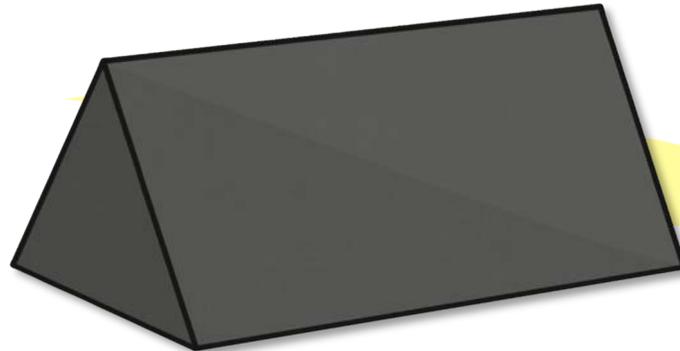
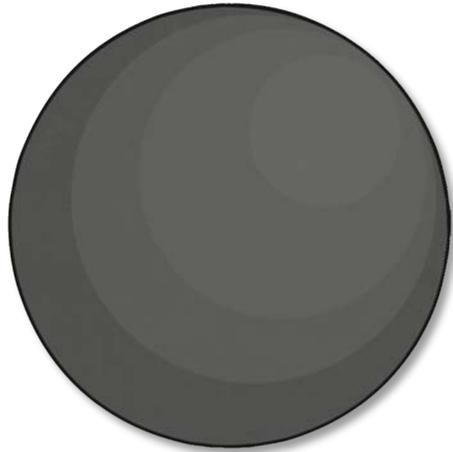
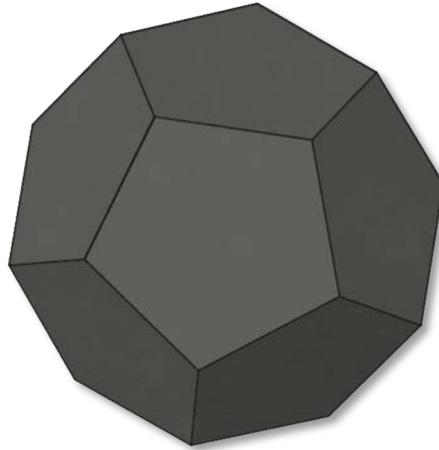
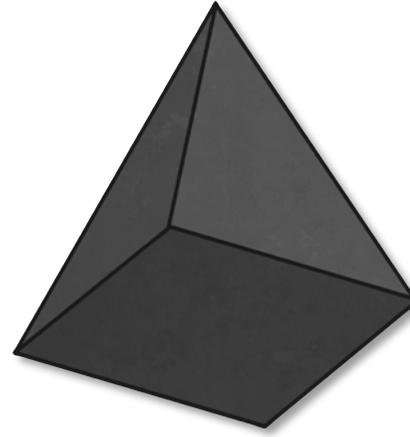
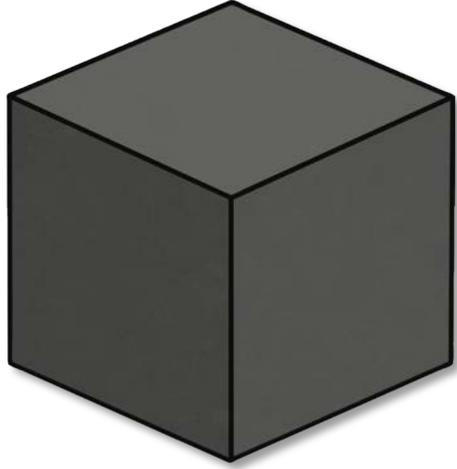


We are learning:

- About 3D shapes



Abdul

# Teacher notes

## Additional resources

3D shapes and/or the copiable flashcards.

## Activities

For the first few minutes of the lesson greet the children in a warm and friendly manner, asking them questions they should now be very familiar with. Include new questions about the weather, such as “¿cómo está el tiempo hoy?” or “¿qué tiempo hace hoy?”.

Introduce the lesson by using the phrase “**hoy vamos a aprender las formas en tres dimensiones**” – “today we are going to learn about 3D shapes”. It would be useful for the children have a selection of 3D shapes on the table in front of them and for you to have a selection near you for showing to the children. Ask the children to discuss the properties of 3D shapes in English to remind them of the key vocabulary – face, edge, vertex etc.

As usual, use **escuchad** and **repetid** to introduce the new vocabulary phrases – provide lots of opportunity for repetition. Ask the children to identify any cognates that may help them remember vocabulary – **vértice, cubo, curva, prisma** etc.

Use **escuchad** and **repetid** to introduce the new shape vocabulary – provide lots of opportunity for repetition. For each shape, ask the children “¿cómo se escribe [the shape]?” – “how do you spell...[the shape]?”.

Remind the children of the concepts of masculine and feminine. Ask them do work with a partner to decide which shapes are masculine and which are feminine. Sort the shapes, or flash cards, into two groups. Discuss how the children decided to group the shapes – they should be very familiar with this concept now. Point at a shape on the screen and ask the children to say whether the word is masculine or feminine. Ask the children to explain how they know.

# Teacher notes

Remind the children of the question “¿me pasas...?” – “can you pass me...?”. Walk around the tables and ask different children to pass you a shape, for example “¿me pasas un cubo, por favor?” – “can you pass me a cube, please?”. When the correct shape is passed to you, say “gracias” – “thank you”. Remind the children they should then reply with “de nada” – “you’re welcome” (literally “it’s nothing”).

Ask a child to give a shape to someone else - say “da un cubo a [person’s name], por favor” – “give a cube to [the person], please”. Encourage the person receiving the shape to say “gracias” – “thank you” and the person giving the shape that they should say “de nada”. Ask children to work in small groups, asking one other to pass shapes, making sure they say **gracias** if they receive a shape and **de nada** when someone says **gracias** to them.

Play **veo, veo** – I spy. One person chooses a shape. They then say to their partner, group or class “**veo, veo**” (I spy). The others reply “¿qué ves?” (what do you see?). The person then says the letter that the shape begins with, for example “**empieza por la c**” – “it starts with the letter c”. Everyone then needs to say the name of a shape that it could possibly be until the correct shape name is given. The person should reply to each guess with **no** or **sí**.

The following slides show the properties of 3D shapes. Remind the children about the use of definite articles (**el, la, los, las**) and indefinite articles (**un, una, unos, unas**) when talking about nouns. The properties of 3D shapes slides use definite articles in the plural form. Click the red text to hear the properties of each shape. Information in English is shown for comparison. If shapes are available on the tables, pupils should look at the different properties on an actual shape.

Point out to the children that we are using the verb **tener** (to have) in the third-person plural form (**tienen**) to explain the properties of a 3D shape. If a shape does not have a particular property we use the negative **no**, for example **no tienen vértices** – it doesn’t have any vertices.

