

Student Teacher Candidate: Madison Fullmer, Jessica Kelley  
Lesson Subject(s)/Title: Geometry  
Lesson Date(s): 11/1/17  
Course & Grade(s): Math Kindergarten

### INSTRUCTIONAL MATERIALS:

Smartboard, Self-Checking Cards, Clips, Worksheets, Pencils/Markers  
Flipped Classroom Video: <https://www.teachertube.com/video/matching-shapes-372299>

### ESSENTIAL QUESTIONS/ SUBSIDIARY QUESTIONS:

DOK 1: Can you identify the shapes provided in the lesson?  
DOK 2: Can you show what shapes are on the paper by coloring them the color provided for the specific shapes.  
How do you connect shapes with real life objects?  
Can you name the shape of real life objects?

### PURPOSE:

To have the students make connections between shapes and real life objects.

### SPECIFIC LEARNING OBJECTIVES: (clear, observable)

The students will learn either four, six, or eight different shapes depending on their learning level.

### STANDARDS:

CCSS.MATH.CONTENT.K.G.A: Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).

### DIFFERENTIATION STRATEGIES:

The worksheets and the learning activity are divided up by the students learning level.

### ANTICIPATORY SET:

The teacher will show the students a music video on geometry to refresh their memories before asking the questions. <https://www.youtube.com/watch?v=VGDiUaku3bQ>

The students will answer these questions:

DOK 1: Can you identify the shapes provided in the lesson?  
DOK 2: Can you show what shapes are on the smartboard by drawing them on the whiteboard?  
They will have a whiteboard to show (draw) and identify (write the name) which shapes are on the board.

### APPLY/ DEEPEN NEW KNOWLEDGE:

The students will have already come to class knowing information about shapes because of the video: <https://www.teachertube.com/video/matching-shapes-372299> which is on identifying shapes which leads to doing these activities in the classroom. The teacher will divide the students up into three groups (higher, middle, lower learners). She will then pass out the geometry activity. During this activity the students will be coloring in the shapes on their paper. For each shape they will be coloring it specific color and then saying how many of that shape they found. Then will then do the same for the rest of the shapes on the page. The teacher will then collect their papers when they are finished.

### CLOSURE/ASSESSMENT:

The students will stay in their groups and work on the self-checking cards given to them. These cards will ask about a shape and the student will then place a clip on the correct object that would match that shape.

### HOMEWORK: (Purpose- Preparation, Practice, Expansion)

No homework but study your shapes at home or when you have free time.

### EVALUATION/ASSESSMENT OF STUDENTS:

Sensory Register	STM	LTM
Attention Recognition Perception	Focus Organization Rehearsal Visualization	Connections Elaborations Meaning

#### Facets of Understanding

1. Explanation
2. Interpretation
3. Application
4. Perspective
5. Empathy
6. Self-Knowledge

#### Multiple Intelligences

1. Linguistic [words]
2. Visual [pictures]
3. Mathematical [numbers & reasoning]
4. Kinesthetic [hands-on]
5. Musical [music]
6. Interpersonal [social]
7. Intrapersonal [self]
8. Naturalist [nature]

#### Multiple Exposures [4 x 2]

1. Dramatization
2. Visualization
3. Verbal

#### Complex Interactions

1. Discussion
2. Argumentation

#### Bloom's Taxonomy

1. Knowledge [Verbatim]
2. Comprehension [Own Words]
3. Application [Problem-Solving]
4. Analysis [Identify components]
5. Synthesis [Combine information]
6. Evaluation [Decisions]

#### Aspects of the Topic

1. Facts
2. Compare
3. Cause/Effect
4. Characteristics
5. Examples
6. Relationships

#### 9 Effective Strategies

1. Similarities and Differences
2. Summarization and Note Taking
3. Reinforcing Effort and Providing Recognition
4. Homework and Practice
5. Nonlinguistic Representations
6. Cooperative Learning
7. Setting Objectives and Providing Feedback
8. Generating and Testing Hypotheses
9. Questions, Cues, and Advanced Organizers

The worksheets during the lesson will be collected and graded on for accuracy. The teacher will also make sure everyone is participating in the closure assessment.

