LESSON PLAN

GRADE LEVEL: KINDERGARTEN

CONTENT AREA: MATHEMATICS

SPECIFIC TOPIC: GEOMETRY

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EDUCATION 280-02

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EDUCATIONAL STANDARDS

K.G.A.

Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).

2. Correctly name shapes regardless of their orientations or overall size.

3. Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).

ELA: SL.K.3.

Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

OBJECTIVES

I. **Students will be able to select two-dimensional and three-dimensional shapes from teacher clues by picking up and stating the name of a shape described with 80% accuracy.**

II. **Students will be able to identify a shape by using the number of sides and flat versus solid characteristics 4 out of 5 times.**

ANTICIPATORY SET

1. Students will sit in their carpet spots.
2. Students will turn to the shape wall and repeat two-dimensional shape names with the teacher.
4. Students will be asked to look around the room to find a shape from the wall.
3. Pre-Assessment: Students will demonstrate their background knowledge of 2D and 3 D shapes as they each find an example of a shape in the classroom in 45 seconds.
4. Students will turn and talk to the peer next to them and say their example.
5. Students will regain attention on the teacher when hearing “3-2-1, and catch a bubble.”
6. Students will raise their hands to say their example. Approximately 5-7 children.
7. Students will make a circle around the carpet.

MATERIALS

A. Computer with Projector

B. 2-D and 3-D Shapes: circle, square, triangle, rectangle, sphere, cube, cylinder, cone and pyramid.

C. Pencils

D. Scissors

E. Glue Sticks or Glue Dots

F. Crayons

PROCEDURES BEGIN

1. Students will sit in a large circle.
2. Students will see teacher bring out a basket of shapes.
3. Students will listen to teacher introduce two-dimensional shapes.
4. Students will see the teacher hold up a shape.
5. Students will be asked to raise their hand if they recognize the shape and can name it.
6. Students will be called on if they are sitting using behaviors expected in the classroom. Only one student will be called on per shape.
7. Students will listen to the teacher say the name of the shape, how many sides and if it is two- or three-dimensional.

SHAPE SPECIFIC PROCEDURES

A. Circle

a) **Students will see teacher hold up the circle.**

b) **Students will hear the teacher say “circle” three times.**

c) **Students will repeat “circle” to the teacher.**

d) **Students will watch teacher go around the edges and say “a circle has no sides.”**

e) **Students will repeat “a circle has no sides.”**

f) **Students will see teacher show the circle is 2D because it is flat.**

g) **Students will say “the circle is 2D because it is flat.”**

h) **Students will see the circle be placed amongst the center of the carpet.**

SHAPE SPECIFIC PROCEDURES CONTINUED

B. Square

a) Students will see teacher hold up the square.

b) Students will hear the teacher say “square” three times.

c) Students will repeat “square” to the teacher.

d) Students will watch teacher go around the edges and say “a square has four equal sides.”

e) Students will repeat “a square has four equal sides.”

f) Students will see teacher show the square is 2D because it is flat.

g) Students will say “the square is 2D because it is flat.”

h) Students will see the square be placed amongst the center of the carpet.

C. Triangle

a) Students will see teacher hold up the triangle.

b) Students will hear the teacher say “triangle” three times.

c) Students will repeat “triangle” to the teacher.

d) Students will watch teacher go around the edges and say “a triangle has three sides.”

e) Students will repeat “a triangle has three sides.”

f) Students will see teacher show the triangle is 2D because it is flat.

g) Students will say “the triangle is 2D because it is flat.”

h) Students will see the triangle be placed amongst the center of the carpet.

SHAPE SPECIFIC PROCEDURES CONTINUED

D. Rectangle

a) Students will see teacher hold up the rectangle.

b) Students will hear the teacher say “rectangle” three times.

c) Students will repeat “rectangle” to the teacher.

d) Students will watch teacher go around the edges and say “a rectangle has two short sides and two long sides.”

e) Students will repeat “a rectangle has two short sides and two long sides.”

f) Students will see teacher show the rectangle is 2D because it is flat.

g) Students will say “the rectangle is 2D because it is flat.”

h) Students will see the rectangle be placed amongst the center of the carpet.

