

Lesson 5: Circles and Triangles

Standards Alignments

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

- Let's learn the names of some shapes.

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 ("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

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)

 0 min

Unit 3, Section A Checkpoint

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.