**INSTRUCTIONAL PROCEDURES:**

**Time:**

<p>The teacher will:</p> <ol style="list-style-type: none"><li>1. Introduce the lesson of geometry.</li><li>2. Show the students a music video on geometry, and then have them identify and show what shapes are on the smartboard before beginning the lesson. (name the shape and show the shape)</li><li>3. Split the students into three groups.</li><li>4. Explain the instructions on the worksheet for the lesson.</li><li>5. Handout the worksheets and markers.</li><li>6. Collect the worksheets and markers.</li><li>7. Explain the instructions on the self-checking cards.</li><li>8. Hand out the self-checking cards and clips.</li><li>9. Facilitate the students working on the self-checking cards.</li><li>10. Collect the self-checking cards and clips.</li><li>11. Tell the students no homework but to keep studying in their free time.</li></ol>	<p>The students will:</p> <ol style="list-style-type: none"><li>1. Listen to the teacher introduce the lesson.</li><li>2. Watch a music video on geometry. The students will identify what shape is on the smartboard, and show what shapes are on the smartboard (which are divided into sections: name the shape and show the shape).</li><li>3. Get into three groups.</li><li>4. Listen to the instructions they are to do for the worksheets.</li><li>5. Work on their worksheets.</li><li>6. Turn in their worksheets and markers to the teacher once completed.</li><li>7. Listen to the instructions they are to do for the self-checking cards.</li><li>8. Work on the self-checking cards.</li><li>9. Hand the self-checking cards along with the clips in to the teacher once time is up.</li></ol>
---	--

**Technology, Literacy, Music CONNECTIONS:**

**Technology Connection:** Smartboard

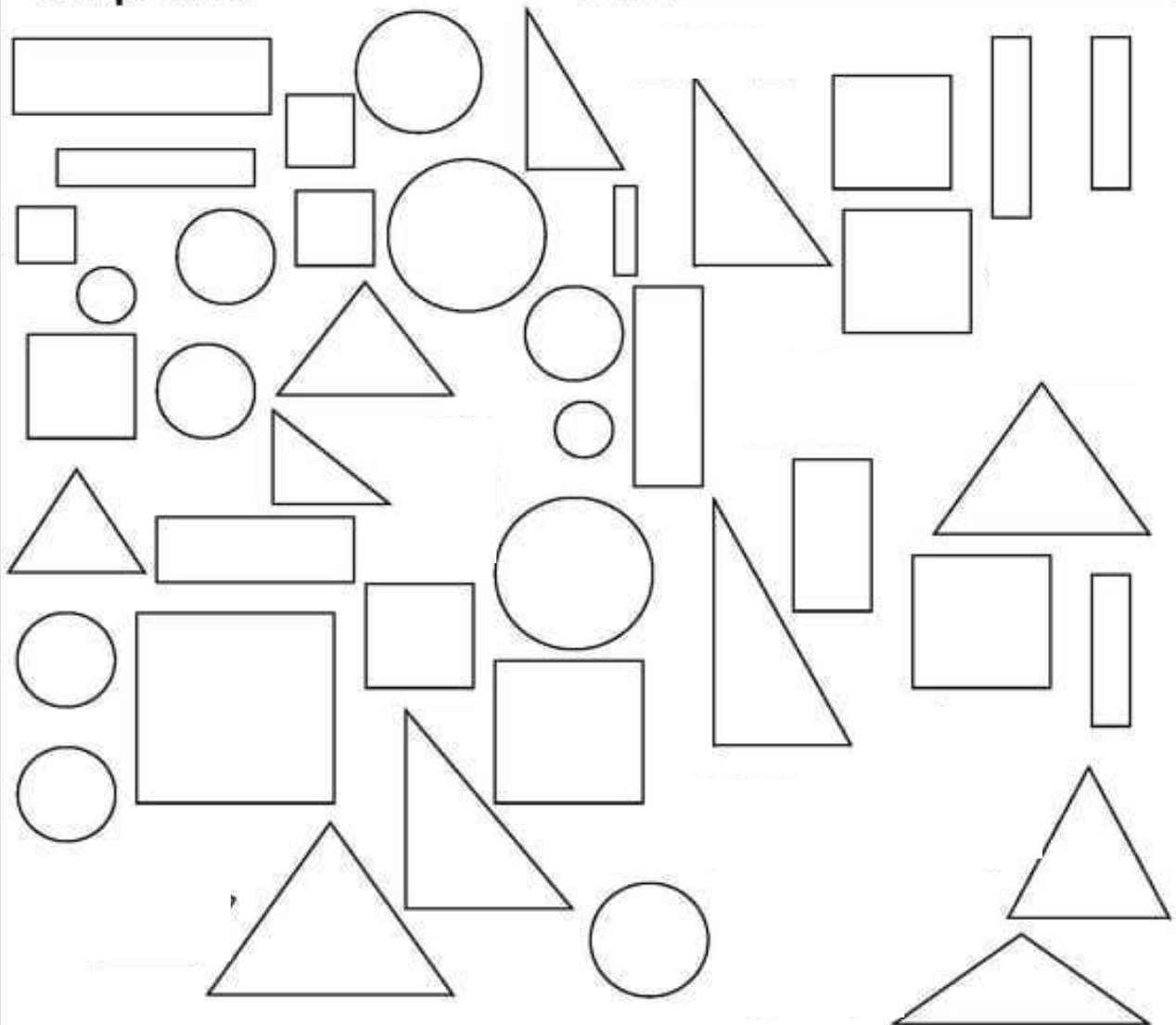
**Literacy Connection:** "Get In Shape" by Rob Colson. This book is about two-dimensional shapes and brings shapes and real life together.