E. Sphere

a) Students will see teacher hold up the sphere.

b) Students will hear the teacher say “sphere” three times.

c) Students will repeat “sphere” to the teacher.

d) Students will watch teacher go around the edges and say “a sphere has no sides.”

e) Students will repeat “a sphere has no sides.”

f) Students will see teacher show the sphere is 3D because it is solid.

g) Students will say “the sphere is 3D because it is solid.”

h) Students will see the sphere be placed amongst the center of the carpet.

SHAPE SPECIFIC PROCEDURES CONTINUED

F. Cube

a) Students will see teacher hold up the cube.

b) Students will hear the teacher say “cube” three times.

c) Students will repeat “cube” to the teacher.

d) Students will watch teacher go around the edges and say “a cube has six sides.”

e) Students will repeat “a cube has six sides.”

f) Students will see teacher show the cube is 3D because it is solid.

g) Students will say “the cube is 3D because it is solid.”

h) Students will see the cube be placed amongst the center of the carpet.

G. Cylinder

a) Students will see teacher hold up the cylinder.

b) Students will hear the teacher say “cylinder” three times.

c) Students will repeat “cylinder” to the teacher.

d) Students will watch teacher go around the edges and say “a cylinder has two sides.”

e) Students will repeat “a cylinder has two sides.”

f) Students will see teacher show the cylinder is 3D because it is solid.

g) Students will say “the cylinder is 3D because it is solid.”

h) Students will see the cylinder be placed amongst the center of the carpet.

SHAPE SPECIFIC PROCEDURES CONTINUED

H. Cone

a) Students will see teacher hold up the cone.
b) Students will hear the teacher say “cone” three times.
c) Students will repeat “cone” to the teacher.
d) Students will watch teacher go around the edges and say “a cone has one sides.”
e) Students will repeat “a cone has one sides.”
f) Students will see teacher show the cone is 3D because it is solid.
g) Students will say “the cone is 3D because it is solid.”
h) Students will see the cone be placed amongst the center of the carpet.

I. Pyramid

a) Students will see teacher hold up the pyramid.
b) Students will hear the teacher say “pyramid” three times.
c) Students will repeat “pyramid” to the teacher.
d) Students will watch teacher go around the edges and say “a pyramid has five sides.”
e) Students will repeat “a pyramid has five sides.”
f) Students will see teacher show the pyramid is 3D because it is solid.
g) Students will say “the pyramid is 3D because it is solid.”
h) Students will see the pyramid be placed amongst the center of the carpet.

PROCEDURES CONCLUSION

8. Students will be asked to find a shape described by the teacher. One student per shape.
9. Student chosen will stand and hear the teacher describe how many sides and 2D or 3D.

   For example, “the shape has no sides and is flat.”
10. Student will pick up the shape and say its name. For example, “Circle.”

DIFFERENTIATION: SPECIAL NEEDS

Process: Grouping- LD students will work with ICS teacher on identifying the shapes for the categories.

Content: Matching activity with shapes cut out for gross motor needs.

Product: Students will be able to identify at least three more shapes than during anticipatory set.

