

MATHS



Lessons 17–18

Prep

Topic: Shape

Describing familiar two-dimensional shapes

Lesson concepts

-  **Shapes** — Language (describing, naming, comparing)
-  **Shapes** — Sorting (appearance, function)

Today students will:

- ▶ name and describe familiar two-dimensional shapes
- ▶ identify two-dimensional shapes in the environment
- ▶ sort familiar two-dimensional shapes.

Resources

Digital

Slideshow — Shape towns

Find and prepare

Paper

Scissors

Sheet — 2D shapes

Key terms

circle, corner, face, rectangle, similar, square, triangle, two-dimensional shape

For definitions and explanations of terms, please see the [Glossary](#).

Lesson

Introduce the lesson

Note

It is important to highlight and develop the following vocabulary throughout this lesson:
straight sides, curved sides, same, different, sides

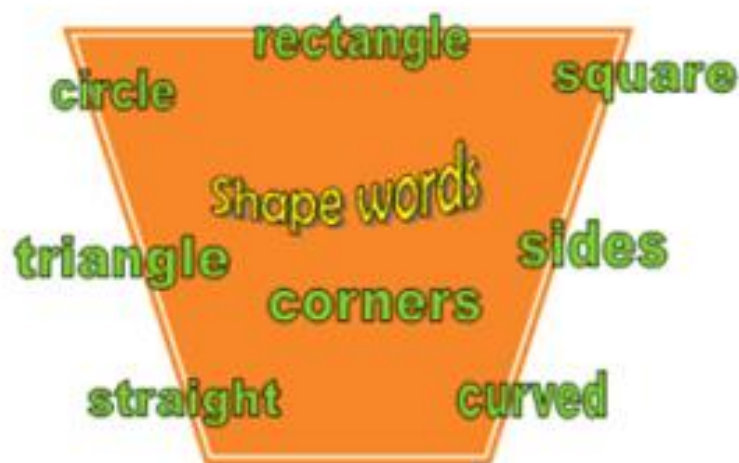
Explain that students will explore two-dimensional shapes.

Describe two-dimensional shapes

Explain to students that two-dimensional shapes are flat and are not objects that you can pick up.

Ask students to discuss two-dimensional shapes. Encourage them to:

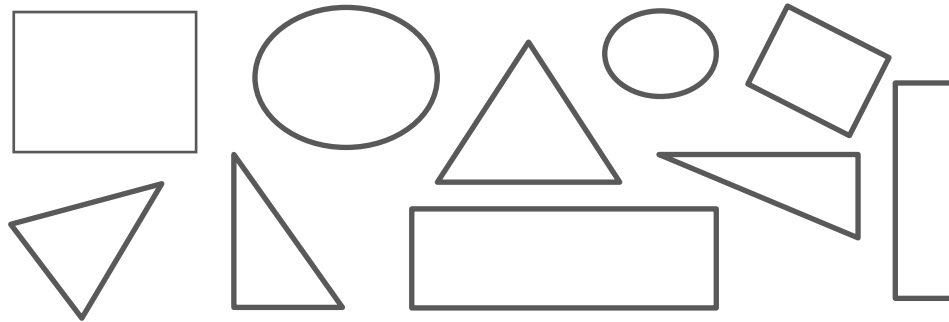
- use names such as square, triangle, rectangle and circle
- use words to describe two-dimensional shapes. For example:



Name the shape

Display a collection of common two-dimensional shapes in different orientations and sizes — these may be digital, drawn on a whiteboard, drawn in sand or drawn with chalk.

For example:



Assist students to identify, name and describe each of the shapes.

Ask students to discuss two-dimensional shapes. Encourage them to use names such as square, triangle, rectangle and circle.

Focus questions

Q: *What is the name of this shape?*

A: For example: a square

Q: *Is there another of these shapes? Where?*

A: For example: another square

Q: *How would you describe this shape?*

A: For example: four straight lines

Q: *Is this shape the same as that one? How do you know?*

A: For example: Both have four straight lines.

Q: *What is the same about these two shapes? What is different?*

A: For example: Both have straight sides, four corners. The lines are different lengths.

Q: *Where can you see a (square)?*

A: For example: a tabletop

Q: *Where can you see a straight side/curved side?*

A: Personal response required.

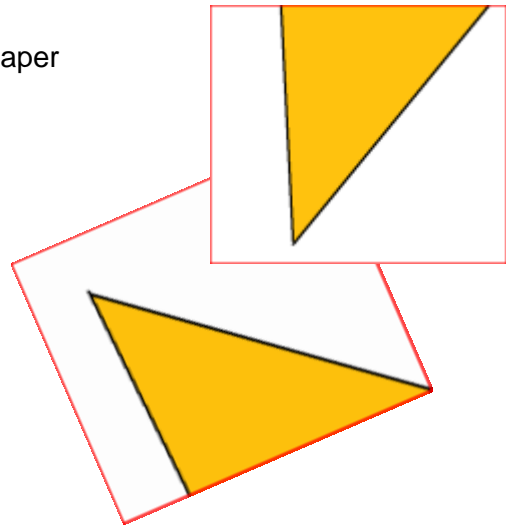
Q: *Where can you see a corner on this shape?*

A: Personal response required.

Can you do my puzzle?

Ask students to:

- draw a regular two-dimensional shape on a piece of paper
- cut the paper into two or three parts
- reassemble the parts
- name the shape.



Draw what I say

Describe a two-dimensional shape referring to the number of sides, type of lines and corners, for example: It has three sides, three corners and its sides are straight.

Start with regular shapes (square, circle, triangle and rectangle) and, if students are ready, extend descriptions to more complicated familiar shapes, for example: oval, star, heart.

Ask students to:

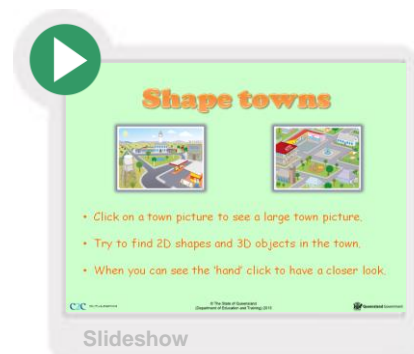
- listen to all instructions before drawing
- guess as they hear the clues
- draw the shape they think was described
- share and display their drawings.

Explore two-dimensional shapes in the environment

Discuss how two-dimensional shapes are all around us (including on the faces of three-dimensional objects and in images and drawings).

Ask students to:

- identify two-dimensional shapes in their environment
- name them
- describe their features
- work through the **Slideshow — Shape towns**.



Focus questions

Q: *Where can you see a (triangle/square/circle)?*

A: For example: door, window, mat

Q: *How do you know it is a (triangle/square/circle)?*

A: For example: A triangle has three sides.

Q: *What shape do you think the (door/window/mat) is? Why do you think that?*

A: Personal response required.

Sort and describe two-dimensional shapes

Ask students to:



- cut out two-dimensional shapes from the activity **Sheet** — [2D shapes](#)
- sort the shapes into groups
- describe and justify the sorted groups
- arrange the shapes to make a picture.

Focus questions

Q: *Why have you placed these shapes together?*

A: For example: They all have four corners and straight sides.

Q: *How would you describe this group?*

A: For example: squares and rectangles

Q: *Which groups have curved sides?*

A: Circles

Q: *How is this group different from that group?*

A: For example: This group has three sides and the other group has four sides.

Q: *Can you join these shapes to make a picture?*

A: Personal response required.

