

Lesson Plan Template

Grade: Kindergarten		Subject: Math	
Materials: bingo cards, markers		Technology Needed: n/a	
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input checked="" type="checkbox"/> Guided practice <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> PBL <input type="checkbox"/> Learning Centers <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Lecture <input type="checkbox"/> Modeling <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list)		Guided Practices and Concrete Application: <input checked="" type="checkbox"/> Large group activity <input checked="" type="checkbox"/> Hands-on <input type="checkbox"/> Independent activity <input type="checkbox"/> Technology integration <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Imitation/Repeat/Mimic <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
Standard(s) K.G.2 – Correctly name shapes and solids regardless of their orientations or overall size. K.G.3 – Identify shapes and solids as two-dimensional or three-dimensional.		Differentiation Below Proficiency: Have students use a different bingo card with just the shapes – not real life examples. Each shape could be a certain color. Above Proficiency: Have the students describe how they know what their shapes are during bingo. Ask them to do some of the calling by describing the shape. Have a bingo card with harder shapes to identify. Approaching/Emerging Proficiency: Students will complete the activity as is. Modalities/Learning Preferences: Visual – pictures of shapes during the sorting and bingo Kinesthetic – sorting the shapes on the board, placing the markers for bingo Auditory – poem, discussion of shapes throughout	
Objective(s) By the end of the lesson the students will have correctly identified shapes by their name by sorting shapes. By the end of the lesson students will have practiced identifying and classifying 3d shapes by playing the bingo game. Bloom’s Taxonomy Cognitive Level: Applying and Analyzing		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students are expected to have a level 1 voice and be participating in the activity. During bingo students are expected to be participating with a zero voice level.	
Classroom Management- (grouping(s), movement/transitions, etc.) We will start at the carpet as a whole group. Then they will be dismissed by row to go to their table spot.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students are expected to have a level 1 voice and be participating in the activity. During bingo students are expected to be participating with a zero voice level.	
Minutes	Procedures		
	Set-up/Prep: Print bingo cards, gather markers		
3 min	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) <ul style="list-style-type: none"> • “Today we are going to be learning more about 3d shapes. Can you tell me some of the shapes that you have learned?” Have some of the students share. “Those are some good examples!” • “With quiet voices look around the room and see if you can spot any of those shapes.” “Turn to your thinking partner and share with them two of the shapes you found.” Call on some students to share. 		
10 min	Explain: (concepts, procedures, vocabulary, etc.) <ul style="list-style-type: none"> • “I have a poem I want to share with you about 3d shapes. Can you show me your four skills for listening?” Read poem to students. “Solid shapes are fat not flat. A cone is like a party hat. A sphere is like a bouncy ball. A rectangular prism is like a building tall. A cylinder is like a can of pop. A cube is like the dice you drop. Solid shapes are here and there Solid shapes are everywhere!” • “Let’s try reading it again together. Good job!” • “Some of the shapes weren’t in our poem. We have a triangular prism that looks like this. A pyramid like this. • “Now we are going to do a shape sort on the board. I have the shapes at the top. Say them with me as a point to them.” After doing it together have the students say them as you point to them (without teacher saying what they are). • “You are going to come up to the board and pick an object from the bottom to drag under the correct shape. So I am going to choose the ice cream cone and since that is a cone I will drag it under the cone.” Give me a thumbs up if that makes sense. <ul style="list-style-type: none"> ○ As students are going asking the others if they agree. ○ Asking them why they choose to put the shape where they did ○ How they know it is that shape. ○ Call on students by picking sticks. 		

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	<ul style="list-style-type: none"> • During the sorting of shapes to keep students engaged have students: give thumbs up/thumbs down if they agree, say the line of the poem for the shape that was sorted, have them draw the shape in the air with their finger. • During this time be discussing as a class from time to time why the object is sorted under that shape. • “All of these 3d shapes that we are sorting we see in school, at home, or other places we go. That’s why we are learning about this shapes, so we can recognize them in different objects.”
<p>15 min</p>	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ul style="list-style-type: none"> • “Now we are going to play a game of bingo! Raise your hand if you have played bingo before.” • “I am going to tell you how it works. You will have a card that looks like this. I am going to call out a shape like sphere and you are going to look on your card to see if you have an object that is a sphere. So on this card I can place my marker on the ball. You may have more than one of the same shape on your card, then you can just pick one. Once you have four in a row you can call out bingo. We will keep playing until quite a few people get a bingo.” “Give me a thumbs up if you understand. Does anyone have any questions?” <ul style="list-style-type: none"> ○ Instead of saying just the shape every time describe it. Such as: this shape is tall and will role, it is like a can of soup. • “When I call your row come up and get your card and markers then go to your spot and wait patiently until we start.” • Play a few rounds of bingo. • Teacher is walking around to students. Asking them questions such as I see you just covered the present when I said cube, why? How did you know?
<p>2 min</p>	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> • “Today we learned more about 3d shapes. What is a real life example of a cone? Cube? Rectangular prism? Cylinder? Sphere?”
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</p> <ul style="list-style-type: none"> • Turn and Talks • Thumbs up/down • Questioning throughout lesson <p>Consideration for Back-up Plan:</p> <ul style="list-style-type: none"> • Shape sort around the room. Have students either divide their paper and then write what shapes they see or go grab a shape (or tell one) and then we can sort them. 	<p>Summative Assessment (linked back to objectives) End of lesson:</p> <ul style="list-style-type: none"> • Students will have correctly sorted shapes in whole group lesson. (teacher observation) • Students will have correctly identified shapes on their bingo card. <p>If applicable- overall unit, chapter, concept, etc.:</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?): I think this lesson went well! The students were engaged almost the whole time. They really like the shape sort on the board and the bingo game. They also were engaged in the poem. I would use the poem again because then during both activities I heard students refer back to the poem to sort the objects. Plus, the poem gives each shape an object to base it off of. I think the students would’ve kept playing the bingo game if we continued. I know the students made more connections with the shapes. My focus wasn’t just that they would know the shapes but that they would be able to understand that different objects are 3d shapes and see those shapes in objects. I know they learned this by watching the shape sort, all of the students did really well deciding where objects should be placed. I also know they learned through the bingo game. We went through quite a few shapes so I was able to walk around to different students often and see if they were correctly placing the markers. Some of the students needed help a few times, but after that they were able to do it on their own. One thing I really liked during shape bingo was the few times I described the shape instead of just saying the shape name. It took the students a minute to get but then they understood and did well with it. Overall I thought the classroom management of this lesson went well. I liked how we went from talking to the poem, to the sort, then back to the tables for bingo. Towards the end of bingo, the students started to get a little loud and wiggly. If I gave this lesson again I would do a couple rounds normal and then switch up how I call them and hopefully that would help avoid that.</p> <p>One thing I would change would be to describe the shapes during the calling of bingo more. I would also have the students clear their cards more. It worked fine the way I did it, but it would help to keep the students on their toes. During the shape sort, I allowed each student to come up and sort a shape. Towards the end of this it became hard for the students sitting to sit and watch, however they did do a pretty good job with it. It was easier for them when after the student sorted the shape if we gave them a thumbs up if we agree. So asking why that object goes under that shape, how do we know, etc. I have also added for during this time to say the line of the rhyme that corresponds with the shape was sorted and having the students draw the shape in the air. Another thing I would like to do would be to implement this same lesson after teaching the</p>	

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students about the attributes of the shapes, so the faces, vertices, edges. This way those descriptions could be used for bingo and the students could justify their answers more, by saying the box is a cube because it has 6 faces and 8 vertices.