**Music Connection:** <https://www.youtube.com/watch?v=VGDiUaku3bQ>

**Flipped Classroom Video:** <https://www.teachertube.com/video/matching-shapes-372299>

## Shape Find

Name: \_\_\_\_\_



Color all the triangles green. How many triangles are there? 11

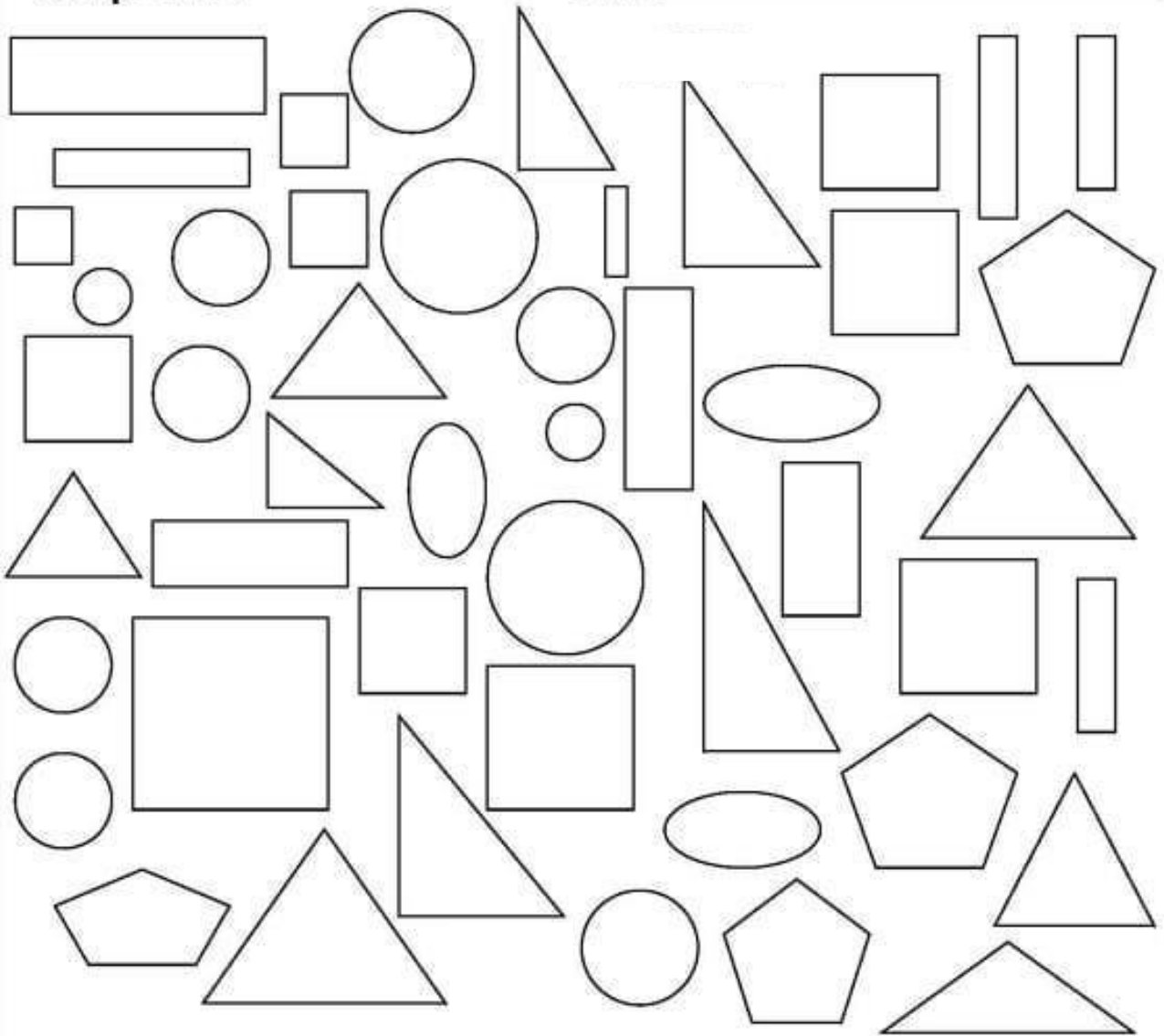
Color all the squares red. How many squares are there? 10