# Teacher notes

Play ¿sí o no?. Point at a shape on the board or hold up a shape and either give the correct name for the shape or an incorrect name. Ask the children to respond with thumbs up for **sí** and thumbs down for **no**. They should also call out “sí” or “no”. Use this as an opportunity to assess the understanding of the children.

Using actual shapes, or flashcards, use the instruction **mostradme** (show me) with a shape, for example **mostradme el cubo** - show me the cube. Repeat this with a selection of different shapes. Use this as an opportunity to assess the understanding of the children.

The following slides model how to ask questions about 3D shapes and how to respond to questions. Ask the children to work in pairs to ask the questions and respond, using the model sentences, taking it in turns for different shapes. The properties of each shape can also be heard by clicking the shape on the screen.

Extend this further by asking the children to respond to all questions at the same time using **y** (and). For example:

el cubo tiene ocho vertices

el cubo tiene seis caras

el cubo tiene doce aristas

or:

el cubo tiene ocho vertices, seis caras y doce aristas

# Teacher notes

## Quiz

- Listen to the name of a shape and click on the shape that you can hear.
- Listen to the question about properties of the 3D shape shown, then drag the correct number onto the shape. For example, *¿cuántas caras tiene?* – how many faces does it have?

## Points to note

- Praise the children regularly to increase their confidence – *genial, excelente, muy bien, fantastico* etc.
- This unit of work may need a number of weeks to deliver.

# Teacher notes

## National Curriculum coverage

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- present ideas and information orally to a range of audiences
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally and in writing
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

# vocabulario vocabulary

- las formas
  - dos dimensiones
  - tres dimensiones
  - una cara
  - una base
  - una arista
  - un vértice
  - un pico
- shapes
  - 2D
  - 3D
  - face
  - base
  - edge
  - vertex
  - point

# vocabulario vocabulary

- plana
- curva
- redonda

- la misma
- longitud
- la misma longitud

- flat
- curved
- round
  
- the same
- length
- the same length

# vocabulario vocabulary

- ¿cuántas planas tiene?
- tiene tres planas

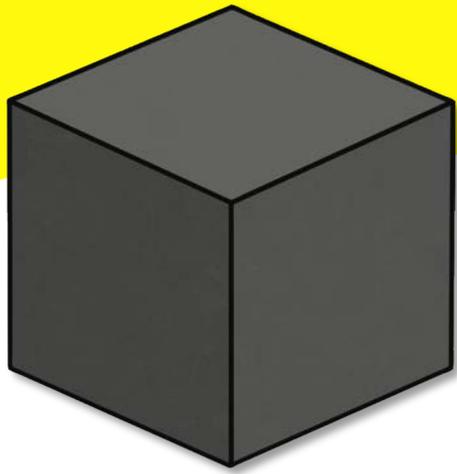
- ¿cuántas caras tiene?
- tiene cinco caras

- ¿cuántos vértices tiene?
- tiene cuatro vértices
- no tiene vértices

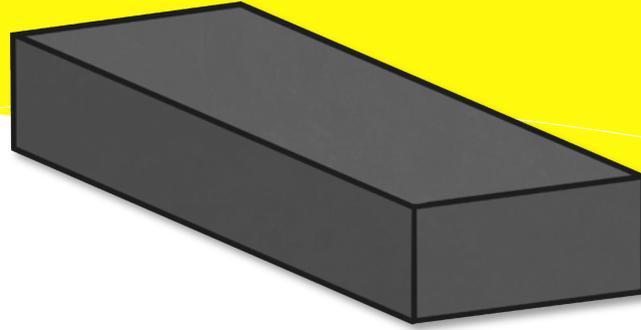
- how many sides are there?
- there are three sides

- how many faces are there?
- there are five sides

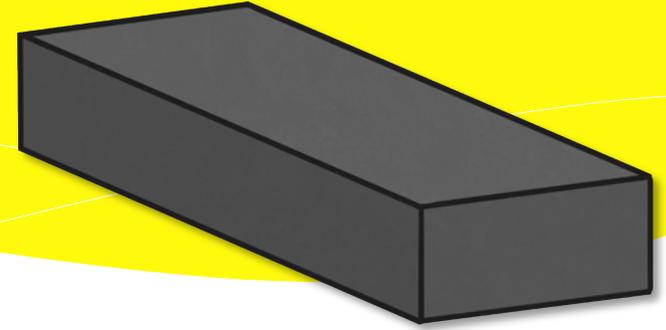
- how many vertices are there?
- there are four vertices
- there are no vertices



