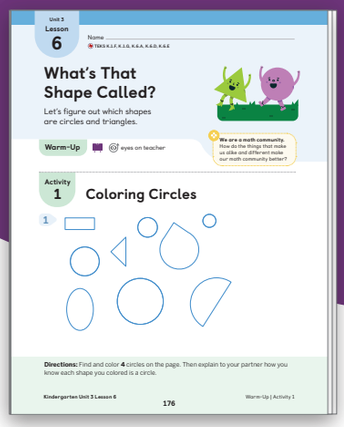
Unit 3
Lesson
6

Student Edition pages and Presentation Screens support learning in this lesson.



What's That Shape Called?

Identifying Circles and Triangles

Let's figure out which shapes are circles and triangles.

Key Concepts

Today's Goals

1. **Language Goal:** Identify and describe circles and triangles. **(Listening and Speaking)** ELPS 1.B, 2.B, 2.E
2. **Language Goal:** Classify two-dimensional shapes into given categories and justify the classifications. **(Listening and Speaking)** ELPS 1.B, 2.B, 2.E

Connections and Coherence

Students are introduced to the shape categories **circles** and **triangles**. They analyze various examples and non-examples, including variants, clear distractors, and difficult distractors. Variants, such as obtuse and scalene triangles, and difficult distractors, such as shapes with 3 vertices and 3 sides that do not connect, extend students' existing mental images and ideas of shapes and provide important opportunities to strengthen students' conceptual understanding of each shape category. **(TEKS K.1.F, K.1.G)**

Prior Learning

In Lesson 5, students sorted two-dimensional shapes based on their attributes.

Future Learning

In Lesson 7, students will be introduced to the shape category *rectangles* and will compare the lengths of rectangles using the terms *shorter* and *longer*.

Integrating Rigor in Student Thinking

- Students build their **conceptual understanding** that shapes can be classified into given categories based on their shared attributes.

Vocabulary

New Vocabulary

circle

triangle

TEKS

Addressing

K.6.A

Identify two-dimensional shapes, including circles, triangles, rectangles, and squares as special rectangles.

Also Addressing: **K.6.D, K.6.E**

Math Process Standards: K.1.F, K.1.G

ELPS: 1.A, 1.B, 1.E, 2.B, 2.C, 2.D, 2.E, 3.C, 3.D, 3.E, 3.F

Building Toward

1.6.A

Building Math Identity

We are a math community.
How do the things that make us alike and different make our math community better?

Invite students to reflect on this question as they complete this lesson.

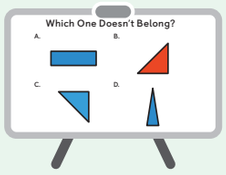
Lesson at a Glance 60 min

TEKS: K.1.F, K.1.G, K.6.A, K.6.D, K.6.E

Warm-Up

Whole Class | 10 min

Students use the **Which One Doesn't Belong?** routine to compare the defining and non-defining attributes of 4 shapes. Display the *Words to Describe Shapes* chart to encourage students to use the geometric vocabulary they have learned as they justify which shape does not belong. **(TEKS K.1.F, K.1.G)**



Activity 1

Pairs | 10 min

Students are introduced to the term **circle** in the Launch. They use developing geometric language as they identify circles within a set of examples and non-examples. In the Connect, students conjecture about the defining attributes of a circle.

Materials: coloring tools, sticky notes, *Words to Describe Shapes* chart (from prior lessons), Visual Display PDF, *Shapes We Know (sample)*

Additional Prep Prepare: *Shapes We Know* chart

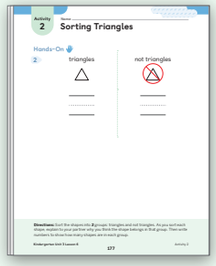
Activity 2

Pairs | 15 min

Students are introduced to the term **triangle** in the Launch. They use developing geometric language as they sort examples and non-examples of triangles. In the Connect, students reason about the attributes of triangles as they justify the classification of 4 shapes to complete a partial sort.

Materials: Activity 2 PDF, *Sorting Triangles Cards*, Activity 2 PDF, *Sorting Triangles Mat*, *Shapes We Know* chart (from Activity 1), sticky notes

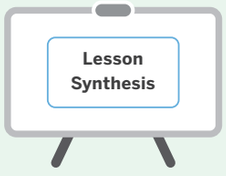
Additional Prep Cut out: Activity 2 PDF, *Sorting Triangles Cards*



Synthesis

Whole Class | 10 min

Students review and reflect on the attributes of triangles by analyzing a set of shapes that includes 1 variant and 4 difficult distractors.

