Lesson 4: Draw Flat Shapes

Standards Alignments

Addressing   1.G.A, 1.G.A.1, 1.NBT.C.4, 1.OA.C.6

Teacher-facing Learning Goals

- Draw two-dimensional shapes based on shared attributes.
- Use increasingly precise language to describe the attributes of two-dimensional shapes.

Student-facing Learning Goals

- Let's describe and draw shapes.

Lesson Purpose

The purpose of this lesson is for students to draw and describe two-dimensional shapes. As students draw the shapes and describe them, they develop increasingly precise mathematical language.

In previous lessons, students used their own language to talk about two-dimensional shapes. They sorted shapes in whatever way made sense to them which may have included defining or non-defining attributes of familiar shapes.

In this lesson, students use dot paper to draw a shape to match a given shape card. Students identify shapes that have the same attributes, and draw shapes that have at least one shared attribute with two other shapes. Throughout the activities, students describe the shapes they draw to their peers and reflect on the words they use to describe the attributes of shapes. Students develop mathematical language to describe shapes and create a reference poster together to display their language.

The dot paper will be used throughout the section. Consider printing 8–10 copies per student to use throughout this and the following lessons.

Access for:

⬤ Students with Disabilities

- Action and Expression (Activity 2)

Instructional Routines

MLR2 Collect and Display (Activity 1), Notice and Wonder (Warm-up)

Materials to Gather

- Materials from a previous activity: Activity 2
- Materials from a previous lesson: Activity 1
- Materials from previous centers: Activity 3

Materials to Copy

- Centimeter Dot Paper - Standard (groups of 1): Activity 1
- Centimeter Dot Paper - Standard (groups of 1): Activity 2

Lesson Timeline

Warm-up	10 min
Activity 1	10 min
Activity 2	15 min
Activity 3	15 min
Lesson Synthesis	10 min

Teacher Reflection Question

Identify ways the math community you are working to foster is going well. What aspects would you like to work on? What actions can you take to improve those areas?

Cool-down (to be completed at the end of the lesson)   🕐   0 min

Unit 7, Section A Checkpoint

Standards Alignments

Addressing   1.G.A

Student-facing Task Statement

Lesson observations

Student Responses

- Recognize defining attributes of shapes.
- Draw shapes with given attributes.
- Describe the sides and corners of two-dimensional and three-dimensional shapes using informal vocabulary (corners, points, square corners, sides, long sides, short sides).