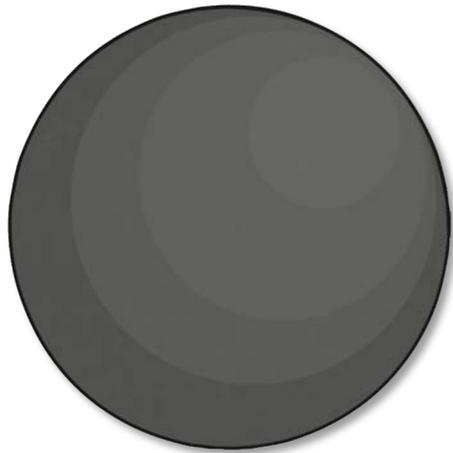
el cubo



el cuboide



el prisma  
rectangular



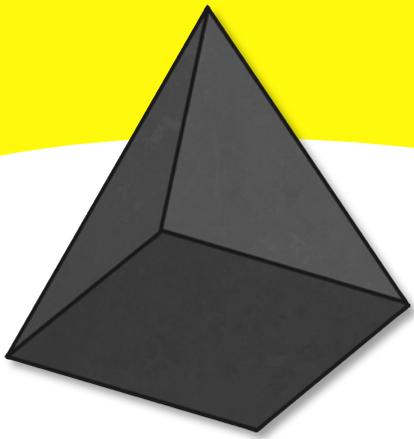
la esfera



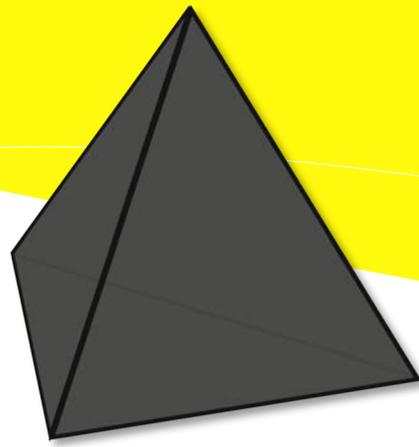
el prisma  
triangular



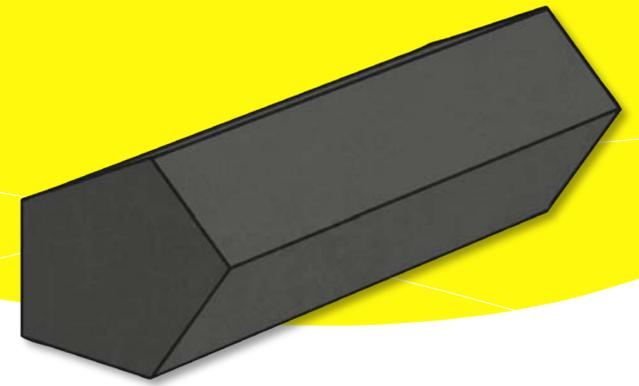
el cilindro



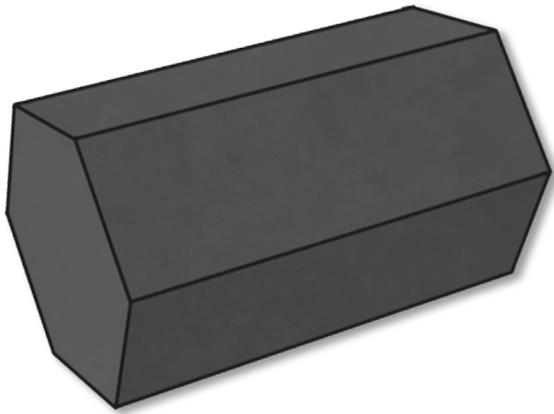
la pirámide de  
base cuadrada



el tetraedro



el prisma  
pentagonal



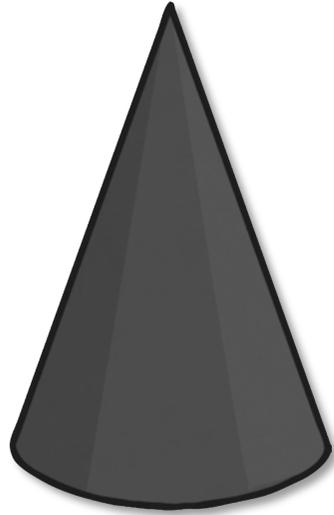
el prisma  
hexagonal



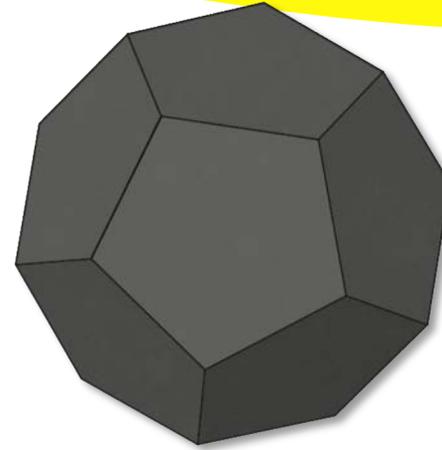
el prisma  
octagonal



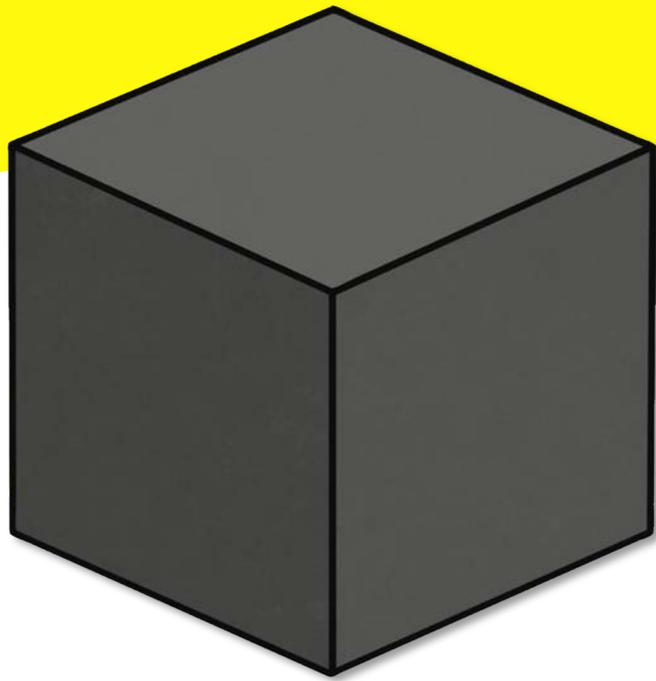
el octaedro



el cono



el dodecaedro



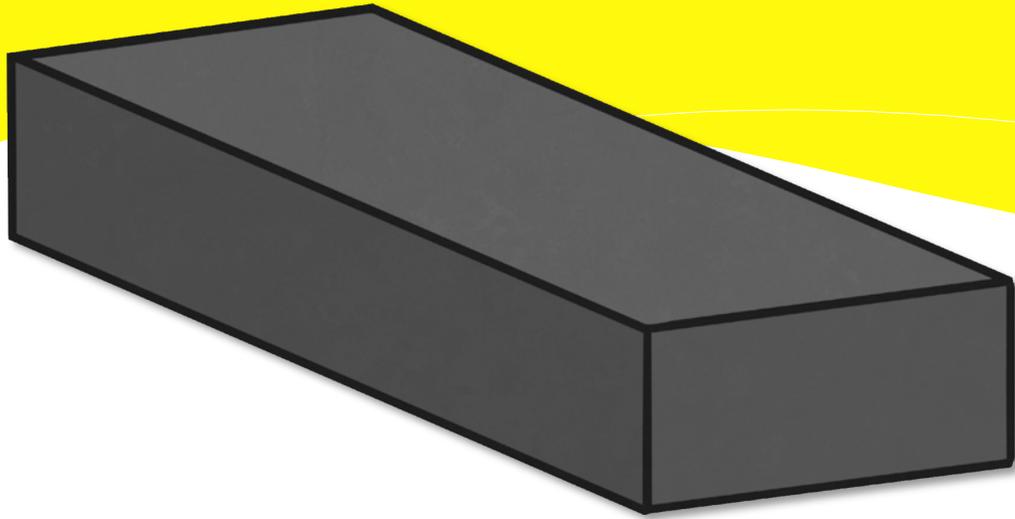
Click the red text to find out more about this shape.