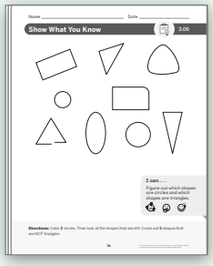


Show What You Know (optional)

Independent | 5 min

Students demonstrate their understanding by identifying circles and triangles.

Materials: *Show What You Know* PDF



Center Choice Time

Small Groups | 15 min

Students have an opportunity to revisit these Centers to build counting fluency and practice describing shapes and sorting objects:

- Bingo
- Counting Collections
- Mystery Shape

Math Language Development

Emergent Bilinguals

Consider using the *Math Language Development Resources* with the **Activity 2, Monitor** to support math language acquisition.

✓ Cognates
✓ Visuals
✓ Sentence frames and word bank

ELPS 1.B, 1.E, 2.B, 2.C, 2.D, 2.E, 2.F

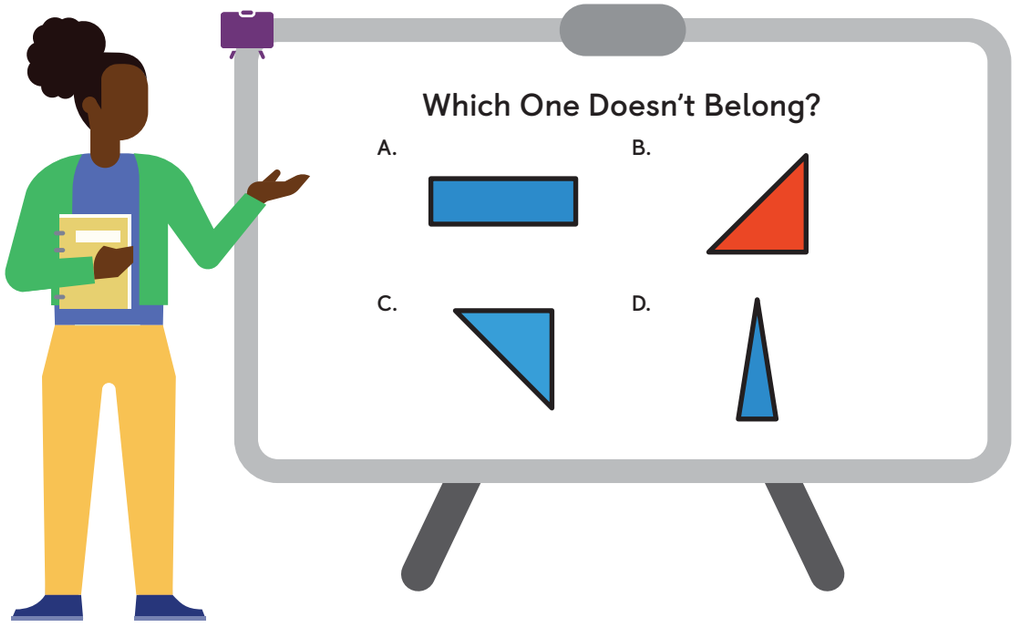
Pre-Production	Beginning	Intermediate	High Intermediate	Advanced
Students **listen** to spoken English and **respond** using their primary languages and gestures.	Students **listen** to spoken English and **speak** using their primary languages, gestures, and single words or short phrases.	Students **listen** to spoken English and **speak** using short phrases or simple sentences.	Students **listen** to spoken English and **speak** using a variety of sentence types.	Students **listen** to spoken English and **speak** using longer sentences. Exemplar responses are provided.

Whole Class | 10 min

Presentation Screen

Warm-Up Which One Doesn't Belong?

Purpose: Students analyze and compare shapes to continue to develop geometric language to describe the attributes of shapes.



1 Launch

Display the 4 shapes.

Use the Which One Doesn't Belong? routine.

Say, "Choose 1 that doesn't belong. Be ready to share your reasoning."

2 Connect

Record students' responses as they share.

Ask, "Are any of these the same shape? How do you know?"

Say, "Let's continue thinking about what makes a shape the same as another shape."

Students might say . . . ELPS 2.C, 2.D, 2.E

A: *It is the only one with 4 sides.*

B: *It is the only one that isn't blue.*

C: *It is the only one that isn't flat on the bottom.*

D: *It is the only one that isn't wide. It is really skinny.*

Pairs | 10 min

Activity 1 Coloring Circles

Purpose: Students examine a set of shapes and identify the circles to develop their understanding of the defining attributes of a circle.

Presentation Screens

Materials

Classroom materials:

- Use chart paper, markers, and the Visual Display PDF, *Shapes We Know* (sample) (**Lesson Resources**) to create the *Shapes We Know* chart before the activity. Display the chart during the Launch.
- Use sticky notes to add new language to the chart.
- Display the *Words to Describe Shapes* chart (from prior lessons) during the activity.
- Distribute coloring tools to each pair.

