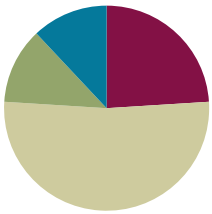
Lesson 5

Objective: Identify, analyze, sort, compare, and position circles, rectangles, squares, and triangles.

Suggested Lesson Structure

Fluency Practice	(6 minutes)
Application Problem	(3 minutes)
Concept Development	(13 minutes)
Student Debrief	(3 minutes)
Total Time	**(25 minutes)**



Fluency Practice (6 minutes)

- Pop Up Fingers **PK.CC.3a** (2 minutes)
- Count the Corners **PK.CC.3a** (4 minutes)

Pop Up Fingers (2 minutes)

Note: Notice if students are able to pop up 1, 2, and 3 fingers without counting or if they release them one at a time. This is an informal assessment. Model popping up but accept the action of moving one finger up at a time. Keep it playful.

T: Let's count on our fingers the Math Way.
S: (Lift a finger from left to right starting with the left pinky and count.) 1, 2, 3, 4, 5.
T: Put your fingers back into their starting position with no fingers up. Pop up 1.
S: (Pop up the left pinky.)
T: Put 1 finger down again.
S: (Do so.)
T: Pop up 2 fingers.
S: (Pop up the left pinky and left ring finger.)
S: Put 2 fingers down again.

Repeat with 3 fingers.

Count the Corners (4 minutes)

Materials: (S) Rectangle and triangle (Fluency Template), bag with 7 beans

Note: This is an informal assessment to see if students can distinguish between the rectangle and the triangle.

T: Mark the corners of the triangle with beans.
S: (Mark the corners with beans.)
T: How many beans did you put?
S: Three.
T: How many corners does a triangle have?
S: Three!

Leave the beans on the triangle. Repeat the process with the rectangle. Next, direct the students to remove one or more beans from the rectangle and ask them how many corners have a bean on them, how many do not. Have them replace all the beans and repeat the same process with the triangle. If students are doing very well, move fluidly between the rectangle and triangle, at times removing a bean from the rectangle, at other times from the triangle.

Application Problem (3 minutes)

Materials: (S) Per pair: 1 paper bag with a triangle cutout inside (Lesson 1 Template 2), 1 paper bag with a circle cutout inside (Lesson 1 Template 2)

Pair students and give each child a bag (ensure that each pair has a triangle and circle). Invite one student in each pair to open the bag and feel the shape without looking. Encourage children to describe what they feel and to guess the shape before pulling it out of the bag. Repeat, giving the other child in each pair a chance to try.

Note: This activity requires children to think about the parts of a shape and use the sense of touch to name the shape. By describing what they feel to a partner, children have a chance to use new vocabulary in context.

Concept Development (13 minutes)

Part 1: Concept Introduction

Materials: (T) Large cutouts of circles, rectangles, triangles, and squares (Lesson 1 Template 2); music

Prior to the lesson, place shapes on the floor throughout the room. There should be a few more shapes than students.

1. Tell students, "Let's play a game called Shape Walk!" Explain that they will walk around the classroom

NOTES ON MULTIPLE MEANS OF REPRESENTATION:

Provide a visual signal for the stop of the music so deaf and hard of hearing students can participate in the game.

between all the shapes on the floor as music plays.

2. Say, "When the music stops, touch the closest shape with your foot and freeze! Then, everyone will chant, 'Circle, rectangle, triangle, square. You can find shapes everywhere!'" Tell students to whisper-say the name of the shape their foot is on.
3. Still frozen, students listen carefully to a direction. "If you're *next to* a circle, sit down on it." "If you have a square, hold it *up*." Any students who are not touching the named shape, remain frozen.
4. Alternate naming the shape and describing the shape, e.g., "This shape has three sides and three corners." Then, as before, give directions using position words.
5. Continue playing until all shapes have been named several times.

Part 2: Practice

Materials: (S) Per pair: park scene (Template), 2 small animals or dolls, music

Before sending children to prepared tables, gather them in a circle to model the activity.

1. Show students the park scene and a small doll or animal. Say, "You and your partner are going to take your little friends for a walk in the park."
2. Tell students they will move their doll on the paper, and when the music stops they will identify the shape their doll is *on* or *next to* and talk about it with their partner.

MP.3

3. Encourage students to share all they know about each shape and to use position words to tell where each shape is, e.g., "Part of the sun is a circle. It is round. It has no straight sides and no corners. It is up in the sky."
4. Circulate as students talk about the shapes. Comment and describe what you hear, using parallel talk, e.g., "Jason says the seesaw is a rectangle on a triangle. The rectangle has four sides and four corners. It is *under* the kite."
5. Invite partners to the Student Debrief with their park scene templates.

