



## Topic B

## Three-Dimensional Solid Shapes

K.G.1, K.G.2, K.G.4, K.MD.3

<b>Focus Standards:</b>	K.G.1	Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above</i> , <i>below</i> , <i>beside</i> , <i>in front of</i> , <i>behind</i> , and <i>next to</i> .
	K.G.2	Correctly name shapes regardless of their orientations or overall size.
	K.G.4	Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).
<b>Instructional Days:</b>	3	
<b>Coherence</b>	<b>-Links from:</b> GPK-M2	Shapes
	<b>-Links to:</b> G1-M5	Identifying, Composing, and Partitioning Shapes

The lessons of Topic B replicate concepts taught in Topic A but with solid shapes. Lesson 6 begins with students finding solid shapes in their environment. They might find bottles of paint, tissue boxes, balls, or crayons and describe these objects to their neighbor using informal language. "My ball is round, and it bounces!" "This tissue box has a lot of pointy corners." Some students might even use the flat shape vocabulary they learned in Topic A to describe their solid shape. "There are a lot of rectangles on my tissue box, too."

In Lesson 7, students learn the names of the solid shapes and focus on their attributes. They are asked to explain their thinking as they classify the solid shapes into categories. "I'm putting the cube and rectangular prism together because they have six sides." "The sphere and cylinder roll. They should go together." Lesson 8 guides the students to use their new solid shape lexicon to communicate the position of solid shapes to each other. Students identify, name, and position shapes relative to each other.

**A Teaching Sequence Toward Mastery of Three-Dimensional Solid Shapes**

**Objective 1:** Find and describe solid shapes using informal language without naming.  
(Lesson 6)

**Objective 2:** Explain decisions about classification of solid shapes into categories. Name the solid shapes.  
(Lesson 7)

**Objective 3:** Describe and communicate positions of all solid shapes using the words *above*, *below*, *beside*, *in front of*, *next to*, and *behind*.  
(Lesson 8)