1 Launch

MLR This activity is structured using the *MLR2: Collect and Display* routine. ELPS 3.C, 3.D, 3.E, 3.F

Read aloud page 6 of the Unit Story. ELPS 1.E

Display the teacher-made *Shapes We Know* chart. Draw 3 circles labeled "circle."

Say, "All the shapes in this group are called **circles**."

Use the Think-Pair-Share routine. Ask, "What do you think makes a shape a circle?"

Record the language students use on the *Shapes We Know* chart and show connections with other words on the *Words to Describe Shapes* chart. Remind students to continue to refer to and use the charts.

EB **Emergent Bilinguals:** As students share, gesture to attributes on the drawn circles. For example, trace a finger around the circle to show that there are no corners. ELPS 3.D, 3.F

Say, "Find and color the 4 circles on the page. Then explain to your partner how you know each shape you colored is a circle."

2 Monitor

While students complete the activity, refer to the D Differentiation | Teacher Moves table on the following page.

If students need help getting started . . .

- Ask, "What did you notice about the circles on the chart? Which of these shapes look like a circle?"
- Invite the student to trace a finger around each circle on the chart. Ask, "What do you notice about the circles now? How can you use what you noticed to find the circles on the page?"

3 Connect

Display the image from the Student Edition and point to the oval.

Ask, "Is this shape a circle? Why or why not?"

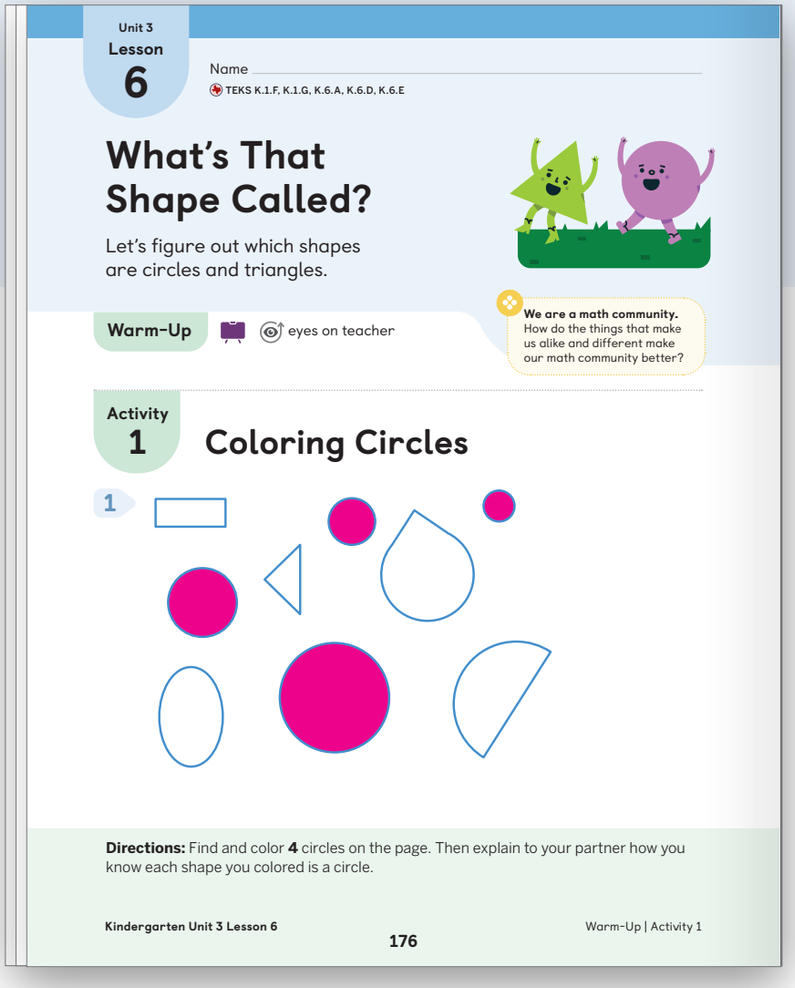
A **Accessibility: Visual-spatial processing** Guide visualization by drawing a circle on top of the oval to show how they do not match.

Ask, "What can you say about shapes that are circles? Is this always true, sometimes true, or never true?"

Record any new language, such as "round," "no straight sides," or "no vertices," on the *Shapes We Know* chart. Remind students to continue to refer to and use the chart during class discussions.

Key Takeaway: Say, "**Circles** are round. They have no vertices and no straight sides. Circles look the same no matter how you turn them."