Student Debrief (3 minutes)

Lesson Objective: Identify, analyze, sort, compare, and position circles, rectangles, squares, and triangles.

The Student Debrief is intended to invite reflection and active processing of the total lesson experience. It is also an opportunity for informal assessment. Consider taking anecdotal notes or using a simple checklist to note each child's progress towards meeting the lesson objective.

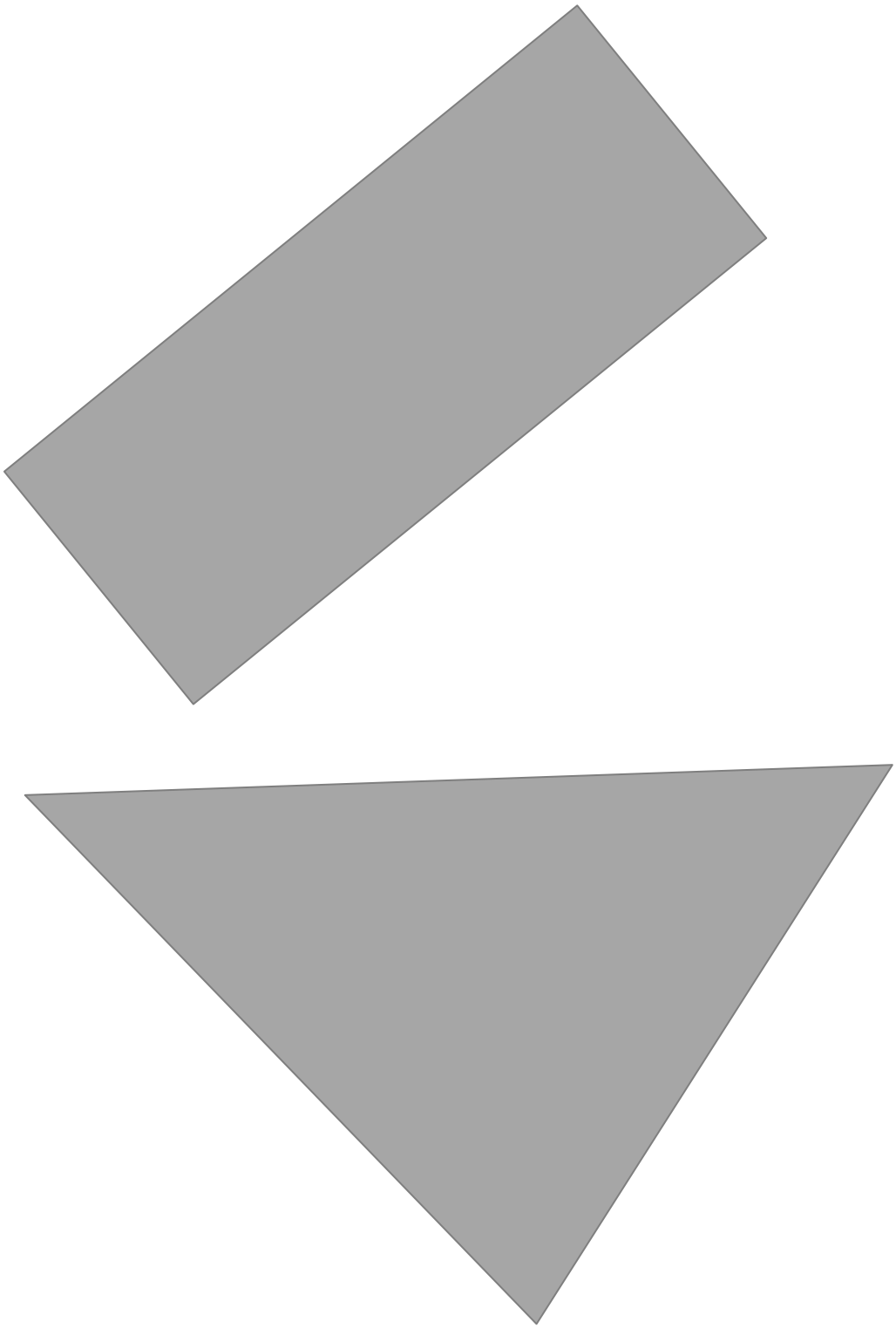
As students complete the Practice portion of the Concept Development, listen for misconceptions or misunderstandings that can be addressed in the Debrief.

