

Kindergarten	Math	Week 2
Lesson Title: Identifying and Describing Shapes		
Weekly Learning Targets: Students can describe and identify different shapes.		
<p>Common Core Learning Standards:</p> <p>K.G.1 – Describe objects in the environment using names of shapes.</p> <p>K.G.2 - Correctly name shapes regardless of their orientations or overall size.</p> <p>K.G.3 – Identify shapes as two-dimensional or three-dimensional.</p> <p>K.G.5 – Model shapes in the world by building shapes from components and drawing shapes.</p>		
MONDAY		
<p>Daily Learning Target: Students can identify and describe rectangles.</p> <p>Learning Tasks: The teacher can start the class with this shape song (SM A) and invite the class to find the shapes in the classroom. The teacher can introduce the unit topic and the daily topic: rectangles. The teacher can define a rectangle, corner, and side and state rectangles have 2 long sides and 2 shorter sides. The teacher can show this rectangle video (SM B) and ask students to give examples of objects at home or school that are rectangles. The students can then open their worktexts to page 265, and the teacher can distribute rectangles (SM C). The teacher asks students to identify rectangles and give reasons for their answers. After, the students can glue the rectangles in the correct spot. On page 266, the teacher can walk the students through the visual story on the top of the page asking what things are rectangles and how they know. The students can complete #1-5 on page 266 independently or with teacher assistance.</p> <p>Daily Formative Assessment: The teacher can check the students’ work in the worktext on page 266.</p>		
TUESDAY		
<p>Daily Learning Target: Students can identify and describe squares.</p> <p>Learning Tasks: Again, the teacher can start the class with this shape song (SM A) and invite the class to find the shapes in the classroom. The teacher can introduce the unit topic and the daily topic: squares. The teacher can define a square, corner, and side and state squares have 4 corners and 4 sides that are the same. The teacher can distribute squares (SM D). On page 267, the students can glue the squares in the correct space. On page 268, the teacher can walk the students through the visual story on the top of the page asking what things are squares and how they know. The students can complete #1-5 on page 268 independently or with teacher assistance. For an extension, the child can be given 4 squares and be asked to make a bigger square or the students can use clay to make a square.</p> <p>Daily Formative Assessment: The teacher can check the students’ work on page 268.</p>		
WEDNESDAY		
<p>Daily Learning Target: Students can identify and describe circles.</p> <p>Learning Tasks: Again, the teacher can start the class with this shape song (SM A) and invite the class to find the shapes in the classroom. The teacher can introduce the daily topic: circles. The teacher can define a circle as round with no corners. The teacher can use Make a Circle Song (SM E) for students to actively make a circle together. After the students can look at page 269 in their book, the teacher can explain that the animals at the zoo only like to play with toys that are shaped like circles. The students can then create circle toys for the animals using paper and colored pencils. On page 270, the teacher can walk the students through the visual story on the top of the page asking what things are circles and how they know. The students can complete #1-5 on page 270 independently or with teacher assistance.</p> <p>Daily Formative Assessment: The teacher can check the students’ work on page 270.</p>		
THURSDAY		
<p>Daily Learning Target: Students can identify and describe triangles.</p> <p>Learning Tasks: The teacher can use this shape song to start the class. (SM A) The teacher can introduce triangles</p>		

as having three sides and three corners. The teacher can then read *When a Line Bends...A Shape Begins*. (SM F) Then, the teacher can use this PowerPoint displaying the triangle slide (SM G). On page 271, the students can cut out and glue triangles to the ones that they see in the picture. On page 272, the teacher can walk the students through the visual story and have students complete #1-5 independently or with guidance.

Daily Formative Assessment: The teacher can check the students' work on page 272.

FRIDAY

Daily Learning Target: Students can identify and describe hexagons.

Learning Tasks: Again, the teacher can start the class with this shape song (SM A) and invite the class to find the shapes in the classroom. The teacher can introduce the daily topic, hexagons The teacher can define a hexagon as a shape with six sides and six corners. The teacher can read the story *The Greedy Triangle*. (SM H) After the students can look at page 273 and create their own hexagon art. On page 274, the teacher can walk the students through the visual story on the top of the page asking what things are hexagons and how they know. The students can complete #1-5 on page 274 independently or with teacher assistance.

Daily Formative Assessment: The teacher can check the student's work on page 274.

Kindergarten – Math – Week 2	MATERIALS / RESOURCES
	shape displays, paper shapes, scissors, glue, clay, colored pencils A- Shape Song - https://www.youtube.com/watch?v=lcl8uB2AWM0 B- Rectangle Song - https://www.youtube.com/watch?v=2WHJio4TRNY C- Rectangles (Pearson K Math Teaching Tool 19) - https://drive.google.com/file/d/16a6kj56CrPvqxzQpUvzuoO1WueSmESrE/view?usp=sharing D- Squares (Pearson K Math Teaching Tool 20) - https://drive.google.com/file/d/1APSOZ1x0caRnUhfqcoc8dnUUTiVJQaWI/view?usp=sharing E – Make A Circle Song - https://www.youtube.com/watch?v=ALcl3MuU4xQ F – <i>When a Line Bends...A Shape Begins</i> - https://www.amazon.com/When-Line-Bends-Shape-Begins/dp/0618152415 G – Shape PowerPoint - https://www.teacherspayteachers.com/Product/Shapes-songs-and-chants-153114 H – <i>The Greedy Triangle</i> - https://www.scholastic.com/teachers/books/the-greedy-triangle-by-marilyn-burns/ Additional Resources Shape Lesson Plans - https://betterlesson.com/browse/common_core/standard/40/ccss-math-content-k-g-a-2-correctly-name-shapes-regardless-of-their-orientations-or-overall-size