Los cubos tienen:

- 6 caras
- 12 aristas
- 8 vértices
- las aristas son todas de la misma longitud

Cubes have:

- 6 faces
- 12 edges
- 8 vertices
- edges that are all the same length



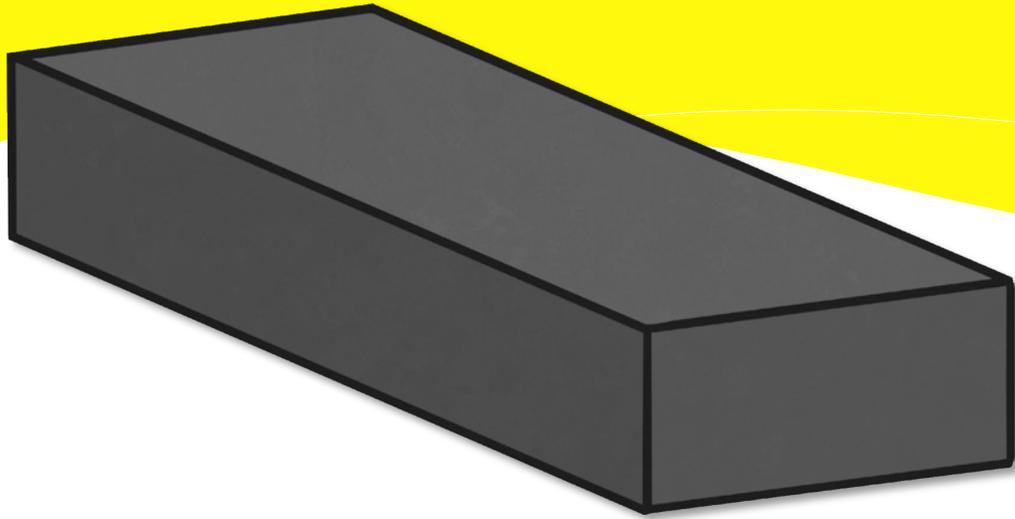
Click the red text to find out more about this shape.

Los cuboides tienen:

- 6 caras
- 12 aristas
- 8 vértices
- las aristas no son de la misma longitud

Cuboids have:

- 6 faces
- 12 edges
- 8 vertices
- edges that are not all the same length



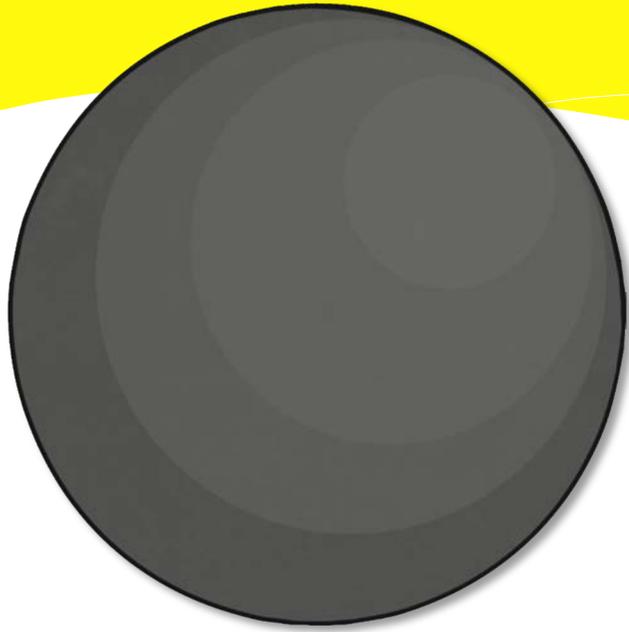
Click the red text to find out more about this shape.

Los prismas rectangulares tienen:

- 6 caras
- 12 aristas
- 8 vértices
- las aristas no son de la misma longitud

Rectangular prisms have:

- 6 faces
- 12 edges
- 8 vertices
- edges that are not all the same length



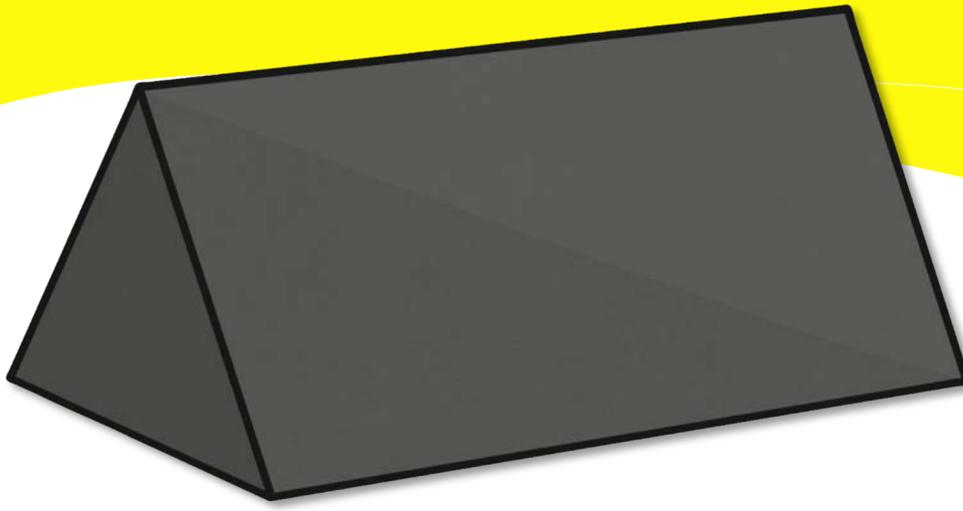
Click the red text  
to find out more  
about this shape.

Las esferas:

- son perfectamente redondas
- no tienen aristas
- no tienen vértices

Spheres:

- Are perfectly round
- have no edges
- have no vertices



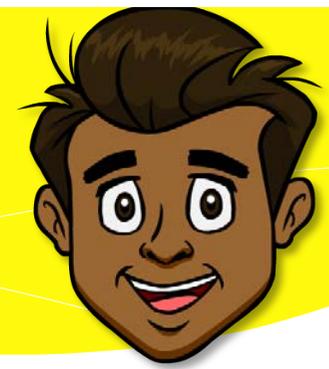
Click the red text to find out more about this shape.

Los prismas triangulares tienen:

- 5 caras
- 2 caras triangulares
- 3 caras rectangulares

Triangular prisms have:

- 5 faces
- 2 triangular faces
- 3 rectangular faces



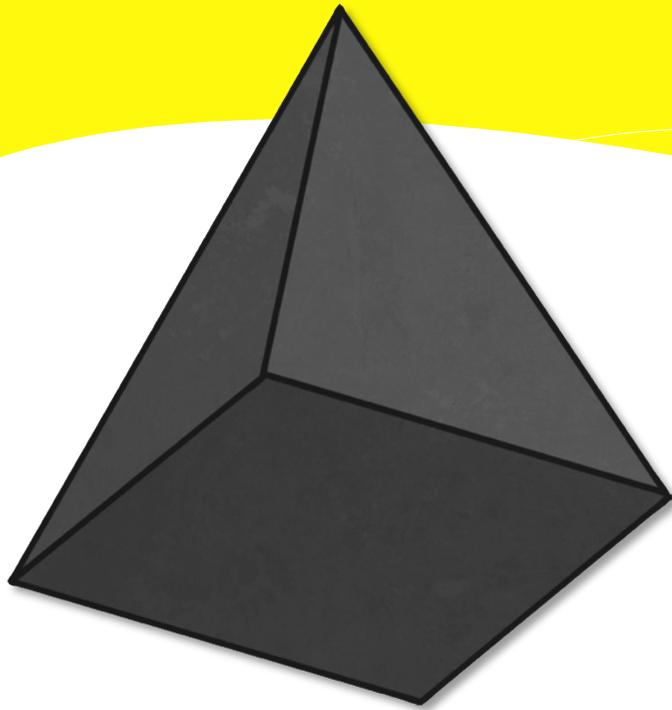
Click the red text to find out more about this shape.

