# Lesson 7: Flat and Solid Shapes

### Standards Alignments

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| --- | --- |
| Addressing | K.G, K.G.A.3, K.G.B.4, K.G.B.5, K.MD.B.3 |

### Teacher-facing Learning Goals

* Distinguish between flat and solid shapes.

### Student-facing Learning Goals

* Let’s build shapes with clay.

### Lesson Purpose

The purpose of this lesson is for students to identify shapes as flat (two-dimensional) or solid (three-dimensional) as they build and sort shapes.

In previous lessons, students explored, identified, created, and counted two-dimensional shapes such as circles and squares. In this lesson, students are not expected to use precise vocabulary so they may use words like “lying flat” to describe a two-dimensional shape and words like “solid,” “taking up space,” “tall,” or “sticks up” to describe a three-dimensional shape. Throughout this unit, students will hear and use “flat” and “solid” to describe two-dimensional and three-dimensional shapes. The names of common three-dimensional shapes will be introduced in a future lesson.

### Access for:

### Students with Disabilities

* Action and Expression (Activity 2)

### English Learners

* MLR8 (Activity 2)

### Instructional Routines

Which One Doesn’t Belong? (Warm-up)

### Materials to Gather

* Clay: Activity 1
* Geoblocks: Activity 2
* Materials from previous centers: Activity 3
* Solid shapes: Activity 2

### Materials to Copy

* Flat Shapes Cards K (groups of 2): Activity 2

### Lesson Timeline

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

### Teacher Reflection Question

The standards ask students to “identify shapes as two-dimensional (lying in a plane, ‘flat’) or three-dimensional (‘solid’).” How does building shapes out of clay help students distinguish between two-dimensional and three-dimensional shapes?

## Cool-down

(to be completed at the end of the lesson) 0min

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.