

## ECE 6391 MATH LESSON PLAN

Lesson Description	
Title: Shape Recognition & Sorting	Names: Tinita Parham Ifalowo
Central Focus of the Learning Segment: Recognizing and Sorting Basic Shapes	
<p><del>Georgia State Standard(s) Addressed:</del> GELDS Addressed (Pre-K):</p> <ul style="list-style-type: none"> <li> <b>Standard CD-MA1</b> The child will organize, represent, and build knowledge of number and quantity. (While this standard focuses on numbers, sorting shapes is an early classification skill that supports future number sense.)  Indicator: CD-MA1.4a Arranges sets of objects in one-to-one correspondence. (This supports matching shapes to their name or group.)  Indicator: CD-MA1.4b Uses matching and sorting skills in daily routines. (Directly aligns with sorting shapes by type or attribute.)  Indicator: CD-MA1.4d Demonstrates the ability to count and compare quantities of objects. (Counting sides or shapes during activities supports this skill.) </li> <li> <b>Standard CD-MA4</b> The child will sort, classify, and serialize objects.  Indicator CD-MA4.4a: Sort and classify objects by one or more attributes (e.g., color, shape, size).  Indicator CD-MA4.4b: Explain how objects are sorted and classified. </li> <li> <b>Standard CD-MA6</b> The child will explore, recognize, and describe spatial relationships and shapes.  Indicator CD-MA6.4a: Recognize and name common two-dimensional shapes (e.g., square, circle, triangle, rectangle).  Indicator CD-MA6.4b: Describe attributes of two-dimensional shapes (e.g., number of sides, corners).  Indicator CD-MA6.4c: Identify shapes in the environment. </li> </ul>	
Materials/Instructional Resources: € Shape flashcards or cut-outs (circle, square, triangle, rectangle) € Shape sorting mats or baskets € Shape song/video (optional) <a href="https://www.youtube.com/watch?v=pfRuLS-Vnjs&amp;list=RDpfRuLS-Vnjs&amp;start_radio=1">https://www.youtube.com/watch?v=pfRuLS-Vnjs&amp;list=RDpfRuLS-Vnjs&amp;start_radio=1</a> € Chart paper and markers € Glue and scissors (for craft activities)	
Objectives	Assessment
Learning Objective #1: Children will: <ul style="list-style-type: none"> <li>Identify basic 2D shapes (circle, square, triangle, rectangle)</li> </ul>	Assessment Strategy #1: <ul style="list-style-type: none"> <li>Informal: Observe children during circle time or flashcard review as they name each shape aloud.</li> <li>Formal: Provide a pile of shapes from the bingo game where children match shapes correctly.</li> </ul>
Learning Objective #2: Children will: <ul style="list-style-type: none"> <li>Sort shapes into groups based on their attributes</li> </ul>	Assessment Strategy #2: <ul style="list-style-type: none"> <li>Informal: Observe children during the shape-sorting activity to see if they can sort by sides or corners.</li> <li>Formal: Give children a sorting mat</li> </ul>