Student Edition



Unit 3
Lesson 6

Name _____

TEKS K.1.F, K.1.G, K.6.A, K.6.D, K.6.E

What's That Shape Called?

Let's figure out which shapes are circles and triangles.

Warm-Up eyes on teacher

We are a math community. How do the things that make us alike and different make our math community better?

Activity 1 **Coloring Circles**

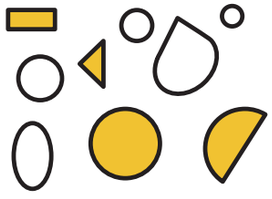
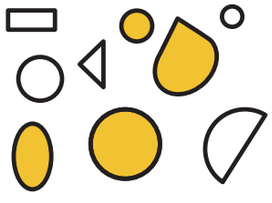
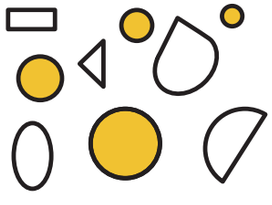
1

Directions: Find and color **4** circles on the page. Then explain to your partner how you know each shape you colored is a circle.

Kindergarten Unit 3 Lesson 6 176 Warm-Up | Activity 1

Presentation Screens

D Differentiation | Teacher Moves

Look for students who . . .	For example . . .	Provide support . . .
Almost there Color some circles and some clear distractors.		**Support** Ask, "What do you notice about the circles on the chart? What do you notice about the shapes you colored?"
Almost there Color some circles and some difficult distractors.		**Support** Point to 2 circles and ask, "How are these 2 circles alike?" Point to a distractor and ask, "How is this shape the same as a circle? How is it different?"
Color all the circles.		**Stretch** Point to the oval and ask, "Why is this shape not a circle? What must be true about circles?"

Pairs | 15 min

Activity 2 Sorting Triangles

Purpose: Students identify and sort examples and non-examples of triangles to develop their understanding of the attributes of a triangle.

Presentation Screens

Materials

Lesson Resources:

- Distribute one Activity 2 PDF, *Sorting Triangles Mat* to each pair.
- Distribute one set of cards from the Activity 2 PDF, *Sorting Triangles Cards* to each pair.

Classroom materials:

- Display the *Shapes We Know* chart (from Activity 1) and the *Words to Describe Shapes* chart (from prior lessons) during the Launch.
- Use sticky notes and refer to the Visual Display PDF, *Shapes We Know* (sample) (**Lesson Resources**) to add new language to the chart.

Short on time? Consider having pairs share their work verbally instead of using a Gallery Tour.

1 Launch

Read aloud page 4 of the Unit Story. ELPS 1.E

Display the teacher-made *Shapes We Know* chart. Draw 3 triangles labeled "triangle."

Say, "All the shapes in this group are called **triangles**."

Use the Think-Pair-Share routine. Ask, "What do you think makes a shape a triangle?"

Record the language students use on the *Shapes We Know* chart and show connections to other words on the *Words to Describe Shapes* chart. Remind students to continue to refer to and use the charts.

Say, "Sort the shapes into 2 groups: triangles and not triangles. As you sort each shape, tell your partner why you think the shape belongs in that group. Then write numbers to show how many shapes are in each group."

A **Accessibility: Conceptual processing** Provide students with a set of partially sorted triangles and non-triangles.

2 Monitor

While students complete the activity, refer to the D Differentiation | Teacher Moves table on the following page.

If students need help getting started . . .

- Ask, "What did you notice about the triangles on the chart? Which of these shapes look like a triangle?"
- Invite the student to trace a finger around each triangle on the chart. Ask, "What do you notice about the triangles now? How can you use what you noticed to find the cards with triangles?"

3 Connect

Display Shawn's Sort and Cards E, H, K, and M.

Use the Think-Pair-Share routine. Say, "Shawn sorted some shapes but was unsure how to sort these shapes. Tell your partner if each shape belongs in the triangle group or the not triangle group and explain how you know."

Say (pointing to each card), "Shapes H and M do not have 3 straight sides. Shape E has straight sides, but the sides are not all connected. Shape K has 3 straight sides and 3 vertices. Shape K is the only triangle in this group."

Ask, "How do you know Shape K is a triangle?"

Record any new language, such as "3 straight sides," "3 vertices," or "connected sides," on the *Shapes We Know* chart. Remind students to continue to refer to and use the chart during class discussions.

Key Takeaway: Say, "**Triangles** are shapes with 3 straight sides and 3 vertices. All of the sides connect."