Color all the rectangles blue. How many rectangles are there? 9

Color all the **Circles** brown. How many **Circles** are there? 11

# Shape Find

Name: \_\_\_\_\_



Color all the triangles green. How many triangles are there? \_\_\_\_\_

Color all the squares red. How many squares are there? \_\_\_\_\_

Color all the rectangles blue. How many rectangles are there? \_\_\_\_\_

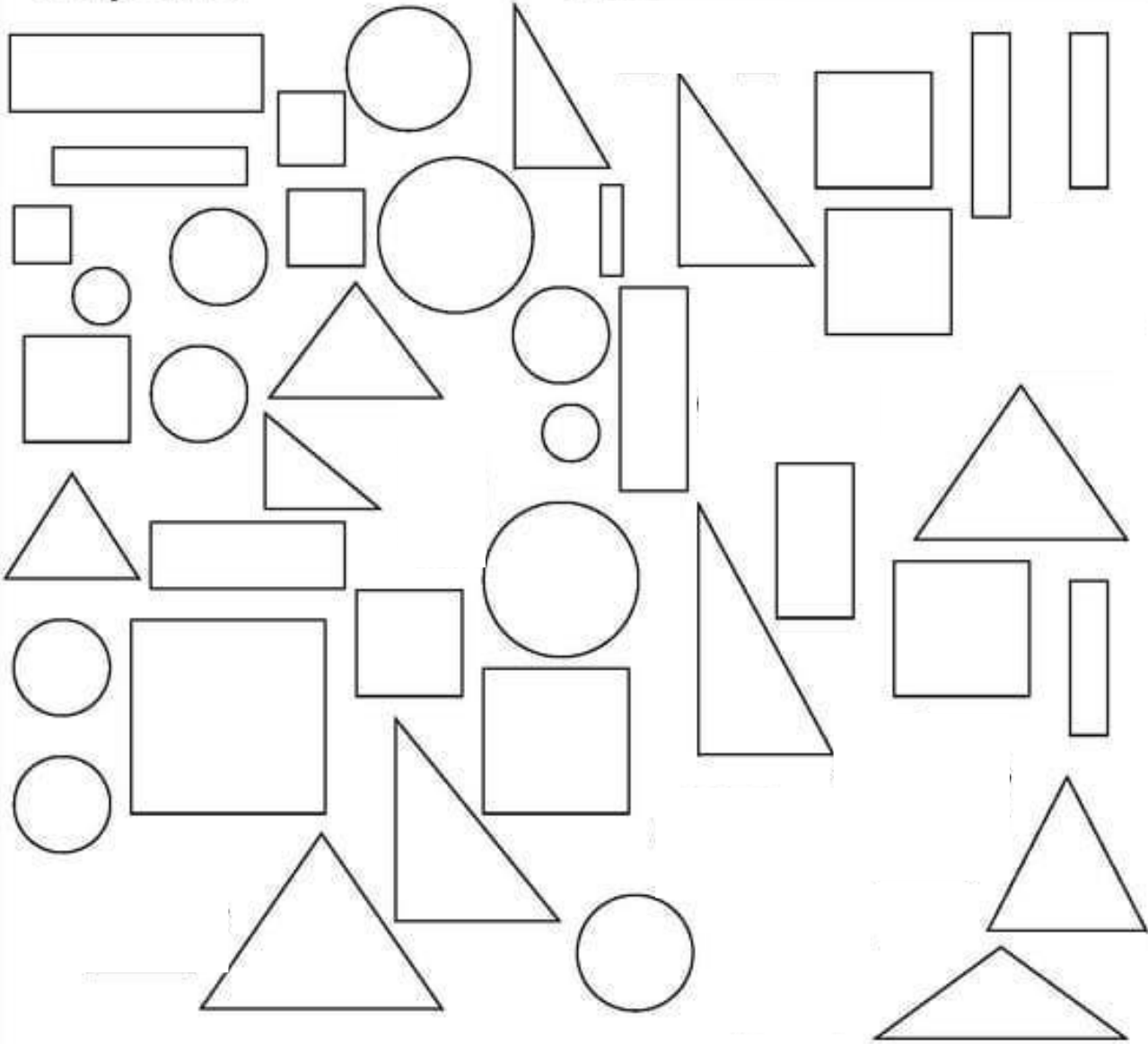
Color all the **Circles** brown. How many **Circles** are there? \_\_\_\_\_

