# Lesson 5: Círculos y triángulos

### Standards Alignments

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

### Teacher-facing Learning Goals

* Identify, describe, and compare circles and triangles.

### Student-facing Learning Goals

* Aprendamos los nombres de algunas figuras.

### Lesson Purpose

The purpose of this lesson is for students to identify, describe, and compare circles and triangles.

Students are also introduced to the geometric terms **circle** and **triangle**. Students develop their intuitive understanding of circles and triangles. They may incorrectly identify shapes in this activity, such as identifying an oval as a circle. If this happens, acknowledge the similarities between the shapes (*“Esta figura es curva como un círculo, pero no es un círculo” //*“This shape is curved like a circle, but it is not a circle.”) As students sort examples and non-examples of triangles in the second activity, they continue to build their informal understanding of what a triangle is.

### Access for:

### Students with Disabilities

* Representation (Activity 1)

### English Learners

* MLR8 (Activity 1)

### Instructional Routines

Which One Doesn’t Belong? (Warm-up)

### Materials to Gather

* 5-frames: Activity 3
* Collections of objects: Activity 3
* Colored pencils or crayons: Activity 1
* Counting mats: Activity 3
* Materials from previous centers: Activity 3

### Materials to Copy

* Triangle Sort Cards (groups of 4): Activity 2

### Lesson Timeline

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

### Teacher Reflection Question

How did students think of triangles as they came into the lesson? In what ways did their understanding of triangles change upon completing the lesson?

## Cool-down

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

Unidad 3, punto de chequeo de la sección A

### Standards Alignments

|  |  |
| --- | --- |
| Addressing | K.G |

### Student-facing Task Statement

Lesson observations

### Student Responses

* Use informal language to describe shapes.
* Tell what is the same or different about two or more shapes.