Unit 3, Lesson 2

Match Shapes

Standards

Addressing	**K.G.A.1, K.G.A.2**
Building Toward	**K.G.A.1**

Instructional Routines

- Which Three Go Together?

Goals

- Identify (orally) simple shapes in a picture composed of many different shapes.

Student Facing Learning Goals

Let's find shapes that are the same.

Lesson Purpose

The purpose of this lesson is for students to identify shapes that are the same.

Narrative

Students make connections between real-world objects and flat shapes. For example, students match a plate with a circle. Students also identify shapes that are the same regardless of their size or orientation. Students may identify solid shapes as flat shapes, which is fine at this point in the year. The difference between flat and solid shapes will be investigated in a later unit.

Access for Students with Disabilities

- Action and Expression

Access for English Learners

- MLR7

Required Materials

Materials to Gather

- Materials from previous centers: Activity 3

Lesson Timeline

Warm-up	10 min
Activity 1	10 min
Activity 2	10 min
Activity 3	25 min
Synthesis Estimate	5 min

Teacher Reflection Questions

What opportunities outside of math class do you have for encouraging students to see and describe the different shapes that make up objects in the environment?

Warm-up

10 min

Which Three Go Together: Buttons

Standards

Building Toward **K.G.A.1**

Instructional Routines

- Which Three Go Together?

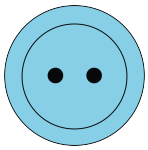
The purpose of this *Warm-up* is to introduce students to the full *Which Three Go Together?* routine. This *Warm-up* prompts students to compare four images. It gives students a reason to use language precisely (MP6). It gives the teacher an opportunity to hear how students use terminology to talk about characteristics of the items in comparison to one another. Listen to how students create an argument and use or revise language to make their argument clear.

Student Task Statement

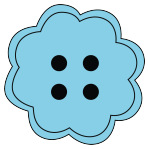
Which 3 go together?

A

B



C



D

Launch

- Groups of 2
- Display the image.
- "Pick 3 buttons that go together. Be ready to share why they go together."
- 1 minute: quiet think time

Activity

- "Discuss your thinking with your partner."
- 2–3 minutes: partner discussion
- Share and record responses.

Activity Synthesis

- Display Images A, C, and D.
- "Why do these buttons go together?" (All have 4 dots (or holes).)

Student Response

Sample responses:

A, B, and C go together because:

- They are big.

A, B, and D go together because:

- They are round.

A, C, and D go together because:

- They have 4 dots (or holes).

B, C, and D go together because:

- They are blue.

Activity 1

10 min

Match Objects and Shapes

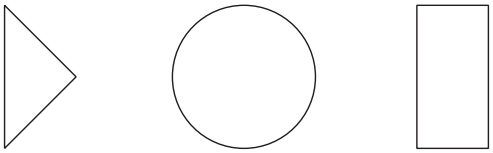
Standards

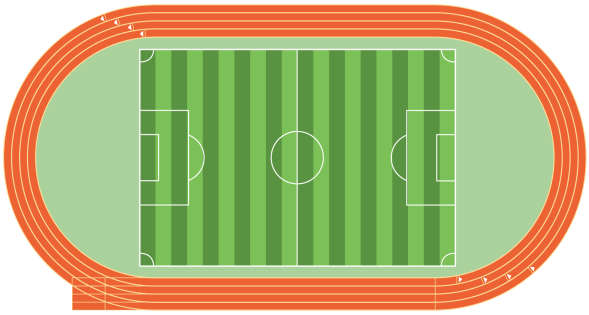
Addressing **K.G.A.1, K.G.A.2**

The purpose of this activity is for students to connect flat shapes to objects in the environment. Students look at an illustration of objects in the environment and match them to the shapes they look like. Students may match each shape with multiple examples in the image. Students discuss how the objects and the shapes are alike. When students make and describe their own choices for how they represent real-world objects with geometric shapes, they prepare to model real-world problems with mathematics (MP4).

Student Task Statement

Match the shape. Draw a line.





Launch

- Groups of 2
- "Draw a line to match each shape to the object that it looks like. Tell your partner how the shape and the object are alike or the same."

Activity

- 5 minutes: partner work time

Activity Synthesis

- Invite students to share which objects they matched to each shape.

Student Response

Students draw lines to match the shapes to examples of the shapes in the image.

Activity 2

10 min

Which Shape Is the Same?