Color all the ovals yellow. How many ovals are there? \_\_\_\_\_

Color all of the pentagons orange. How many pentagons are there? \_\_\_\_\_

# Shape Find

Name: \_\_\_\_\_



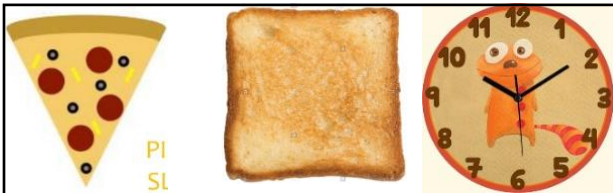
Color all the triangles green. How many triangles are there? \_\_\_\_\_

Color all the squares red. How many squares are there? \_\_\_\_\_

Color all the rectangles blue. How many rectangles are there? \_\_\_\_\_

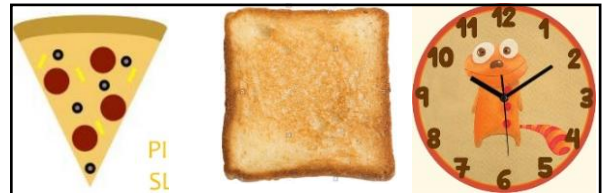

Color all the **Circles** brown. How many **Circles** are there? \_\_\_\_\_

Below Level:



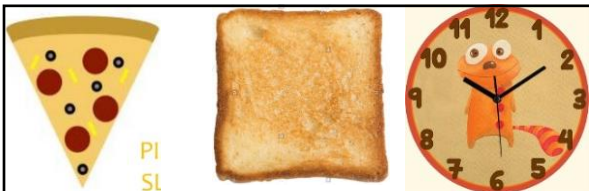

PI  
SL

What object represents the shape of a



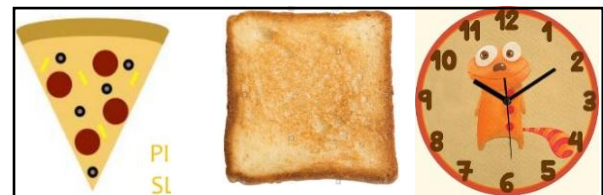

PI  
SL

What object represents a square?




PI  
SL

What object represents the shape of a circle?

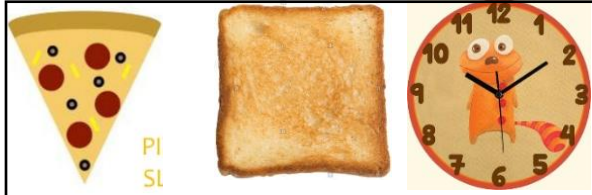


PI  
SL

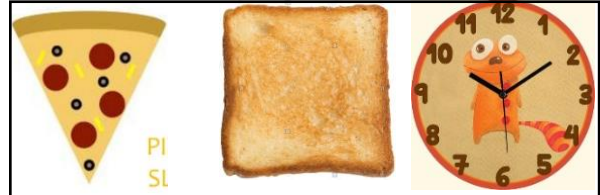
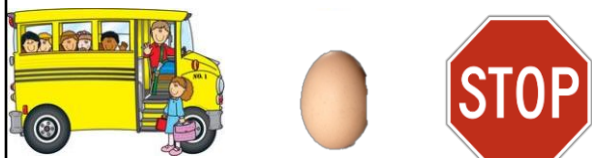
What shape represents the shape of a rectangle?



