



Same but Different

By: Michelle Bouslog

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Math
Grades 3–5



Introduction

Every shape is unique in itself, but many share similar attributes. In this lesson, students will put shapes into groups and their partner will guess why those shapes belong in a group together.

Learning Objectives

([CCSS.Math.Content.3.G.A.1](#)) Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals that do not belong to any of these subcategories

Materials Needed

- *City Shapes* by Diana Murray
- [Printable Shape Page](#)

Procedure

1. Ask students to name some shapes. As they name them, draw that shape on the board. After students have brainstormed several, ask if any of the shapes have something in common (round sides, number of sides, vertices, etc.). Tell students that although shapes are all unique on their own, they also can share many similar attributes.
2. Read *City Shapes* as a fun warm-up to shapes.
3. After reading, show students the Printable Shape Page. Tell them that they are going to first cut out each shape. Then, with a partner, they will take turns sorting some of the shapes into a pile. Their partner will have to figure out how those shapes were sorted (same number of sides, no vertices, etc.).

Extension: Have students take a picture of each of the ways they sorted their shapes, label it, and upload a photo of their pile to Seesaw (or another similar platform).

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Evaluation

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|---|-----|----|
| • Did the student stay engaged in the lesson? | Yes | No |
| • Did the student sort their shapes in multiple ways (from your observation)? | Yes | No |
| • Did the student upload a picture of how they sorted their shapes (if applicable)? | Yes | No |