Student Edition

Activity 2

Name _____

Sorting Triangles

Hands-On

2

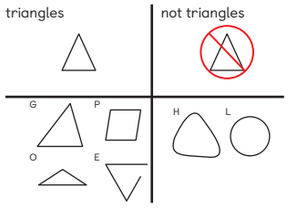
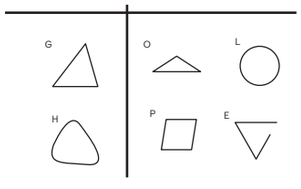
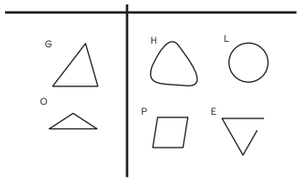
triangles	not triangles
	
	
Cards A, C, G, I, K, O	Cards B, D, E, F, H, J, L, M, N, P

Directions: Sort the shapes into **2** groups: triangles and not triangles. As you sort each shape, explain to your partner why you think the shape belongs in that group. Then write numbers to show how many shapes are in each group.

Kindergarten Unit 3 Lesson 6 177 Activity 2

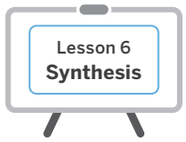
Presentation Screens

D Differentiation | Teacher Moves

Look for students who . . .	For example . . .	Provide support . . .
Almost there Identify all shapes that share 1 attribute with triangles, such as straight sides.		**Support** Ask, "What do you notice about the triangles on the chart? Which of these shapes have the same parts as the triangles? Which shapes do not?"
Sort some triangles into a group.		**Strengthen** Point to 2 triangles and ask, "How are these 2 triangles alike?" Point to a distractor and ask, "How is this shape the same as a triangle? How is it different from a triangle?"
Sort all triangles into a group.		**Strengthen** Ask, "Are any of these shapes a circle? How are triangles and circles different?"

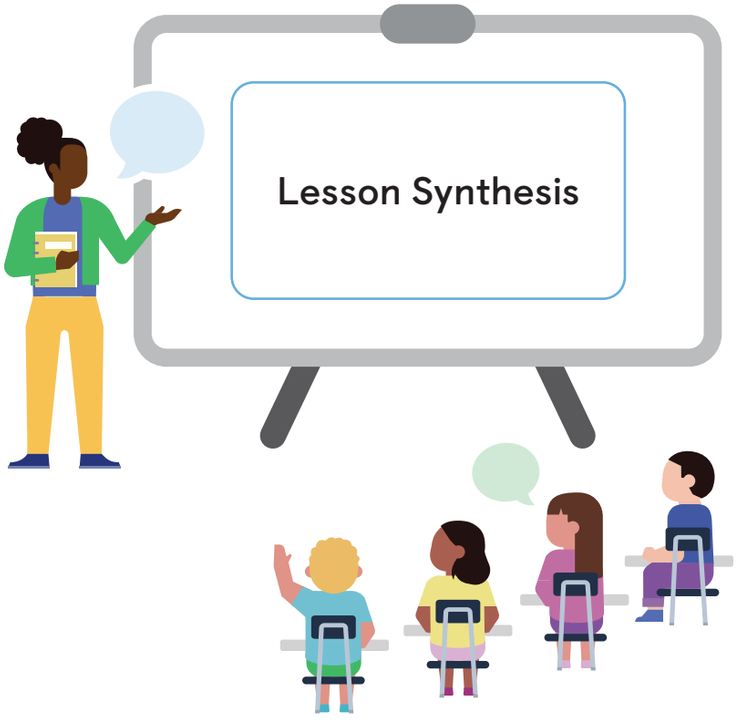
Whole Class | 10 min

Presentation Screen



Synthesis

Lesson Takeaway: Circles and triangles can be identified, described, and compared by their attributes.



Use the Think-Pair-Share routine. Say, "Here are 5 more shapes. Decide with your partner if each shape is a triangle or not a triangle."

Ask, "Were there any shapes you and your partner did not agree on? Why did you disagree?"

Say, "Sometimes, shapes can look very similar and it can be tricky to figure out what shape they are. We have to look closely at the shapes' sides and vertices."

Say, "Let's continue to think about what every shape has to have."

Formalize vocabulary: circle, triangle

(optional) **Consider using the Total Physical Response routine** by inviting students to work with a partner to create a **circle** and then a **triangle** using their arms. Invite students to perform these physical actions as you say the terms aloud.

