

TWO-DIMENSIONAL AND THREE-DIMENSIONAL SHAPES

A geometry lesson

Episode 215: Blossom and Snappy Build Scale Models
1st Grade

Georgia Performance Standard

- M1G1 Students will study and create various two- and three-dimensional figures and identify basic figures (squares, circles, triangles, and rectangles) within them.

Objectives

- The students will separate two and three-dimensional figures from one another.
- The students will identify which two-dimensional figures make up the three dimensional figures.

Materials

- TV/VCR or Computer/LCD Projector
- Video *Count On It!* 215
- Various examples of two-dimensional shapes on stock card (or construction paper (make sure to have examples of squares, circles, rectangles, and triangles)
- Various items to represent the following three-dimensional shapes: cylinder, cone, rectangular prism (examples would be cans of food items like soup or beans, ice cream cones, orange street cones, boxes of different sizes)
- Paper, pencil

Procedure

Before-hand

- Set up enough stations with the two- and three-dimensional materials so that groups of four may go to them after viewing the segment.

Opening

- Show *Count On It!* 215 clip “2-D and 3-D” (VHS 6:29 – 7:59).
- Break class into several small groups and send them to their stations.

Work time

- Students separate the two- and three-dimensional shapes at their tables as you walk around to check for understanding. If a group has a problem, ask questions about the shapes to help direct them.
- Once each group has correctly separated their shapes, hold up a three-dimensional shape and say, “Did you know that all three-dimensional shapes are really made up of two-dimensional shapes? What shapes do you see in a box?” Let students explore the boxes at their tables as you go around making sure they see the rectangles and/or squares that make up the box.

- Have them explore all three of the three-dimensional shapes to figure out what two-dimensional shapes they are made up of. Monitor the progress.

Closing

- Bring the class to the carpet. Have a class discussion on their findings today. Chart the results as you have the class discussion to hang in the classroom for future reference.

Assessment

- Teacher observation/documentation on student rubric used by your school/county during work time and closing (sample rubric can be found on our website)