	and a set of shapes, then check if they group them accurately.
<p>Learning Objective #3: Children will:</p> <ul style="list-style-type: none"> <li>Use shape names to describe objects in their environment</li> </ul>	<p>Assessment Strategy #3:</p> <ul style="list-style-type: none"> <li>Informal: During a classroom Shape Hunt - listen for children using shape vocabulary (example: That clock is a circle.).</li> <li>Formal: Ask children to draw or point to an object and verbally describe its shape (Example: The window is a rectangle.).</li> </ul>
<p><b>Instructional Strategies and Learning Tasks</b></p> <p><i>Write a detailed outline of your class session including instructional strategies, learning tasks, key questions, key transitions, student supports (instructional and language), assessment strategies, and closure. Include a few key time guidelines.</i></p> <p><b>Include at least 2 scripted questions you might ask in each of the 3 lesson phases below.</b> Feel free to add extra "rows" to organize your lesson in a helpful structure for you.</p>	
<p>Time</p> <p>5–10 minutes</p>	<p><b>Lesson Introduction – Before</b> <i>(How will you set the stage, activate and assess necessary prior knowledge, and introduce/explain the task for today? How will you set clear expectations and make sure the task is understood?)</i></p> <p><b>Engage and Activate Prior Knowledge</b></p> <ul style="list-style-type: none"> <li>Begin with a short video about shapes</li> <li>Show real-life examples: clock (circle), book (rectangle), slice of pizza (triangle), window (square)</li> <li>Question(s): Have you seen any of these shapes before? Where?</li> <li>Where have you seen a ____ (circle, rectangle, triangle, square).</li> </ul>
<p>Time</p> <p>5–10 minutes</p> <p>2 minutes</p>	<p><b>Learning Tasks/Activities – During</b> <i>(How will you engage students in mathematical sense-making? Make reference to checks for that occur in the lesson. Include planned supports you will use for the whole class, individuals, and/or students with specific learning needs. Include an extension question for early finishers)</i></p> <p><b>Explicit Instruction</b> <b>Introduce Each Shape: (Mathematical sense-making)</b></p> <ul style="list-style-type: none"> <li>Show a large version of each shape and say its name</li> <li>Discuss attributes: <ul style="list-style-type: none"> <li>Circle: no sides, no corners</li> <li>Square: 4 equal sides, 4 corners</li> <li>Rectangle: 4 sides (2 long, 2 short), 4 corners</li> <li>Triangle: 3 sides, 3 corners</li> </ul> </li> <li>Allow students to touch and hold each shape</li> <li>Question(s): What is the shape called no corners?</li> <li>What is the shape called with 3 sides and 3 corners?</li> </ul> <p><b>Activity 1: Shape Hunt (Check knowledge)</b></p>

5–10 minutes	<ul style="list-style-type: none"> <li>Have children look (eyes only) around the room to find real objects that match one of the shapes.</li> </ul> <p>Activity 2: Shape Sorting (Check knowledge)</p> <ul style="list-style-type: none"> <li>Use a shape sorting mat (divided into labeled sections: Circle, Square, Triangle, Rectangle)</li> <li>Give students mixed shapes (from Bingo game)</li> <li>Students sort shapes by placing them in the correct section</li> <li>For younger learners, use color-coded shapes to support sorting (planned support)</li> </ul> <p>Craft Extension:</p> <ul style="list-style-type: none"> <li>Have children create a Shape Collage using different cut-out shapes glued on paper</li> <li>They can name their creations and describe which shapes they used</li> </ul>
Time  5 minutes	<p>Closure – <i>After</i> (How will you use student ideas to summarize key points, address misconceptions, formalize key points, and extend ideas?)</p> <p>Review and Discussion:</p> <ul style="list-style-type: none"> <li>Question(s): What shapes did we learn today?</li> <li>Hold up a shape and ask - What's this called? How many sides does it have?</li> <li>Let children explain how they sorted the shapes</li> </ul>

### Summary of Planned Supports

*Below are three short scenarios about a fictional “student” in the class for which you are planning. For each scenario, describe how you could attempt to address their needs in the context of your specific lesson.*

There are 2 ELL students in your class (Spanish). They speak conversational English well, but are not very familiar with “academic” math language, and have difficulty reading long passages of text.	They are pretty good with everyday English but get stuck with math words and long texts. I would keep things visual by using lots of pictures and real shapes. I would add Spanish words on the board next to the English ones. This would make it easier for the students to translate and better comprehend. I would keep directions short and simple, say them out loud, and show what to do instead of just explaining. I would also use hands-on stuff like games or sorting so they don't get overwhelmed by reading.
There is a gifted female student in class who often finishes work very quickly. She is usually very shy to contribute, and enjoys challenges.	She finishes stuff fast, is shy, and likes challenges. I would give her extra challenges like finding shapes around the room or making her own shape collage. She could work on her own or with a small group so she is not feeling put on the spot. I would also encourage her to share ideas in a way she feels comfortable with such as drawing or writing instead of talking in front of the class.
There are 3 students in the class who have difficulty with auditory processing. Visuals are helpful.	They need visuals and get lost if instructions are too long. Knowing this I would break instructions down into small steps with pictures or charts. I would show them exactly what to do by modeling the activity instead of just talking about it.

very important for them. Following a long set of directions can be challenging.	I could also use colors and matching games to make sorting easier to follow. I could keep talking short and use gestures or point to visuals while giving instructions. I could also give them time and repeat directions when needed without rushing.
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