Los cilindros tienen:

- 2 caras circulares y planas
- 1 cara curva
- no tiene vértices

Cylinders have:

- 2 flat and circular faces
- 1 curved face
- no vertices



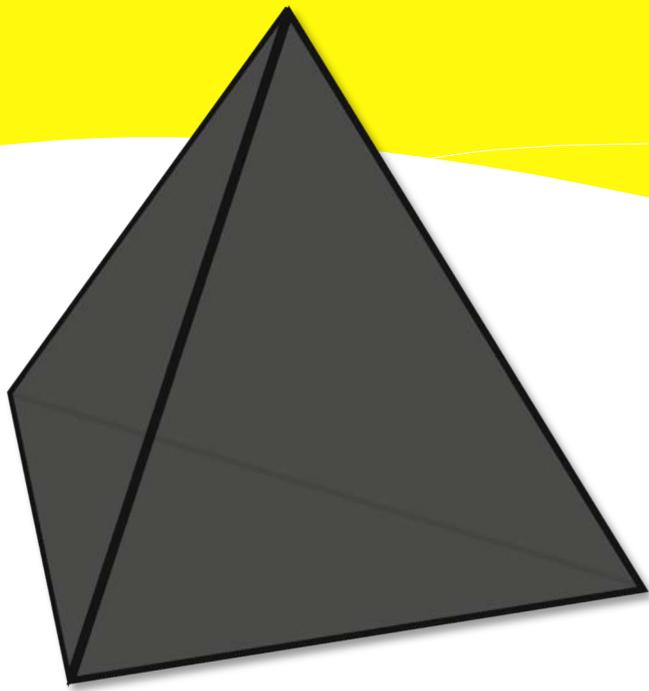
Click the red text to find out more about this shape.

Las pirámides de base cuadrada tienen:

- una base cuadrada
- 4 caras triangulares que forman un pico
- 5 caras

Square-based pyramids have:

- 5 faces
- 2 triangular faces
- 3 rectangular faces



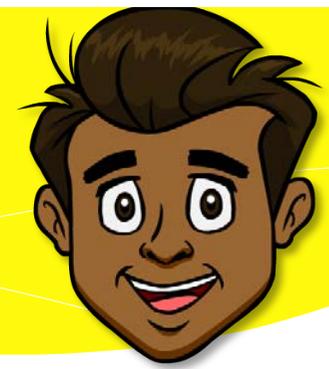
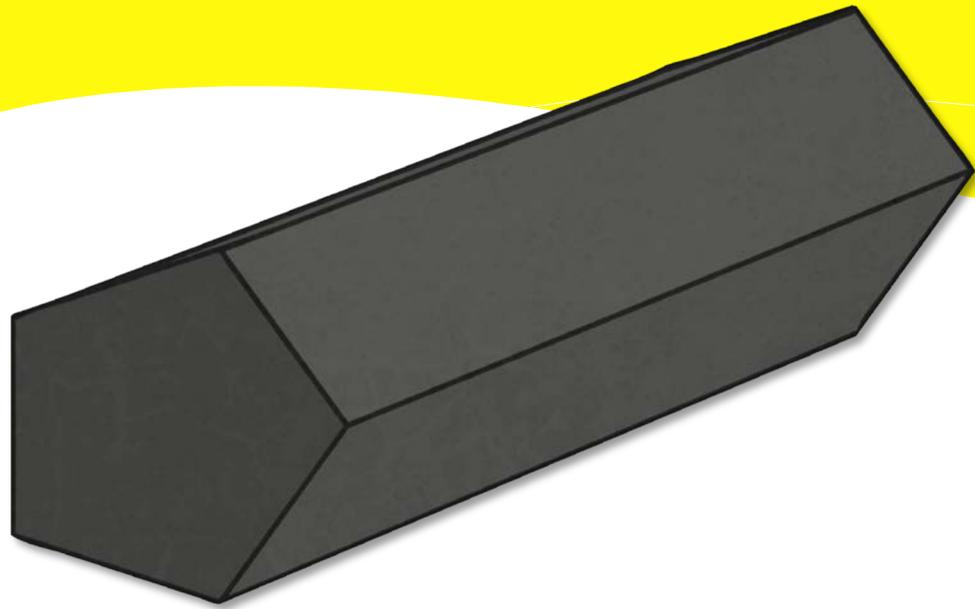
Click the red text to find out more about this shape.

Los tertraedros tienen:

- 4 caras triangulares y planas
- 4 vertices
- 6 aristas

Tetrahedrons have:

- 4 triangular and flat faces
- 4 vertices
- 6 edges



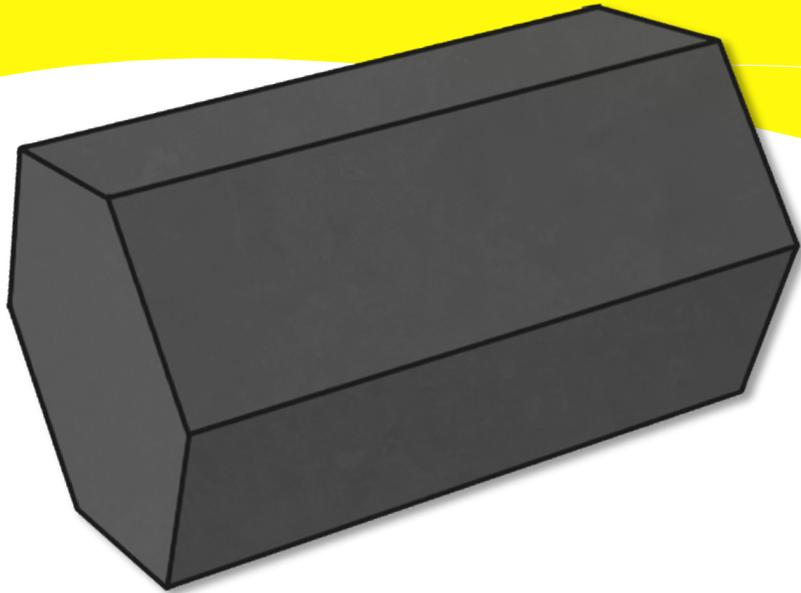
Click the red text to find out more about this shape.

