

Today's Lesson: To identify and describe rectangles.

CCSS

Geometry, Kindergarten. (Identify and describe shapes; squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres.) K.G.2

**Focus Lesson 1
(I do)**

"We have been learning that we can sort different objects by size, color, and shape. Today we are going to learn about a special shape called a rectangle, and how to tell if it's a rectangle."

Begin the lesson by holding up a rectangle attribute block.

"This shape is called a rectangle. A rectangle has 4 sides and 4 corners." Point to one set of the parallel sides and say, "These sides are the same length", and then point to the other set of parallel sides and say, "These sides are the same length."

Next, the teacher needs to have a few different objects in a bag. There needs to be some rectangular shapes, and then a variety of shapes. Attribute blocks can be used or items like a dollar bill, block, paper plate, stamp, etc.

"I have a few different objects in my bag. I am going to pull an item out, and try to figure out if this is a rectangle or not." The teacher will determine whether each is a rectangle as he/she is talking/ thinking aloud. "What is this item? (envelope) I can see that these sides are the same length, and that these sides are the same length. I can also count the corners, and there are 4. This tells me that this is a rectangle."

Next pull out the paper plate. *"I can tell right away that there aren't any sides. I can also see that there aren't any corners. (Point at the sides and corners of the envelope while explaining.) "This tells me that this is not a rectangle."*

The teacher continues pulling out different objects and thinking aloud why/ why not an object is/ is not a rectangle.

Encourage the children to share what they have learned about rectangles with an elbow buddy.

Round of Daily 3 Math



<p>Focus Lesson 2 (We do)</p>	<p>The teacher needs to hand out a baggy of attribute blocks to each student, pairs of students, or small groups of students.</p> <p><i>“Please look in your baggy and find a rectangle. You need to be prepared to tell an elbow buddy how you know this is a rectangle.”</i> Give students a moment to find a rectangle in their baggy. <i>“Now, please share with your buddy 2 reasons why you know this is a rectangle.”</i> (Students should explain that a rectangle has 4 sides and 4 corners.) Have students share their explanations with the class.</p> <p>The teacher will then continue to pull out 1 shape at a time out of his/her baggy. The teacher will ask the students to find the same shape in their baggy. The students will then share whether or not that shape is a rectangle or not, and their reasoning as to why.</p>
---	---

Round of Daily 3 Math

<p>Focus Lesson 3 (You do)</p>	<p>Give each child a baggy of attribute blocks and clay or Play-Doh. Ask children to flatten their clay/ Play-Doh and press different shapes into it. The teacher should walk around the room, asking students questions about which shapes are rectangles and how they know this to be true. Students should be able to point out which shapes are rectangles and which are not.</p> <p>If additional time, draw a rectangle on the whiteboard and give students the following problem:</p> <p><i>“Alec’s mom is going to make curtains for this window. How will she be able to figure out the shape of the window?”</i></p> <p>Students can discuss with an elbow buddy, then share with the class, how they know that the window is a rectangle.</p>
--	--

Student Sharing



