

### Core Content

<b>Cluster Title:</b> Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).
<b>Standard 3:</b> Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).
<b>MASTERY Patterns of Reasoning:</b>
<b>Conceptual:</b> Students will understand that there are flat and solid shapes. Students will understand the differences between flat and solid shapes. Students will understand two-dimensional and three-dimensional shape vocabulary.
<b>Procedural:</b> Students can identify shapes as either flat or solid.
<b>Representational:</b> Students can represent two-dimensional shapes with drawings.

### Supports for Teachers

<b>Critical Background Knowledge</b>
<b>Conceptual:</b> Students will understand basic shapes. Students will understand that shapes can differ in size. Students will understand that objects have shapes.
<b>Procedural:</b> Students can recognize shapes regardless of size. Students can identify shapes in their environment. Students can find an object that is a given shape. Students can identify the shape of an object.

<p><b>Representational:</b>                  Students can find an object that is a given shape.                  Students can identify the shape of an object.                  Students can use manipulatives to represent given shapes.</p>
<p><b>Academic Vocabulary and Notation</b></p>
<p>flat, solid, two-dimensional, three-dimensional, squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres</p>

Instructional Strategies Used	Resources Used
<p>Present the class with a set of solid and flat shapes. Ask the students to identify the name of each shape.</p> <p>Hold up all the flat shapes and ask students what they have in common.</p> <p>Hold up all the solid shapes and ask students what they have in common.</p> <p>Focus on the fact that solids have an extra dimension.</p> <p>Point to different shapes and have students identify the shape as either solid or flat.</p> <p>Have students come up to the front and pick a shape. Have the class identify it as either solid or flat.</p> <p>When mentioning flat and solid shapes, introduce the terms <i>two-dimensional</i> and <i>three-dimensional</i> to widen students' vocabulary.</p> <p>Note to teacher: When identifying an object as a shape, three-dimensional vocabulary should be used (for example, a ball is now a <i>sphere</i>, not a <i>circle</i>).</p>	<p>Senisi, Ellen B. <i>A 3-D Birthday Party (Rookie Read-About-Math)</i>. Children's Press, 2007.</p> <p>Thong, Roseanne. <i>Round Is a Mooncake: A Book of Shapes</i>. Chronicle Books, 2000.</p> <p>flat shapes (use paper models of shapes)</p> <p>solid shapes</p>

<b>Assessment Tasks Used</b>	
<b>Skill-Based Task:</b> Given a group of shapes, students can identify the flat and solid shapes.	<b>Problem Task:</b> Given a shape, students can identify the shape as either flat or solid.