Companion Lesson 3: Math
to support students with special needs in math

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Owney Companion Lesson 3: for Students with Special Needs in Math

Introduction:
This lesson plan is for students in the 2nd and 3rd grade who receive services under an Individual Education Plan (IEP) which requires them to receive math instruction in a special education setting. The lesson is developed for students who have a specific learning disability that impacts their ability to access the general education math curriculum without special education services. This lesson is developed to be used during the time the general education teacher is utilizing the Owney Tag Unit in the regular classroom (pp. 32-43).

Essential Questions
• What are the differences between plane and solid geometric figures?
• What are the similar characteristics of plane and solid shapes/figures?

Key Points
• The plane shapes to be covered are circle, square, rectangle, pentagon, octagon, and triangle.
• The solid shapes to be explored are the sphere, cube, rectangular prism, triangular prism and cone.

Objectives
• Students will reinforce their ability to recognize plane shapes also referred to as two-dimensional shapes.
• Students will begin developing an understanding of solid shapes also referred to as three-dimensional shapes.
Lesson Description

This lesson is developed to reinforce the students’ understanding of plane shapes and provide an introduction to solid shapes. The students will use their background knowledge on Owney’s tags gained from reading several of the books during language arts instruction. Using the cutouts of Owney’s tags, the students will identify which of Owney’s tags have the same shape as a circle, triangle, square, pentagon, octagon, or rectangle. The students will also explore solid shapes.

Opening

- Share the Owney books that the students have read and have them find the pictures that show his tags. Point out the different plane shapes.
- Using an electronic or regular white board, display the plane shapes and pictures of Owney’s tags representing all of the plane shape types explored in this unit. Have the students use the white board to drag Owney tags to the correct plane shape (Day One).
- Use an electronic or regular whiteboard to display pictures of both solid and plane shapes. Describe to the students how they are similar and how they are different (Day Two).

Assessment

- The students will play a game of “I spy the shape,” first finding examples of shapes in the classroom to represent all of the plane shapes. This game can also be used to find solid shapes in the classroom.
- The students will correctly identify and match the Owney tags to the corresponding plane shape.

Illustrations of Tag Shapes

- A Lucky Dog Owney, U.S. Rail Mail Mascot by Dirk Wales
- Owney the Mail-Pouch Pooch by Mona Kerby
- Arago.si.edu [search on Owney]
Guided Practice
- Give each student a large piece of construction paper folded into four equal sections to make a poster. Have the students select four plane shapes and label each section.
- Using the Owney dog tag cutouts, have the students match the tags to the shapes on the worksheet.
- Once every student has found one to four tags to match each of the four shapes have them glue them in the correct section.
- On Day Two, have the students pair/share about solid shape models. The models should be clearly marked with their names.

Independent Practice
- Give the students a worksheet with pictures of plane shapes and a word bank with the names of the shapes. Have students label each shape.
- Using Owney tags and models of solid shapes, have the students explore and discuss how they are different and how they are similar with a partner.
- This is a good time to have the students play “I spy a shape.”

Closing
Have the students share their posters with each other and display them in the classroom.