Los prismas pentagonales tienen:

- 7 caras
- 2 caras pentagonales
- 5 caras rectangulares
- 15 aristas
- 10 vértices

Pentagonal prisms have:

- 7 faces
- 2 pentagonal faces
- 5 rectangular faces
- 15 edges
- 10 vertices



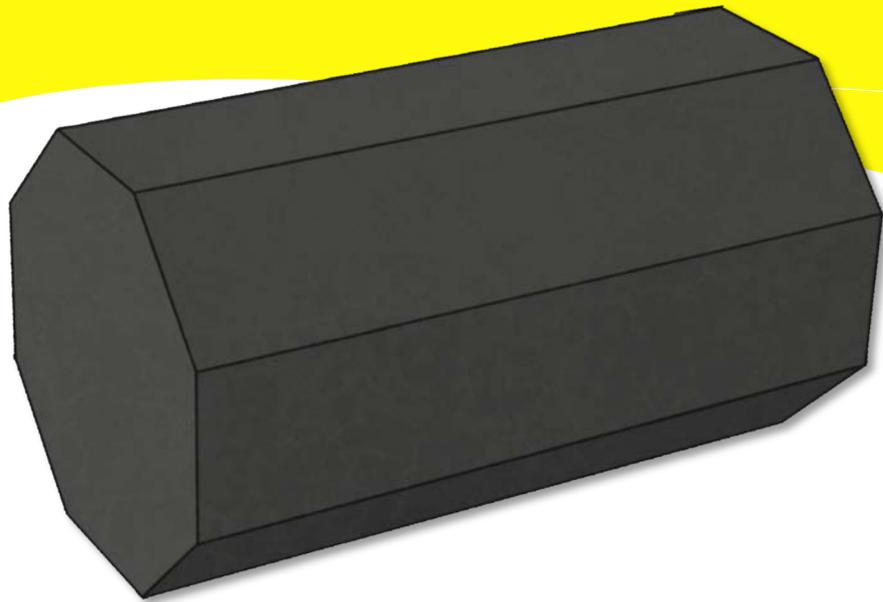
Click the red text to find out more about this shape.

Los prismas hexagonales tienen:

- 8 caras
- 2 caras hexagonales
- 6 caras rectangulares
- 18 aristas
- 12 vértices

Hexagonal prisms have:

- 8 faces
- 2 hexagonal faces
- 6 rectangular faces
- 18 edges
- 12 vertices



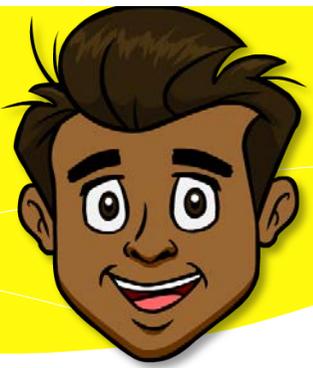
Click the red text to find out more about this shape.

Los prismas octagonales tienen:

- 10 caras
- 2 caras octagonales
- 8 caras rectangulares
- 24 aristas
- 16 vértices

Octagonal prisms have:

- 10 faces
- 2 octagonal faces
- 8 rectangular faces
- 24 edges
- 16 vertices



Click the red text to find out more about this shape.

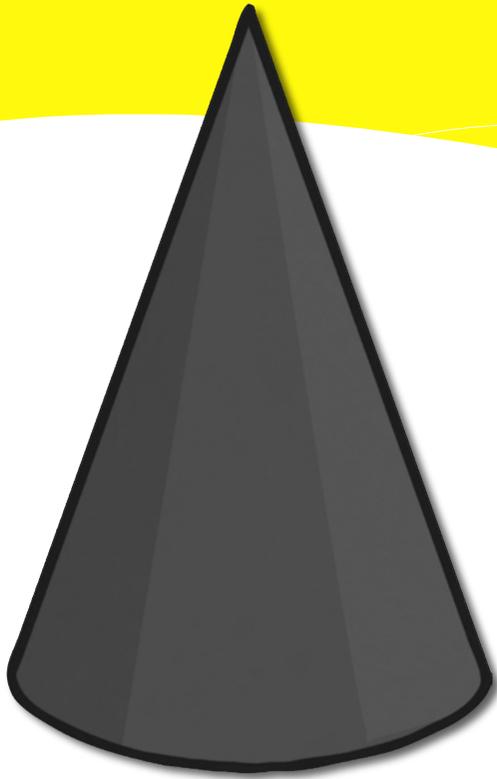


Los octaedros tienen:

- 8 caras triangulares
- 12 aristas
- 6 vértices

Octahedra have:

- 8 triangular faces
- 12 edges
- 6 vertices



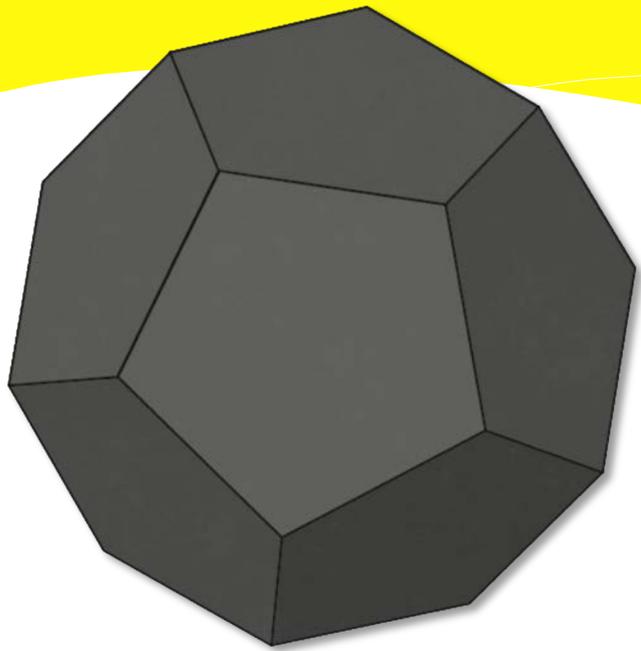
Click the red text to find out more about this shape.

Los conos tienen:

- 1 cara plana que es un círculo
- 1 cara curva
- 1 arista

Cones have:

- 1 flat face that is a circle
- 1 curved face
- 1 edge



Click the red text to find out more about this shape.