Standards

Addressing **K.G.A.2**

The purpose of this activity is for students to identify shapes that are the same regardless of their size or

orientation. While students may name the shapes in the activity, students do not need to identify the shapes in order to match the shapes that are the same. When students observe that a shape is the same even though the size, color, and orientation may differ, they identify a common mathematical property of the shapes (MP7).

Access for English Language Learners

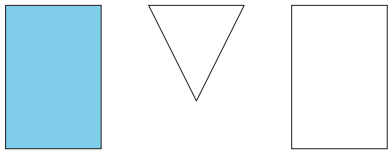
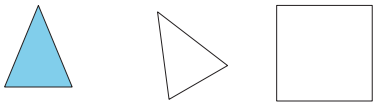
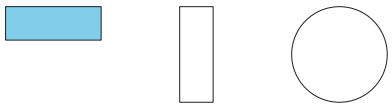
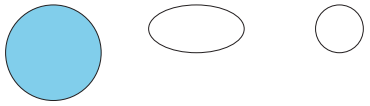
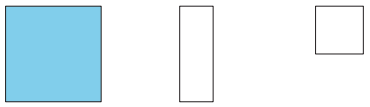
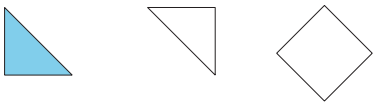
MLR7 Compare and Connect. Synthesis: To amplify student language and illustrate connections, follow along and point to the relevant part of the displays as students compare the shapes and their rationale for selecting a shape.
Advances: Representing, Conversing

Access for Students with Disabilities

Action and Expression: Develop Expression and Communication. Students may need support identifying which rotated shape is the same. Give students access to shapes that they can rotate to match up with the first shape in each row.
Supports accessibility for: Visual-Spatial Processing

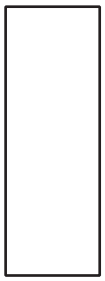
Student Task Statement

Color the same shape as the one at the beginning.

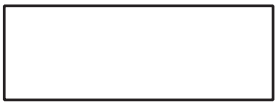
1. 
2. 
3. 
4. 
5. 
6. 

Launch

- Groups of 2
- Draw



and



- "What do you notice about these shapes?" (They are the same shape, but one is standing up and one is laying down.)
- 30 seconds: quiet think time
- 1 minute partner discussion.
- Share responses.
- "What did you notice that helped you decide that they are the same shape?" (They have the same sides and the same corners. Flipping the second one up would make it the same as the first one.)
- "Now you are going to look for more shapes that are the same. Color the shape that is the same as the first shape in each row. Tell your partner how you

Student Response

Students color:

1. the second shape
2. the first shape
3. the first shape
4. the second shape
5. the second shape
6. the first shape

know they are the same."

Activity

- 5 minutes: partner work time

Activity Synthesis

- Display the problem with a square.
- "Which shape is the same? What did you notice that helped you decide they are the same shape?" (The second one because it isn't stretched out like the first shape. The second shape because they are both squares, one is just smaller.)

Activity 3

25 min

Centers: Choice Time

The purpose of this activity is for students to choose from activities that offer practice with number and shape concepts.

Students choose any previously introduced stage from these centers:

- Picture Books
- Bingo
- Shake and Spill

Required Materials

Materials to Gather

- Materials from previous centers: Activity 3

Required Preparation

- Gather materials from:
  - Picture Books, Stages 1–3
  - Bingo, Stages 1 and 2
  - Shake and Spill, Stages 1 and 2

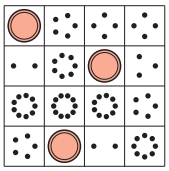
Student Task Statement

Choose a center.

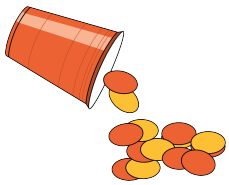
Picture Books Bingo

Launch

- "Today we are going to choose from centers we have already learned."
- Display the center choices in the student book.



Shake and Spill



- "Think about what you would like to do first."
- 30 seconds: quiet think time

Activity

- Invite students to work at the center of their choice.
- 10 minutes: center work time
- "Choose what you would like to do next."
- 10 minutes: center work time

Activity Synthesis

- "Which center did you enjoy most today? What did you enjoy about this center?"

Lesson Synthesis

"Today we learned that objects in our world look like shapes we can describe. We also learned that the same shape can look different if it is turned a different way or if it is a different size."

"Tell your partner about two things in the classroom that look like the same shape." (The clock and the sticker look like the same shape. The book and the door look like the same shape.)

Observation

Lesson Observations for Unit 3, Section A

Standards

Addressing **K.G.A.1, K.G.A.2**

Look Fors

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