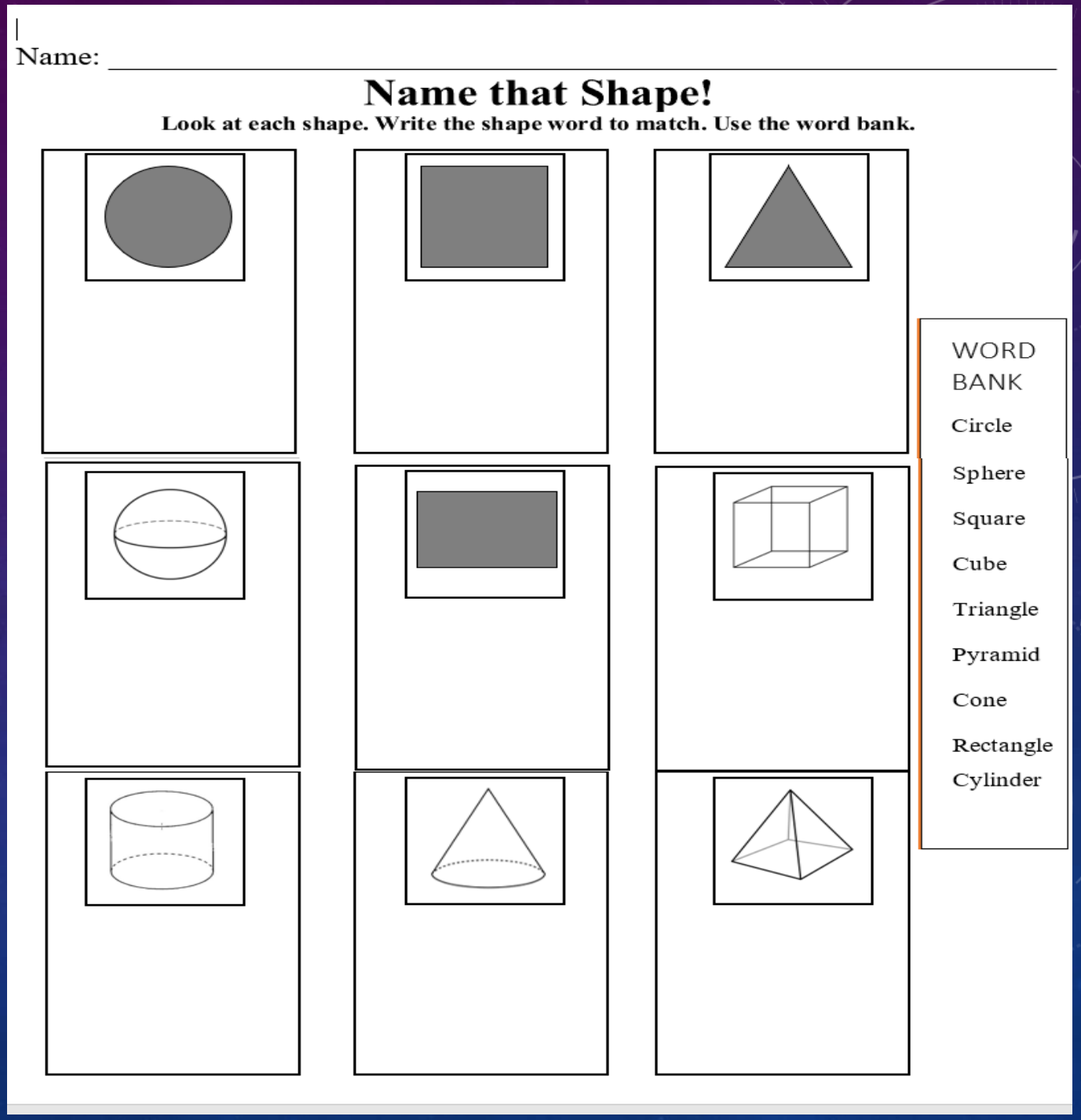
Made by Myself

DIFFERENTIATION: GIFTED AND TALENTED

Process: Grouping-may work in small group with discussion possible.

Content: Students who can identify all shapes during anticipatory set will be given a supplementary worksheet to match terms with pictures.

Product: Complete supplementary worksheet with 80% accuracy.



Name: _____

Name that Shape!

Look at each shape. Write the shape word to match. Use the word bank.

