



Topic C

Two-Dimensional and Three-Dimensional Shapes

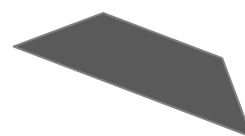
K.MD.3, K.G.3, K.G.4, K.G.1, K.G.2

Focus Standards:	K.MD.3	Classify objects into given categories: count the numbers of objects in each category and sort the categories by count.
	K.G.3	Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).
	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).
Instructional Days:	2	
Coherence	-Links from: GPK–M2	Shapes
	-Links to: G1–M5	Identifying, Composing, and Partitioning Shapes

Topic C closes the module with discrimination between flats and solids. In Lesson 9, students identify and sort flat and solid shapes. The goal of this lesson is to focus each student’s attention on the attributes of a flat or solid shape instead of trusting how it looks. The students learn to sort shapes and explain the reason for their groupings.



Young children might group the first and third shapes because “they look like triangles” but not the second shape because “it doesn’t look like other triangles.” This module closes in Lesson 10 with a culminating task that begins by asking students to distinguish between variants, non-examples, and examples of flat shapes. The task continues as students relate the flat shapes to solid shapes as they create a solid and flat shape display.



A Teaching Sequence Toward Mastery of Two-Dimensional and Three-Dimensional Shapes

Objective 1: Identify and sort shapes as two-dimensional or three-dimensional, and recognize two-dimensional and three-dimensional shapes in different orientations and sizes.
(Lesson 9)

Objective 2: Culminating task—collaborative groups create displays of different flat shapes with examples, non-examples, and a corresponding solid shape.
(Lesson 10)