

# Lesson Plan

## Three-dimensional shapes - Identifying Cylinders

Kindergarten (K) - Math

### LEARNING TARGET

- Students will be able to recognize cylinders regardless of their orientation or size
- Students will be able to correctly name cylinders using the vocabulary word "cylinder"
- Students will be able to identify real-life examples of cylinders

### 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

- Cylindrical objects of various sizes and orientations (e.g. cans, cups, toilet paper rolls)
- Whiteboard and markers

#### VOCABULARY

- Cylinder
- Circle
- Curved surface
- Diameter
- Height

### INTRODUCTION

1. Show students a cylindrical object and ask them if they know what it is.
2. Discuss the features of the cylinder, such as the circular base and curved surface.
3. Introduce the vocabulary word "cylinder" and explain that it is a name for this type of shape.

### INSTRUCTION

1. Demonstrate how cylinders can come in different sizes and orientations.
2. Show examples of cylinders in real life (e.g. cans, cups, toilet paper rolls).
3. Explain the vocabulary words "diameter" and "height" and demonstrate how to measure them on a cylinder.
4. Show a visual aid (if available) to help students understand the concept of a cylinder.

### **GUIDED PRACTICE**

1. Divide students into small groups and provide them with a collection of cylindrical objects.
2. Instruct students to work together to identify and name each object as a cylinder.
3. Circulate around the room to provide support and guidance as needed.

### **INDEPENDENT PRACTICE**

1. Instruct students to find three examples of cylinders in their daily lives.
2. Encourage students to bring in their examples and share them with the class during the next lesson.
3. Monitor students' progress and provide support as needed.

### **HOMEWORK**

1. Ask students to find three more examples of cylindrical objects in their homes and draw them.
2. Encourage students to continue looking for cylinders in their daily lives and practice identifying and naming them.

### **EXIT TICKET**

1. Provide each student with a whiteboard and marker.
2. Instruct students to draw a cylinder and label its diameter and height.

### **SUMMATIVE**

1. Formative assessments will be conducted during the lesson to monitor students' understanding of cylinder recognition and vocabulary.
2. The exit ticket and progress monitoring assessments will be used to determine students' mastery of cylinder recognition and vocabulary.

### **CLOSING**

1. Ask students to share one real-life example of a cylinder they found.
2. Review the vocabulary words and ask students to define them.
3. Encourage students to continue looking for cylinders in their daily lives and practicing the vocabulary words.

### **TEACHING TIPS**

1. Use real-life examples of cylinders to help students make connections and understand the concept.
2. Incorporate hands-on activities, such as measuring the diameter and height of cylinders, to reinforce learning.
3. Provide visual aids, such as pictures or diagrams, to help students visualize the shape.

## **MISCONCEPTIONS**

1. Students may struggle to recognize cylinders that are not perfectly straight or aligned.
2. Students may confuse cylinders with other shapes, such as cones or prisms.
3. Students may have difficulty understanding the vocabulary words "diameter" and "height" and how they relate to cylinders.

## **EXTENSION**

1. Students can practice measuring the diameter and height of cylinders using rulers or tape measures.
2. Students can create their own cylinders using materials such as clay or playdough.

## **INTERVENTION**

1. For students who struggle with fine motor skills, larger cylindrical objects 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 a cylinder.

## **COMMON CORE STANDARD**

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

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