CENTER CONNECTION:

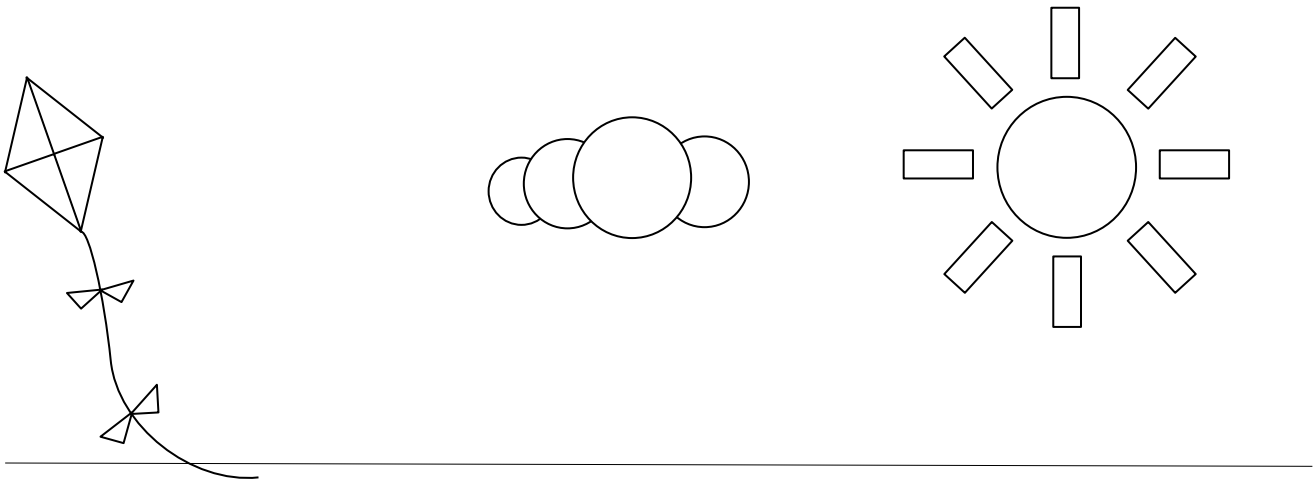
Place paper shapes in the art center. Students can use the shapes to create a picture or design like the park scene. Ask them to describe their work using position words, e.g., "The circle is the sun. I made a house under the sun. The house is a rectangle. "

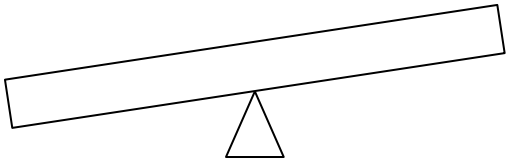
You may choose to use any combination of the questions below to help students express ideas, make connections, and use new vocabulary.

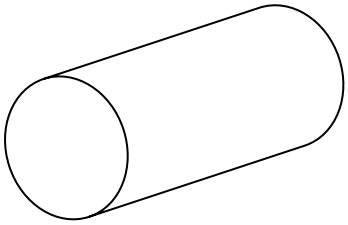
- Where do you see circles in the park scene? Triangles?
- Look at the park scene with your partner. What is the same about the seesaw and the swing set? What is different?
- Ask me a question about the park scene using a position word (e.g., *above, next to, in front of*), such as, "What is next to the park sign?"

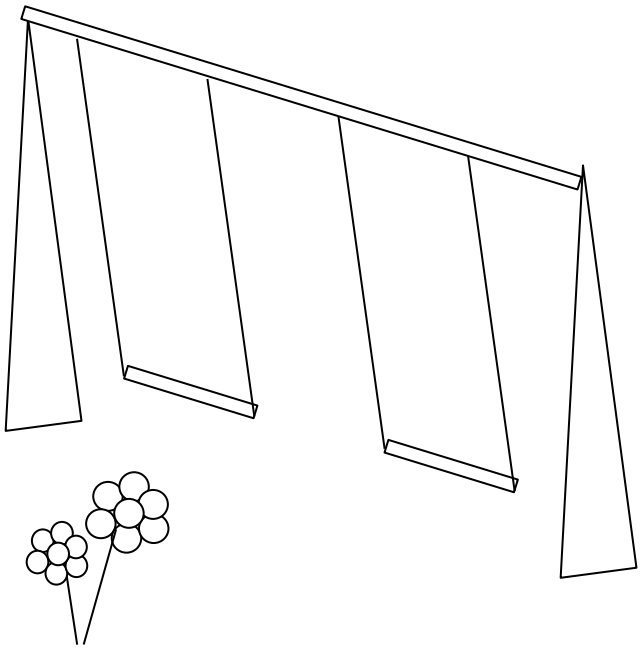


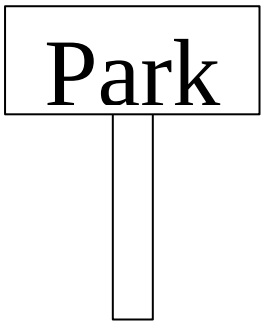
rectangle and triangle











park scene