

Lesson 11: Comparemos y clasifiquemos figuras sólidas

Standards Alignments

Addressing K.G, K.G.A.1, K.G.A.2, K.G.B.4, K.MD.B.3

Teacher-facing Learning Goals

- Use their own language to describe and compare solid shapes.

Student-facing Learning Goals

- Descubramos en qué se parecen y en qué son diferentes las figuras sólidas.

Lesson Purpose

The purpose of this lesson is for students to compare solid shapes.

In previous lessons, students identified, described, and built solid shapes. In this lesson, students describe and compare the attributes of solid shapes. When describing and comparing shapes, students are not required to know or use language such as “faces”, “edges”, or “vertices”. Students may use their own language to describe these attributes, such as “sides,” “points,” or “corners.” If it is unclear what part of a shape a student is referring to, consider asking them to point to which part of the shape they are describing.

Access for:

Students with Disabilities

- Representation (Activity 1)

English Learners

- MLR8 (Activity 2)

Instructional Routines

What Do You Know About ____? (Warm-up)

Materials to Gather

- Bags: Activity 3
- Geoblocks: Activity 1, Activity 3
- Materials from a previous activity: Activity 2
- Materials from previous centers: Activity 3
- Solid shapes: Activity 1, Activity 3

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

In grade 1, students distinguish between defining and non-defining attributes of shapes. How does the work of this lesson prepare students for the work of grade 1?

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

 0 min

Unidad 7, punto de chequeo de la sección B

Standards Alignments

Addressing K.G

Student-facing Task Statement

Lesson observations

Student Responses

- Use their own language to describe and compare attributes of solid shapes.