ELPS 1.A, 1.B, 1.C, 1.E

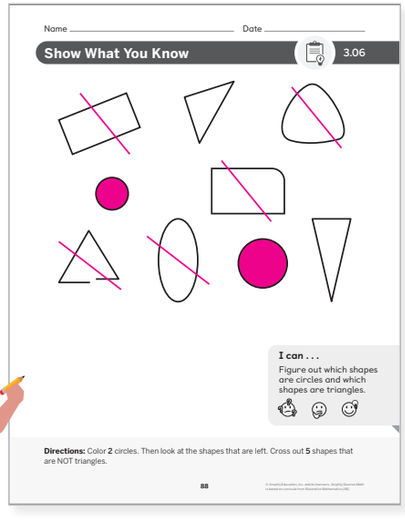
Refer to the *Math Language Development Resources* for a description of this routine and for more vocabulary support.

Invite students to refer to the **Summary** during Practice or anytime during the year.

Show What You Know (Optional)

Independent | 5 min

Show What You Know PDF


Name _____ Date _____

Show What You Know 3.06

I can . . .
Figure out which shapes are circles and which shapes are triangles.

Directions: Color **2** circles. Then look at the shapes that are left. Cross out **5** shapes that are NOT triangles.

Today's Goals

1. **Language Goal:** Identify and describe circles and triangles. **(Listening and Speaking)** ELPS 1.B, 2.B, 2.E
   - In the *Show What You Know*, students colored circles and crossed out shapes that are not triangles.
2. **Language Goal:** Classify two-dimensional shapes into given categories and justify the classifications. **(Listening and Speaking)** ELPS 1.B, 2.B, 2.E

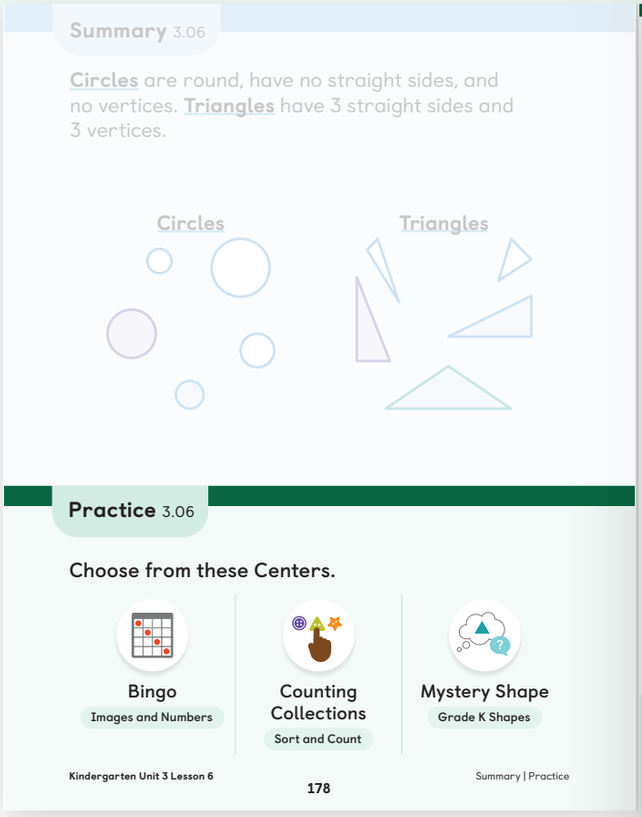
D **Differentiation** See the last page of the lesson for differentiation and Math Language Development support.

Practice

Independent

Provide students with sufficient practice to build and reinforce their conceptual understanding, fluency, and application of mathematical topics, assessment practice, and ongoing spiral review.

Students using print



Summary 3.06

Circles are round, have no straight sides, and no vertices. Triangles have 3 straight sides and 3 vertices.

Circles

Triangles

Practice 3.06

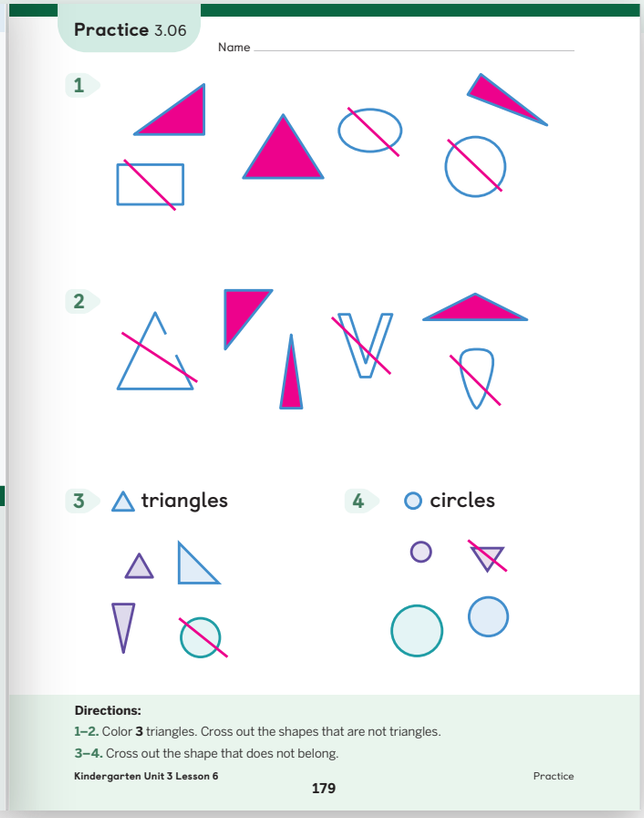
Choose from these Centers.