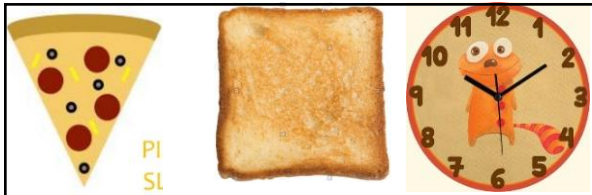
On level:



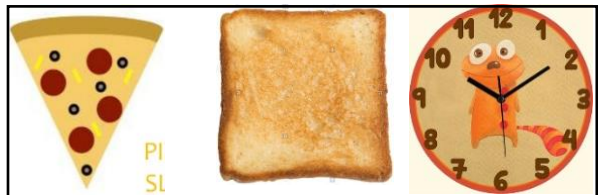
What object represents the shape of a triangle?



What object represents the shape of a square?



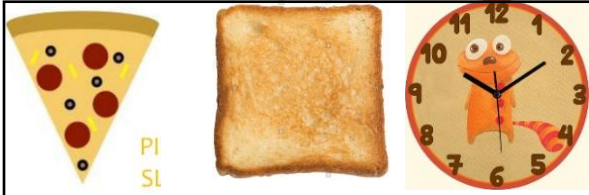
What object represents the shape of a circle?



What object represents the shape of a rectangle?

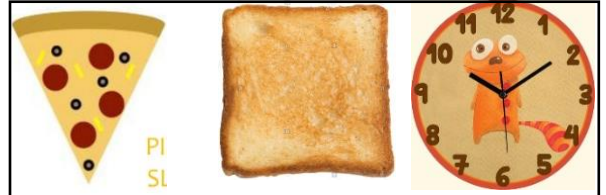






PI  
SL

What object represents the shape of an oval?

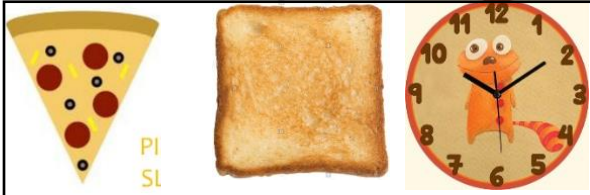


PI  
SL

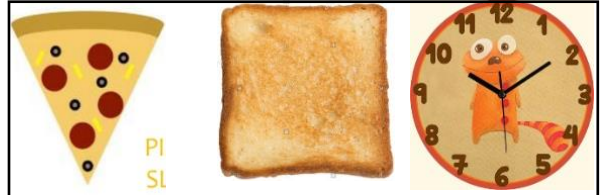
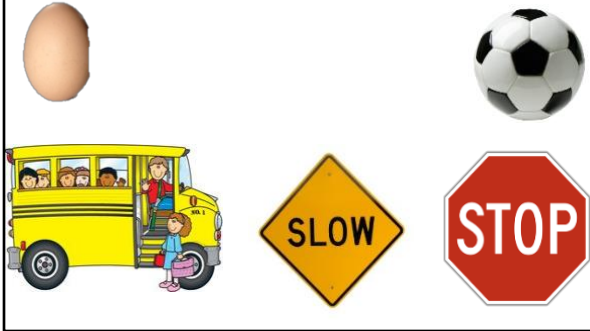
What object represents the shape of a hexagon?



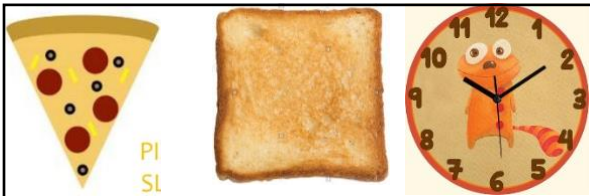
Above Level:



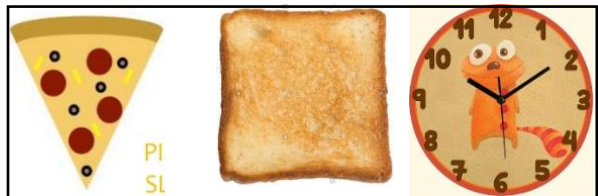
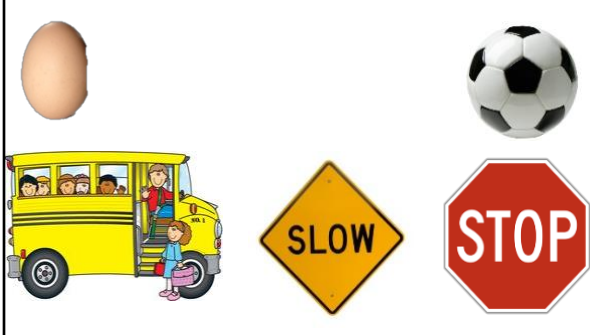
What object represents the shape of a triangle?