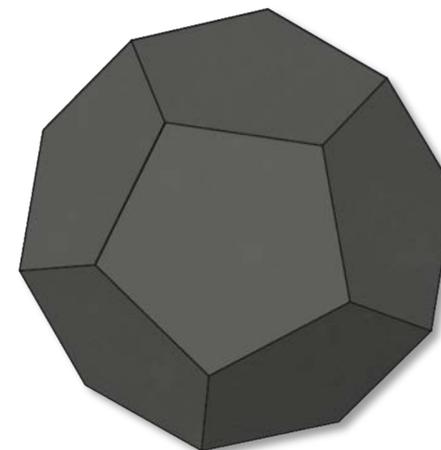
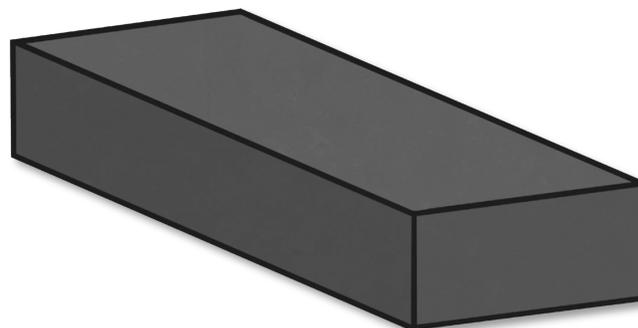
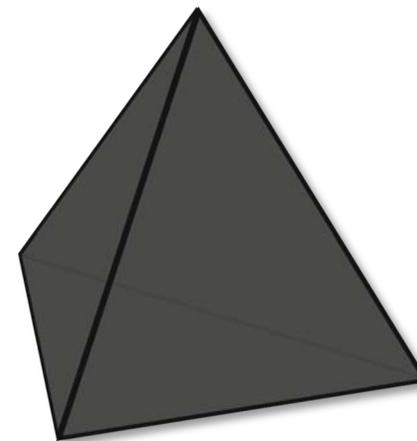
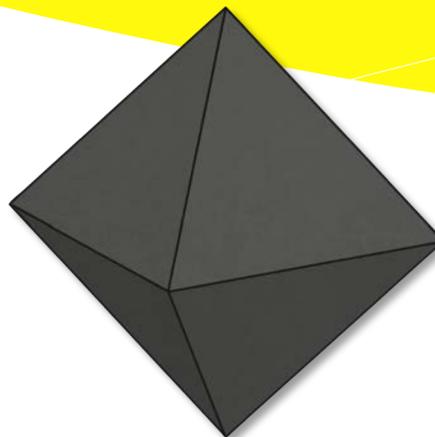
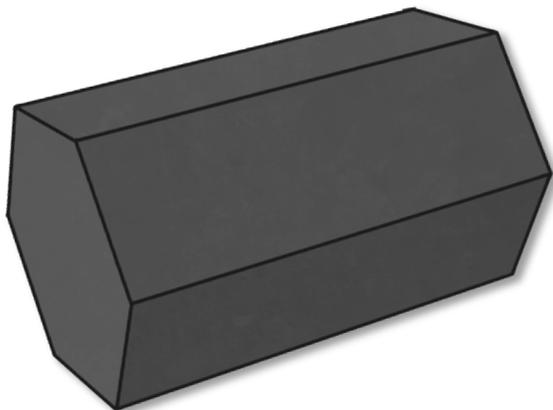
Los dodecaedros tienen:

- 12 caras
- 30 aristas
- 20 vértices

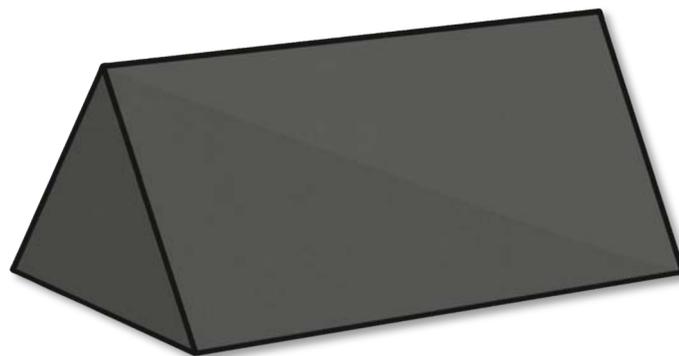
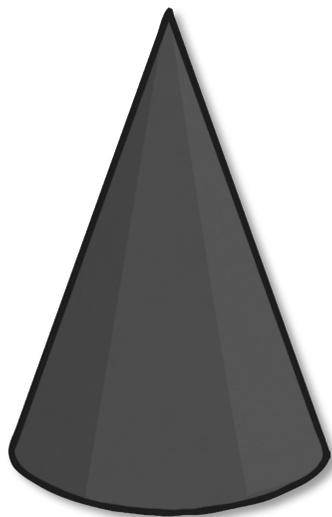
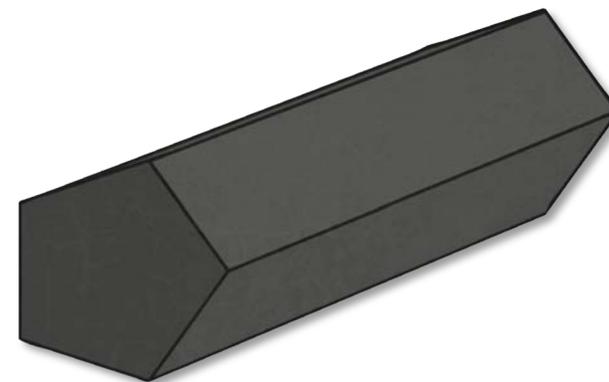
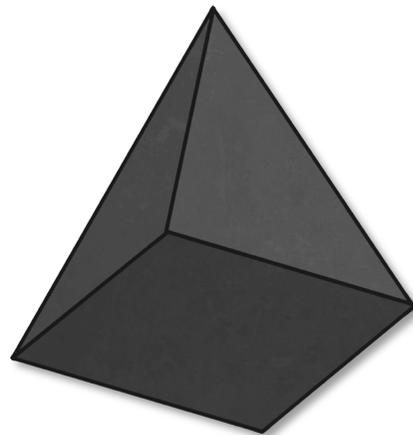
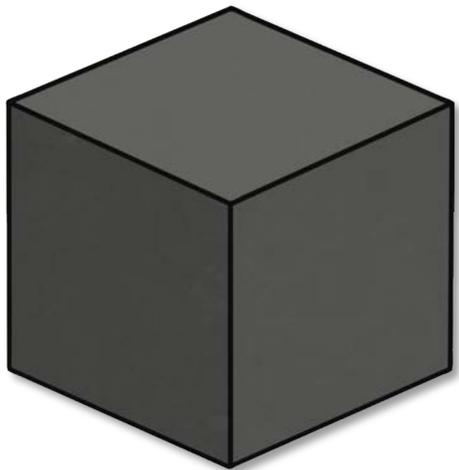
Dodecahedra have:

- 12 faces
- 30 edges
- 20 vertices

¿sí o no? yes or no?



¿sí o no? yes or no?



