

Grade: Pre-School/Kindergarten		Subject: Math	
Materials: pipe cleaner, shape cards, button, little ball, mirror, box, and clay		Technology Needed: NA	
Instructional Strategies: ◦ Direct instruction ◦ Guided practice ◦ Socratic Seminar ◦ Learning Centers ◦ Lecture ◦ Technology integration ◦ Other (list)	◦ Peer teaching/collaboration/cooperative learning ◦ Visuals/Graphic organizers ◦ PBL ◦ Discussion/Debate ◦ Modeling	Guided Practices and Concrete Application:	
		◦ Large group activity ◦ Independent activity ◦ Pairing/collaboration ◦ Simulations/Scenarios ◦ Other (list)	◦ Hands-on ◦ Technology integration ◦ Imitation/Repeat/Mimic
Standard(s) K.G.1 Describe objects in the environment using names of shapes and solids (squares, circles, triangles, rectangles, cubes, and spheres). K.G.2 Correctly name shapes and solids (squares, circles, triangles, rectangles, cubes, and spheres) regardless of their orientations or overall size.		Differentiation Below Proficiency: The student will name and describe some shapes. The student will make models of shapes. Above Proficiency: The student will name and describe shapes and solids (squares, circles, triangles, rectangles, cubes, and spheres). The student will make models of shapes and solids. The student will go beyond the shapes and solids listed and will be able to describe angles and types of angles within the shapes and solids. Modalities/Learning Preferences Visual, tactile	
Objective(s) At the end of the lesson, the student will be able to describe objects in the environment using names of shapes and solids by selecting specific shapes or solids when asked to and constructing those shapes with pipe cleaners. At the end of the lesson, the student will be able to tell me the correct names of specific shapes by choosing those objects in the classroom that look similar to a particular shape or solid. Bloom's Taxonomy Cognitive Level: Evaluation, synthesis			

<p>Classroom Management- (grouping(s), movement/transitions, etc.)</p> <p>-The students will be doing this lesson one on one with me.</p> <p>-We will be working at a table.</p>	<p>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</p> <p>-Students will participate in the activity by grouping shapes and solids, constructing shapes with pipe cleaners, and pointing out certain shapes or solids in the classroom.</p> <p>-If the student gets distracted or frustrated, we will take a quick break and revisit the lesson.</p>
Minutes	Procedures
10	<p>Set-up/Prep:</p> <p>-gather materials: button, box, little ball, mirror, clay, and pipe cleaners</p> <p>-make a picture of a watermelon and window</p>
5	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <p>“Today, we are going to name and describe shapes and solids doing a variety of activities.”</p> <p>-We will be doing an activity where I will ask the student to point at objects in the room that are a certain shape or solid.</p> <p>-“Can you point at a circle you see in the classroom?”</p> <p>-We will do this until we have gone through all the shapes and solids.</p>
8	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <p>-Layout a variety of picture items that are different shapes (circle-button, triangle-watermelon, square-window, rectangle- mirror, cube- box, sphere-little ball)</p> <p>-“Can you point to an object that is a circle, triangle, square, etc.?”</p> <p>- Student will point out each object until we have completed them all</p> <p>- While we go through each shape, I will be describing the shape by its name, sides, angles, types of angles, and possible variations of the shape. (circle-has no sides, triangle- has 3 sides, Square- has 4 sides, rectangle- has 4 sides, cube- has 6 faces, sphere- has no sides)</p>

<p>10</p>	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) -“Now we are going to make our shapes.” -I will demonstrate an example for the student before they make them on their own shapes and solids. -Student will explore shapes by using shape cards, pipe cleaners, and clay. -Student will pick up a card and then make the shape the card shows them using pipe cleaners. Examples: -Student picks a card with a circle, uses the pipe cleaners to make a circle. -“What shape are you making? How many sides does it have? Where might you see this shape?” -Student picks a card with a triangle, uses the pipe cleaners to make a triangle. -“What shape are you making? How many sides does it have? Where might you see this shape?” -Student picks a card with a cube, uses the clay to make a cube. -“What solid are you making? How many sides does it have? How many angles does it have? Do you know what type of angles it has? Where might you see this solid?”</p>
<p>5</p>	<p>Review (wrap up and transition to next activity): “Today, we looked at many different shapes and solids squares, circles, triangles, rectangles, cubes, and spheres.” -As I say each shape and sphere, I will point at the shape cards. -“Do you have a favorite shape or solid? Why?”</p>
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc. As the student is working, I will observe and assist the student in describing and naming shapes and solids and redirect and remind them by reviewing the shape or solid they are struggling with.</p> <p>Consideration for Back-up Plan: Makes shapes on a geoboard and look at 3D solid shapes</p>	<p>Summative Assessment (linked back to objectives) End of lesson: The student will name shapes and solids they see in their environment.</p> <p>If applicable- overall unit, chapter, concept, etc.:</p>

Reflection (What went well? What did the students learn? How do you know? What changes would you make?): 2-3 paragraphs

The students seemed engaged, initially searching for more than one item around the classroom that looked like a certain shaped I asked them to look for. Students enjoyed making the shapes especially making the shapes out of clay. Most of the students chose to make their shapes out of clay. While giving my lessons, many students walked by or stood watching for a little because they were interested in the lesson. Some students would ask if I could provide them with the lesson next.

The students learned the names and descriptions of a variety of different shapes. They would tell me many objects that are similar to the shapes I had shown them. When they found those shapes, they would say things such as “see it is a triangle because it has three sides, or it is a rectangle because it has two sides that are longer than the other sides.” Students could connect how their favorite shape may have to do with the description of the shape, such as one student said, “I like the sphere because it is shaped like a baseball, and I can hold it in my hand.”

During the first time I gave this lesson, when we got to the part of making the shapes with clay or pipe cleaners, the student simply told me they could not make the shape they chose with the materials they were given. I had to think quickly, and I found some q-tips for the student to use. After this, the student was able to make the shapes. I continued to use the q-tips in the rest of the lessons I taught. Some students could use the other materials I had provided to make the shapes. For some students, especially those who struggle with their shapes, I should model what the shapes look like with the materials and then have them model back to me and make what I made. During the exemplifying section in my lesson, when I ask students to point at the shape, I need to remember to describe the shapes, so the student learns how to identify the shape and then make that shape later on. Having a list next to me of objects or things in the classroom environments or at home would help give the students ideas on where they might see some of these shapes in their everyday life. Some students were crowding the lesson I was giving, and I asked them to walk away, but I should have been sterner with the students. I should have stood up and sternly told the students to please walk away and explain why I would like them to walk away. I would explain to them how it is a distraction for the person who is getting the lesson and when I am giving a lesson. I would ask them to explain how it would make them feel if they were always getting interrupted during their lesson. I could assess the children by having them draw the 2D shapes on a piece of paper so I could have some documentation of their work.

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