Bingo
Images and Numbers

Counting Collections
Sort and Count

Mystery Shape
Grade K Shapes

Kindergarten Unit 3 Lesson 6 178 Summary | Practice



Practice 3.06

Name _____

1

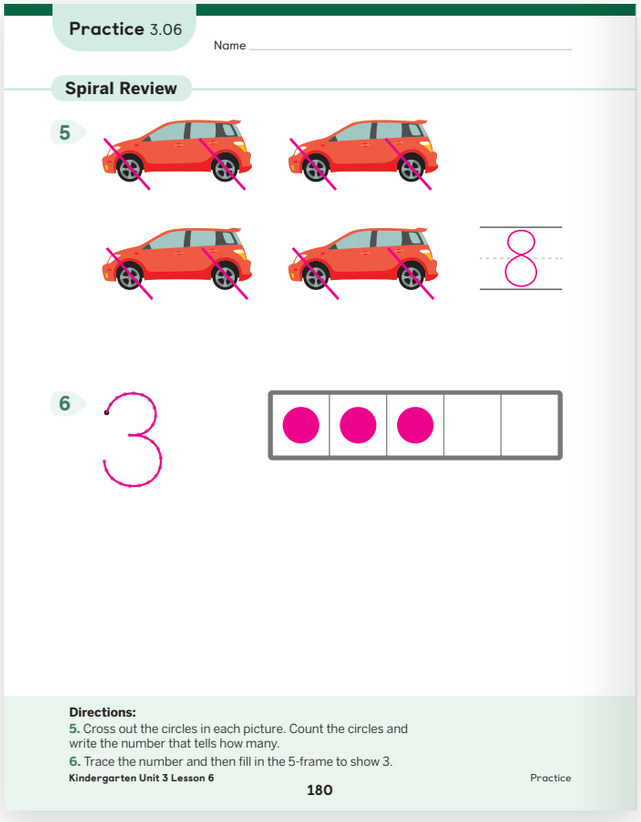
2

3 triangles

4 circles

Directions:
1–2. Color **3** triangles. Cross out the shapes that are not triangles.
3–4. Cross out the shape that does not belong.

Kindergarten Unit 3 Lesson 6 179 Practice



Practice 3.06

Name _____

Spiral Review

5

6

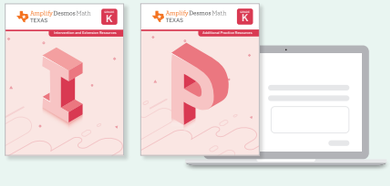
Directions:
5. Cross out the circles in each picture. Count the circles and write the number that tells how many.
6. Trace the number and then fill in the 5-frame to show 3.

Kindergarten Unit 3 Lesson 6 180 Practice

Practice Problem Item Analysis

	Problem(s)	DOK	TEKS
On-Lesson			
	1, 2	1	K.6.A
	3, 4	2	K.6.E
Spiral Review			
	5, 6	1	K.2.B, K.2.C

Need more Practice?



Additional practice can be found in the **Practice Resources, Intervention and Extension Resources,** and online resources (item banks, Boost Personalized Learning, and Fluency Practice).

Center Choice Time

Presentation Screen

Purpose: Use this time to support students working in Centers, gather formative assessment data, or work with a small group of students on targeted skills.

Bingo

Images and Numbers

Small Groups | 15 min | K.2.B, K.2.C, K.2.D

Students choose a number card and cover the appropriate space on the board with a counter.

Materials

- counters, number cards (1–10) **(Manipulative Kit)**
- Directions, Gameboards (A–D) **(Centers Resources)**

Corresponds with the checklist from Unit 2, Sub-Unit 3.

Counting Collections

Sort and Count

Pairs | 15 min | K.2.B, K.2.C

Students sort and count collections of up to 10 objects to practice sorting and to develop fluency with counting.

Materials

- 5-frames **(Manipulative Kit)**
- collections of objects (up to 10) **(Classroom materials)**
- Directions, Recording Sheet **(Centers Resources)**

Corresponds with the checklist from Unit 3, Sub-Unit 1.

Use Centers as games to offer fun and engaging ways for students to practice math skills.

