

Lesson 10: Identify and Describe Solid Shapes

Standards Alignments

Addressing K.G, K.G.A.2, K.G.B.4, K.G.B.5, K.OA.A.5

Teacher-facing Learning Goals

- Use their own language to describe solid shapes.

Student-facing Learning Goals

- Let's make and describe solid shapes.

Lesson Purpose

The purpose of this lesson is for students to identify and describe solid shapes.

In previous lessons, students learned the difference between flat and solid shapes and compared the weight or capacity of objects. In this lesson, students are introduced to the names for cubes, cones, spheres, and cylinders as they build shapes out of clay. While the mathematical names are introduced in this lesson, students are not expected to use the names of solid shapes. Students continue to use their own language to describe the attributes and parts of solid shapes.

Access for:

Students with Disabilities

- Action and Expression (Activity 2)

English Learners

- MLR8 (Activity 2)

Instructional Routines

Number Talk (Warm-up)

Materials to Gather

- Clay: Activity 1
- Geoblocks: Activity 1, Activity 2
- Materials from a previous lesson: Activity 1
- Materials from previous centers: Activity 3
- Solid shapes: Activity 1, Activity 2

Materials to Copy

- Examples of Flat Shapes Display Cards (groups of 35): Activity 1

Lesson Timeline

Warm-up	10 min
Activity 1	20 min
Activity 2	10 min
Activity 3	15 min
Lesson Synthesis	5 min

Teacher Reflection Question

As students worked with their partners today, whose ideas were heard, valued, and accepted? How can you adjust the group structure tomorrow to ensure each student's ideas are part of the collective learning?

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

 0 min

Unit 7, Section B Checkpoint

Standards Alignments

Addressing K.G

Student-facing Task Statement

Lesson observations

Student Responses

- Distinguish between flat and solid shapes.
- Use their own language to describe and compare attributes of solid shapes.
- Build solid shapes from components.