

Lesson Plan

Three-dimensional shapes - Identifying Cones

Kindergarten (K) - Math

LEARNING TARGET

- Students will be able to identify cones regardless of their orientation or size.
- Students will be able to use vocabulary related to cones.

LEARNING PROGRESSION

PREREQUISITE SKILL

No Prerequisite Skills

EXTENSION SKILL

No Extension Skills

DURATION

- Introduction (5 minutes)
- Instruction (15 minutes)
- Guided Practice (15 minutes)
- Independent Practice (15 minutes)
- Exit Card Formative Assessment (5 minutes)
- Closure (5 minutes)

MATERIALS

- Different-sized cones (at least 5)
- Pictures of cones in different orientations
- Whiteboard and markers

VOCABULARY

- Cone
- Point
- Base
- Surface
- Orientation
- Size

INTRODUCTION

1. Ask the students if they know what a cone is and if they have ever seen one before.
2. Show pictures of different cones in various orientations and sizes.
3. Ask the students to identify what they see in the pictures.

INSTRUCTION

1. Explain to the students that cones have a pointy top and a circular base.
2. Use the cones to demonstrate the different orientations and sizes of cones.
3. Use vocabulary related to cones to describe each cone, such as big, small, tall, short, and so on.

GUIDED PRACTICE

1. Show pictures of cones in different orientations and sizes.
2. Ask the students to identify each cone and describe its orientation and size.
3. Use the whiteboard to draw each cone and label its parts, including the point, base, and surface.

INDEPENDENT PRACTICE

1. Provide each student with a cone and ask them to identify its parts, including the point and base.
2. Ask the students to draw a picture of their cone and label its parts using the vocabulary they learned.

HOMEWORK

1. Ask the students to find cone-shaped objects in their home or classroom.
2. Instruct students to write or draw a picture of the cone-shaped objects they found and label the cone's parts using the vocabulary words they learned in class.
3. Encourage students to practice identifying cones in their daily lives and report their findings to the class during the next lesson.

EXIT TICKET

1. Show the students a cone in a different orientation or size than the ones they have seen before.
2. Ask them to identify it and describe its orientation and size.

SUMMATIVE

1. Formative assessments will be conducted during the lesson to monitor students' understanding of cone parts and vocabulary.
2. The exit ticket and progress monitoring assessments will be used to determine students' mastery of identifying cones in different orientations and sizes.

CLOSING

1. Review the vocabulary words related to cones and ask students to give examples of each.
2. Ask students to share something they learned about cones today.
3. Remind students to practice identifying cones in their daily lives, such as in the classroom, at home, or outside.

TEACHING TIPS

1. Use real-life examples of cones to help students understand the concept better.
2. Incorporate hands-on activities to engage students and reinforce learning.
3. Repeat important vocabulary words and concepts throughout the lesson for reinforcement.

MISCONCEPTIONS

1. Students may think that cones are only one size or orientation.
2. Students may confuse cones with other shapes, such as cylinders or pyramids.
3. Students may not recognize cones in real-life settings due to variations in size and orientation.

EXTENSION

1. Students can create their own cone models using clay or other materials.
2. Students can explore the properties of cones, such as their surface area and volume.

INTERVENTION

1. For students who struggle with fine motor skills, larger cones or foam cones can be used.
2. For students who need extra support, a visual aid or diagram can be provided to help them understand the concept of cones.

COMMON CORE STANDARD

K.G.A.2 - Correctly name shapes regardless of their orientations or overall size.

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