GAMES

Mystery Shape

Grade K Shapes

Pairs | 15 min | K.6.D

Students take turns choosing a mystery shape and asking *yes* or *no* questions to figure out the mystery shape.

Materials

- counters **(Manipulative Kit)**
- Directions, Gameboard **(Centers Resources)**

Corresponds with the checklist from Unit 3, Sub-Unit 1.

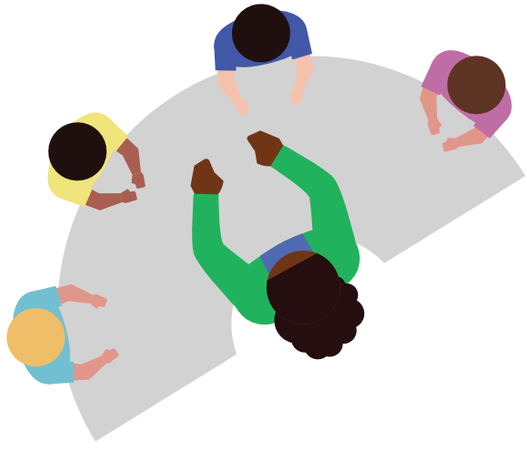
D Differentiation | Teacher Moves

Work with students in their Centers by:

- Reinforcing Center routines and positive interactions.
- Asking probing questions to propel student thinking forward.
- Recording observations using the checklist provided.

Consider pulling a small group of students for:

- Reviewing the lesson's learning goal by using the *Mini-Lesson* or the supports provided in the lesson.
- Reviewing essential skills from prior lessons or units.



Differentiation Use after Lesson 6

Lesson Goal: Identify and describe circles and triangles.

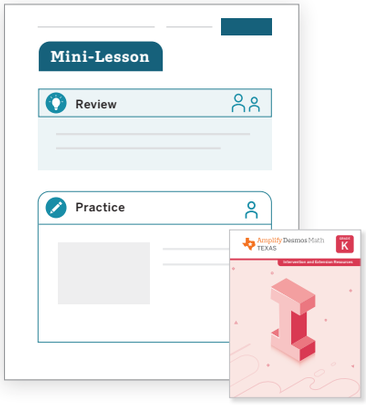
Support

Provide targeted intervention for students by using these resources.

If students identify some circles and triangles and some distractors:

Respond:

- Assign the *Identifying Circles and Triangles* Mini-Lesson. | 15 min
- Students will also have more opportunities to develop this concept in future lessons, so intervention is not necessary at this time.



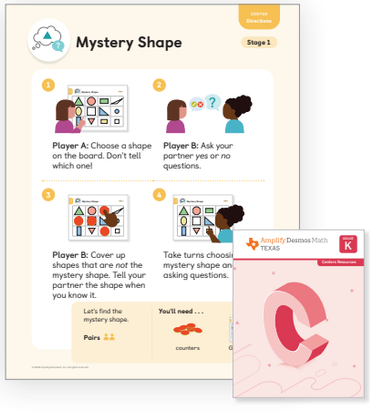
Strengthen

Reinforce students' understanding of the concepts assessed by using these resources.

If students identify all circles and triangles:

Respond:

- Invite students to play the **Center. |** 15 min
  Mystery Shape: Grade K Shapes
- Have students complete **Lesson 6 Practice. |** 15 min
- **Item Bank**



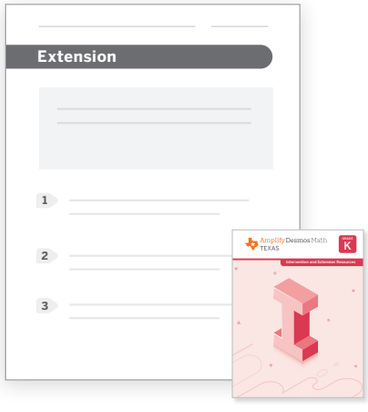
Stretch

Challenge students and extend their learning with these resources.

If students identify all circles and triangles, and justify the classifications:

Respond:

- Invite students to explore the **Sub-Unit 1 Extension Activities. |** 15 min
- Revisit Activity 1 and invite students to respond to the **Stretch** question from the *Differentiation: Teacher Moves* table. | 5 min



Support, *Strengthen*, and *Stretch* learning by assigning these digital resources that adjust to each student's current level of skill and understanding.
• **Boost Personalized Learning** • **Fluency Practice** • **Math Adventures**

Math Language Development

EB Use the ***Math Language Development Resources*** for further language support with all your students, including those building English proficiency.

- English/Spanish cognates, e.g., **circle/círculo**, **triangle/triángulo**
- Vocabulary routines

Professional Learning

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