Sort Circles and Squares

Small group preschool lesson

# Standards

Oral Language

h) Follow simple one- and two-step oral directions.

Geometry

a) Match and sort shapes (circle, triangle, rectangle, and square).

b) Describe how shapes are similar and different.

c) Recognize and name shapes (circle, triangle, rectangle, and square).

# Materials

Whiteboard and expo markers and expo eraser or poster and a marker, Handwriting Without Tears set of curved lines and 4-piece set of big or little lines, sorting sheets, sorting shapes of different sizes and colors

# Learning Target

I can sort shapes.

# Assessment

Pre-assessment: Data was taken on all students at the beginning of the year using a simple identification assessment for letters, numbers, shapes and colors. That data was used as a reference for who to call on and who may need accommodations or one-on-one assistance in reaching the learning target.

Formative: Observational data during whole group instruction/questioning/building. Students will build with me and some students will be asked to build a shape for me, count the corners, etc. Students will sort the shapes on their sheet, regardless of color and size. This will be used to determine whether students reached the learning target or not based on if they could complete the assignment at an independent level.

Summative: Students will turn in their sort after it is glued. This will exemplify students’ use of glue and will provide data about the sort.

# Procedure

Go over with students the different types of lines using the Handwriting Without Tears materials. Students should understand curved versus straight lines. “Do I need curved or straight lines for a circle? (curved). How many curved lines? (2/1) Briefly go over how we need two curved line pieces, but when we draw, we only need one curved line because we never pick our pencil up.

“What about squares, what kind of lines do they have? (straight) How many lines do I need? (4).” If the students do not say four, build a square and ask students to count the lines.

“Straight lines make CORNERS. Make a corner with your fingers (Have students copy you making a corner with your fingers by making the tips of your first fingers touch). Do curved lines make corners? (No). So how many corners does a square have? Let's count them (4). So how many lines? How many corners? How many corners does a circle have? (0).” Repeat instruction as necessary, have students build or draw their own circles and squares for additional practice.

(Put materials in basket and remove. Bring out sorting materials)

“What does it mean when we sort?” Show students the sorting sheet and point out the circle and square at the top. Sort a few together as a group and have students individually put at least one circle or square on the group sort. “Do you think you can do this on your own?” Allow choral response, assist students with further one-on-one or smaller group instruction if there is a lack of understanding.

“Let's see if you can do it. I know that you will all do your best work and stay focused (distribute materials).” Allow students to complete the sort, assisting students who are clearly frustrated or unable to complete the sort independently. Provide a sort of the same color/shape for students who need to eliminate the distracting materials. Allow students to glue their shapes when they finish correctly sorting. Have students start over and do it again if there is extra time before gluing. Allow students to hit the learning target if they independently complete the sort. Remind students that it is okay when we don’t reach the learning target because it just means that we need to practice again another time before we reach it and get to hit it.

# Accommodations

Students can be provided individual opportunities to practice skills during the instruction

Students can also be provided with a distractor-free sort set of shapes of the same color and size.

# Behavior Management

Students will be reminded of the class expectations as needed: *I take care of myself. I take care of my friends. I take care of my things.*

Countdown to zero, zero meaning quiet and using a listening body (sitting criss cross, looking at the teacher, ears listening, mouths closed)

Materials will be prepared but withheld until the students are ready to actively use them.

Throughout the lesson, students doing the correct behaviors should be positively reinforced with specific praise and with some super student beads (Beads are in the jar on the radiator, students should be given one for doing specific behaviors that other students can model after. When the jar is full, we will have a “party”).

For students that positive reinforcement and redirections are not enough, students can be moved to sit alone on the carpet or even at the house area table to complete their work. Any and all consequences should be further explained so that students can make connections between their behaviors, the reinforcements, the consequences, and the replacement behaviors.