

Whitney Verbeck

Lesson Plan: I Can Identify 2D and 3D Shapes

Lesson Type: Whole Group Math Lesson

Grade Level: Kindergarten

Standard

NY-K.G.3 – Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").

Objective

Students will identify that 2D shapes are flat and 3D shapes are solid and can be filled.

Classroom Setup

- Students will begin on the carpet for the anticipatory set and both the I Do and We Do portion
 - Access to SmartBoard (Elmo) for teacher modeling using gradual release
 - Transition to desks for hands-on exploration
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Background Knowledge / Prior Learning

Students are familiar with basic 2D shapes and have explored 3D shapes as well.

Materials Needed

- Anchor chart for 2D vs. 3D shapes (with labeled columns)
- Real-life shape examples (ball, can, tissue box, etc.)
- Cotton balls
- 2D/3D Shape Sorting Mats
- 3D shape manipulatives and printable 2D shape cards

1. Anticipatory Set (Carpet Time)

- Seat students on the carpet.
 - “Today we will learn that 2D shapes are flat and 3D shapes are solid and can be filled.”
 - Ask: “What shapes do we already know?” Use the anchor chart to review 2D and 3D shapes.
 - Show an Amazon box to spark interest—explain the box is a 3D shape (rectangular prism), and the label is a flat 2D shape (rectangle).
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2. Mini-Lesson (I Do)

- Use common objects and 2D shape cards to spot the difference between 2D and 3D shapes.
- Introduce the 2D and 3D sorting mat students will use later. Then, model using a 3D shape manipulative filled with cotton balls, projecting it on the Smart Board to show how it takes up space—unlike a 2D shape, which is flat.

3. Guided Practice (We Do)

- Invite a student to come up and choose a 3D shape to fill with cotton balls and place on a sorting mat.
 - Name the shape together and discuss its features.
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4. Independent Practice (You Do)

- Students return to their seats.
 - Each student uses cotton balls to fill a 3D shape manipulative to show that it holds space, then sorts the shape on the 2D and 3D sorting mat as modeled earlier.
 - Circulate to support students in identifying the shape and completing the task correctly.
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5. Closure

- Have students hold up or name the 2D/3D shape they worked with.

- Let students take turns showing their objects to the class.
 - Ask: “What’s the difference between a flat shape and a solid shape?” and “What did we learn today about 2D and 3D shapes?”
 - Return to the anticipatory set package to see what is inside, noting that it can be filled. A fun surprise will appear.
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Extension

- Create a “shape museum” where students place Play-Doh shapes on display.
- Use shape cards for sorting practice or a matching game during center time.
- Read a book about 2D and 3D shapes (e.g., My Shapes Book).
- Add a fine motor extension by using tweezers to fill 3D shape manipulatives with beans.