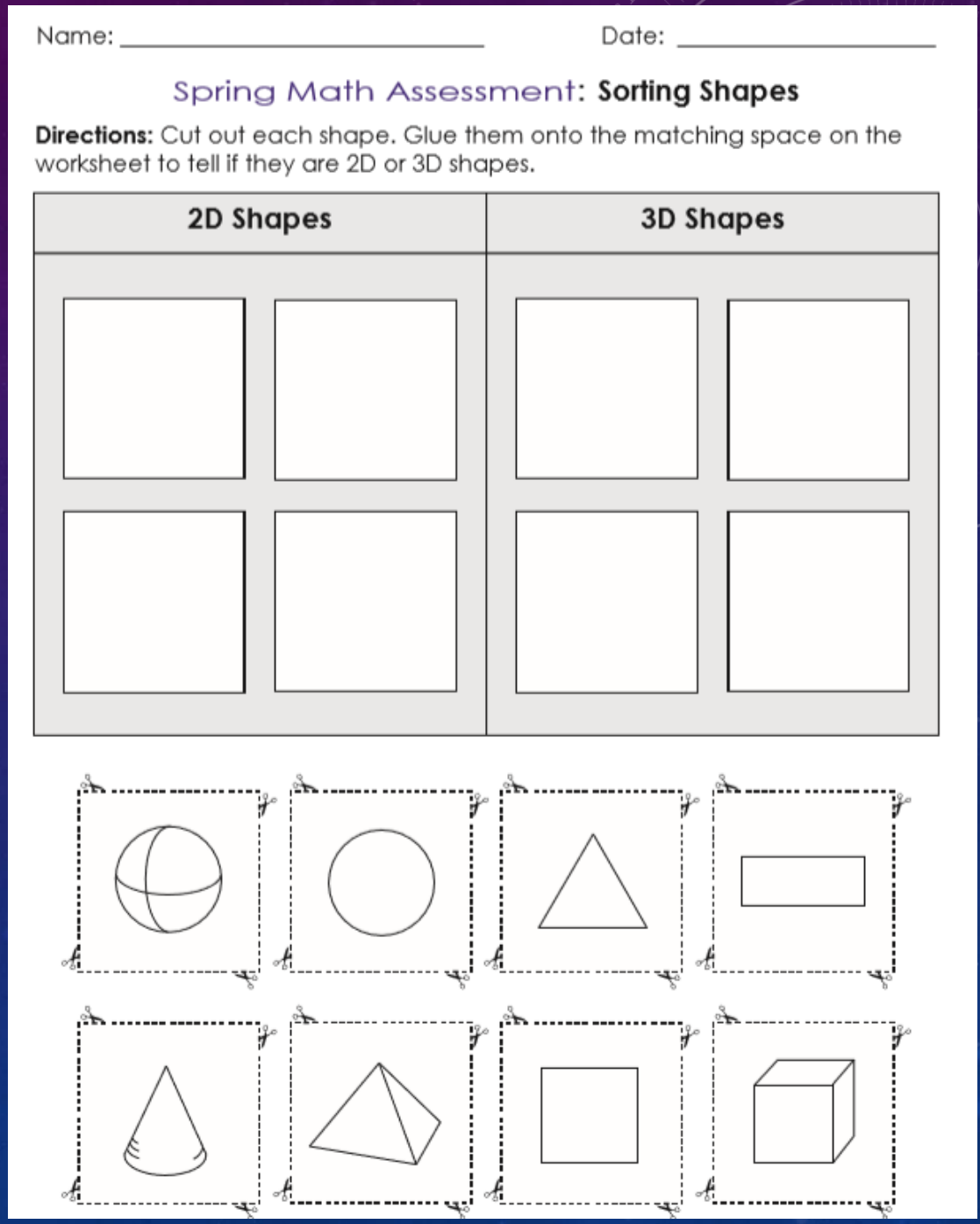
WORD BANK

Circle
Sphere
Square
Cube
Triangle
Pyramid
Cone
Rectangle
Cylinder

Retrieved from education.com

GUIDED PRACTICE

1. Students will return to their seats.
2. Students will receive a teacher created graphic organizer.
3. Students will write their names on the paper.
4. Students will cut out the shapes on the bottom half of their organizer.
5. Students will separate each shape by if it is two- or three-dimensional.
6. Students will place the shape in a box in the side it matches.
7. Formative Assessment: students will give a thumbs up, thumbs middle or thumbs down on how they are feeling during the exercise regarding their knowledge of shapes.
8. Students will review responses in whole group.
9. Students will glue down the shapes in their correct spots.



Name: _____ Date: _____

Spring Math Assessment: **Sorting Shapes**

Directions: Cut out each shape. Glue them onto the matching space on the worksheet to tell if they are 2D or 3D shapes.