# mostradme show me



la pirámide de  
base cuadrada

el prisma  
pentagonal

el octaedro

el tetraedro

el cuboide

el cono

el prisma  
octagonal

el cubo

el dodecaedro

el prisma  
hexagonal

el prisma  
triangular

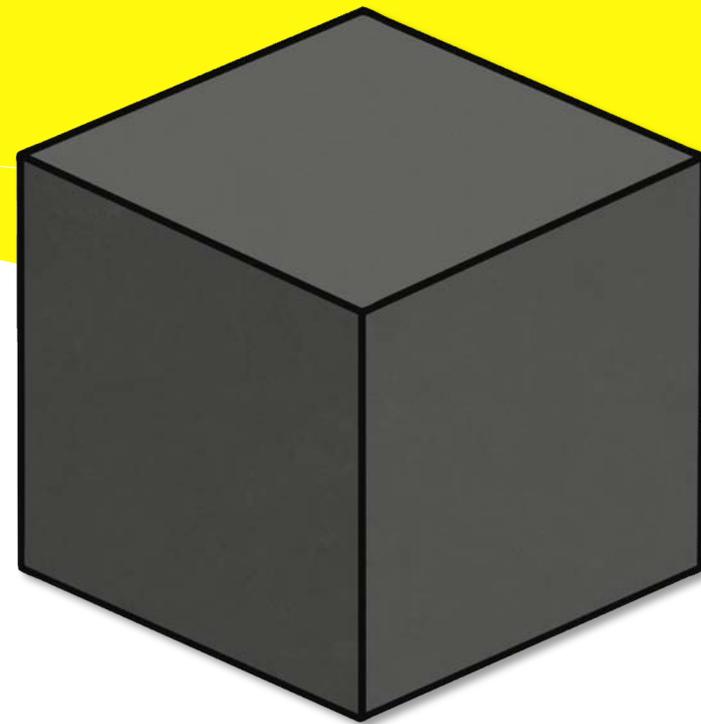
el prisma  
rectangular

el cilindro

la esfera

¿Cuántas  
caras tiene?

¿Cuántas  
aristas tiene?



¿Cuántos  
vértices tiene?

Click the shape  
to listen to its  
properties.

El cubo tiene ...  
vértices.

El cubo tiene ...  
caras.

El cubo tiene ...  
aristas.

¿Cuántas caras tiene?

¿Cuántas aristas tiene?



¿Cuántos vértices tiene?

Click the shape to listen to its properties.

El prisma triangular tiene ... vértices.

El prisma triangular tiene ... caras.

El prisma triangular tiene ... aristas.



¿Cuántas caras tiene?



¿Cuántos vértices tiene?



Click the shape to listen to its properties.

El cilindro tiene ...  
caras.

El cilindro no  
tiene vértices.

¿Cuántas caras tiene?

¿Cuántas aristas tiene?

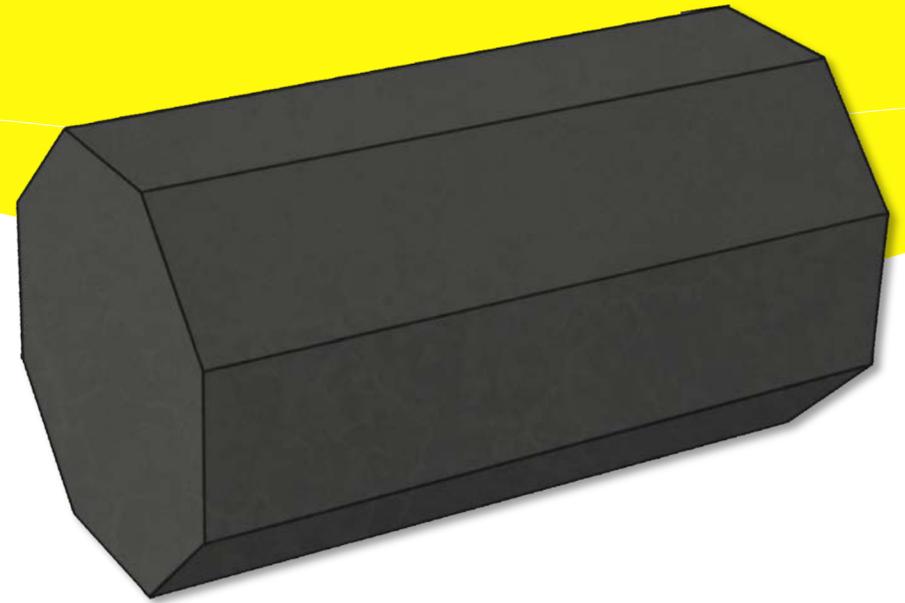
¿Cuántos vértices tiene?

Click the shape to listen to its properties.

El prisma octagonal tiene ... vértices.

El prisma octagonal tiene ... caras.

El prisma octagonal tiene ... aristas.



¿Cuántas caras tiene?

¿Cuántas aristas tiene?

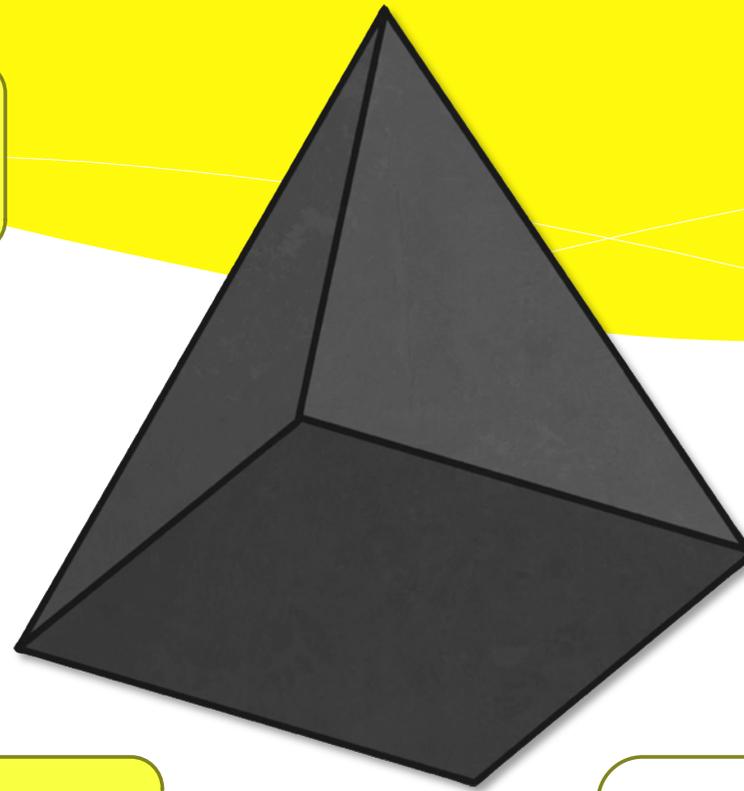
¿Cuántos vértices tiene?

Click the shape to listen to its properties.

La pirámide de base cuadrada tiene ... vértices.

La pirámide de base cuadrada tiene ... caras.

La pirámide de base cuadrada tiene ... aristas.





¡Hasta luego!