technologically-savvy world. |