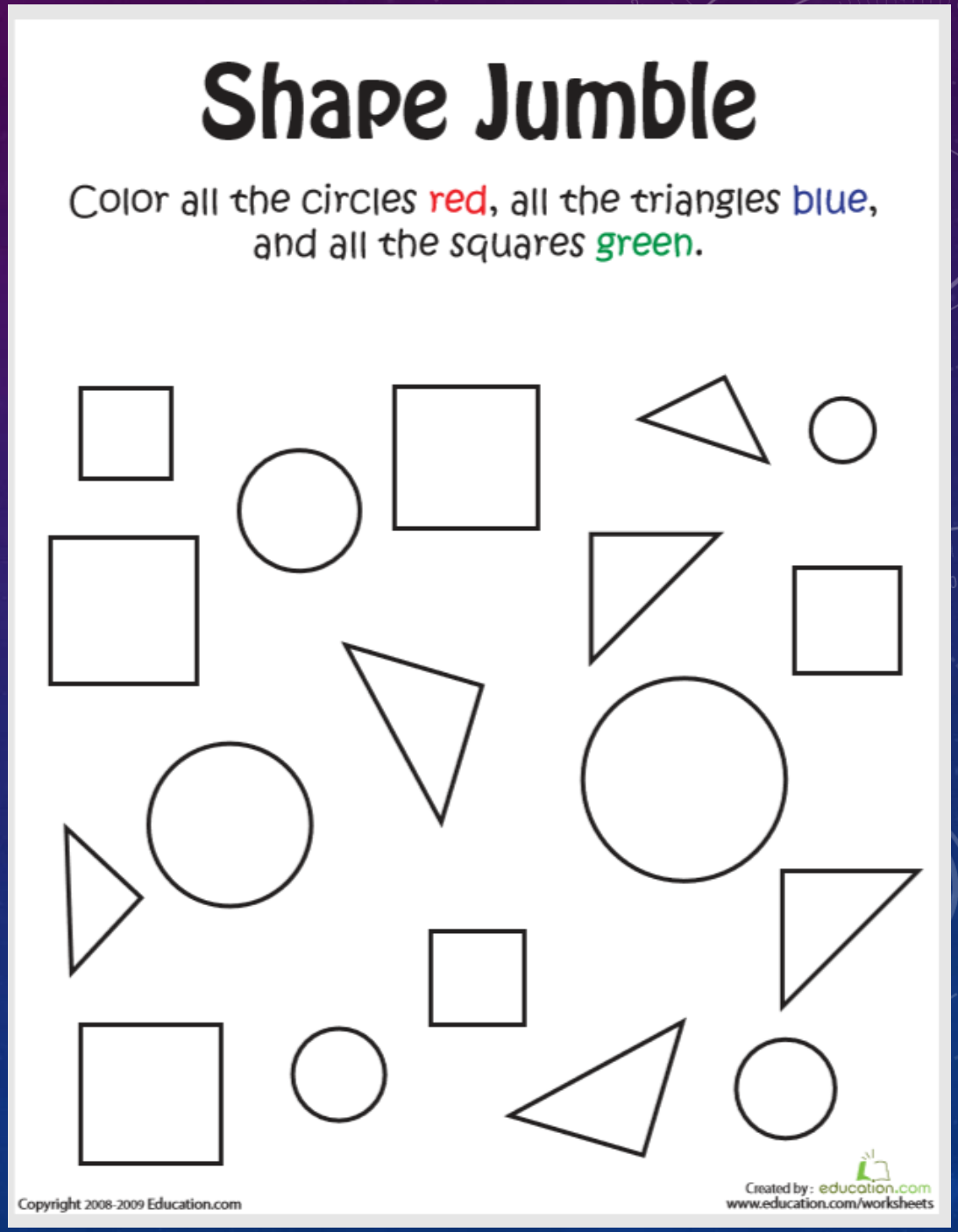
2D Shapes	3D Shapes

CLOSURE AND EXTENSION

1. **Students will return to the carpet.**
2. **Students will turn to watch two videos on two-dimensional and three-dimensional shapes.**
3. **Students will stand on spots for 2D Shapes Movement Video (Stop at 1:30-circle, triangle, rectangle, square): https://www.youtube.com/watch?v=3lKTEBQkpR4**
4. **Students will then sit and listen to 3D Shapes Video (pyramid): https://www.youtube.com/watch?v=2cg-Uc556-Q**

INDEPENDENT PRACTICE

1. **Students will complete the Shape Jumble teacher-created worksheet for homework.**
2. **Summative Assessment: Students will bring in a shape from home to present for show and tell.**
3. **Students will present the name of the shape, how many sides it has and if it is two- or three-dimensional.**



ASSESSMENTS

Pre-Assessment: Students will demonstrate their background knowledge of 2D and 3 D shapes as they each find an example of a shape in the classroom in 45 seconds.

Formative Assessment: Students will give a thumbs up, thumbs middle or thumbs down on how they are feeling during the exercise regarding their knowledge of shapes.

Summative Assessment: Students will bring in a shape from home to present for show and tell.