What object represents the shape of a square?

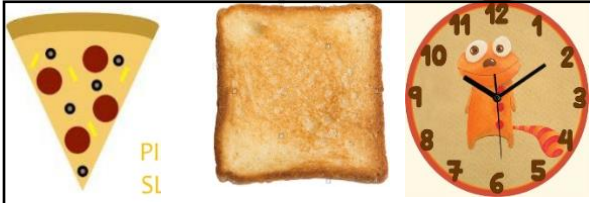


What object represents the shape of a circle?

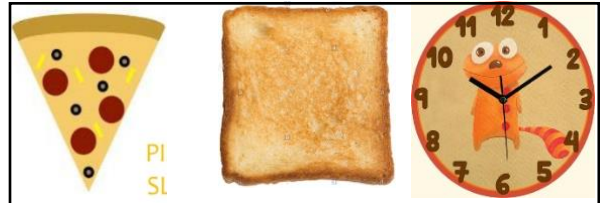
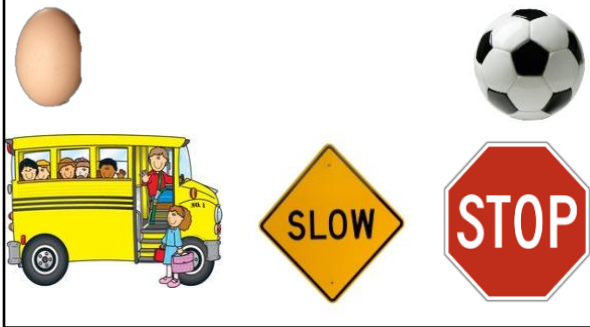


What object represents the shape of a rectangle?

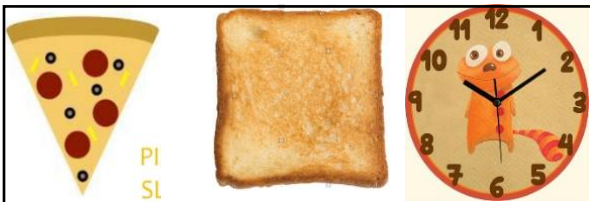
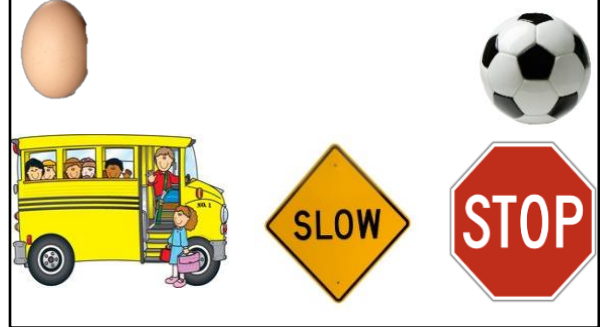




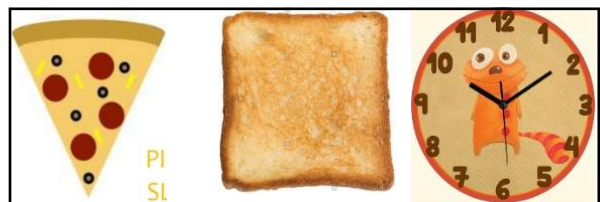
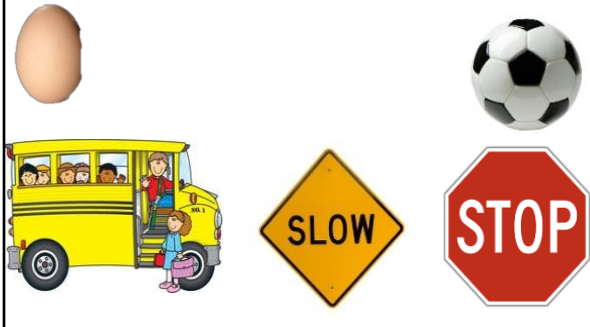
What object represents the shape of a rhombus?



What object represents the shape of a hexagon?



What object represents the shape of an oval?



What object represents the shape of a pentagon?

