| Grade: K<br>Unit: 1 | Geometry | 5 Weeks |
|---|---|---|

| Progression | |
|---|---|
| **Kindergarten** | **Students will learn to describe shapes by their position and attributes. They will compare and identify shapes based on their attributes, and will build new shapes from given shapes and components.** |
| 1st Grade | Students will extend their work by drawing and building shapes, given defining attributes. They will also create 2D and 3D composite shapes, and use the composite to create new shapes. Students will also partition circles and rectangles into 2 or 4 equally sized pieces, and refer to them as "halves" and "fourths". |

## STUDENT LEARNING GOALS

**Mathematics Standards** *(Appendices A & B)*

K.G.1: Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above*, *below*, *beside*, *in front of*, *behind*, and *next to*.

K.G.2: Correctly name shapes regardless of their orientations or overall size.

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

K.G.4: Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).

K.G.5: Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.

K.G.6: Compose simple shapes to form larger shapes. *For example, "Can you join these two triangles with full sides touching to make a rectangle*?"

MP1: Make sense of problems and persevere in solving them.

MP6: Attend to Precision

| ***Interdisciplinary Standards*** | |
|---|---|
| **Technology Integration** *(Appendix C)* | **21st Century Skills** *(Appendix D)* |
| IS1. Information Strategies<br>IS2. Information Use | TCS1. Use of Information<br>TCS5. Problem Solving |

| **Key Vocabulary** | | |
|---|---|---|
| **Above** | **Alike** | **Circle** |
| **Behind** | **Attribute** | **Cone** |
| **Below** | **Corner** | **Cube** |
| **Beside** | **Different** | **Cylinder** |
| **Between** | **Face** | **Hexagon** |
| **By** | **Flat** | **Rectangle** |
| **In Front Of** | **Side** | **Sphere** |
| **Next To** | **Solid** | **Square** |
| | | **Triangle** |

| **Enduring Understandings** | **Essential Questions** |
|---|---|
| • I can tell the location of a shape.<br>• I can tell what is the same or different about a group of shapes.<br>• I can name a shape by its attributes.<br>• I can make new shapes from shapes that I already know. | • How can I describe a shape?<br>• How can I compare shapes?<br>• How can new shapes be made from old shapes? |

| **Assessment Plan** | |
|---|---|
| **Summative Assessment(s)/Performance Based Assessments including 21st Century Learning** | **Formative and Diagnostic Assessment(s)**<br><br>STAR Math Assessment (Fall)<br>RCC Embedded Tasks and Assessments |

| **Learning Plan Components** | |
|---|---|
| Text | **Ready Common Core Mathematics Instruction K**, 2014, Curriculum Associates, ISBN: 978-0-7609-8854-1 |
| Print | **Ready Common Core Mathematics Teacher Resource Book K**, 2014, Curriculum Associates, ISBN: 978-0-7609-8656-5 |
| Electronic | www.teacher-toolbox.com<br>www.stratfordmath.wikispaces.com<br>www.xtramath.org |
| **Week 1** | Students will:<br>• Use position words to describe relative positions of objects in the environment<br>• Describe objects in the environment using shape words |

| **Lessons** | **Tasks / Activities** | **Worksheets** | **Technology** |
|---|---|---|---|
| RCC Lesson 29: See Position and Shape | Use Position Words to Place Objects (p.205)<br>Hands-On (p.206, 207, 208, 209, 210)<br>Fluency (p.207)<br>Differentiated (p.210)<br>*Where Is The Bee? | | Teacher-Toolbox (1 Tool for Instruction, 2 Interactive Lessons, 1 Practice & Problem Solving Sheet) |

| | |
|---|---|
| **Week 2** | Students will:<br>• Correctly name shapes regardless of their orientation or overall size<br>• Identify shapes as “flat” or “solid” |

| **Lessons** | **Tasks / Activities** | **Worksheets** | **Technology** |
|---|---|---|---|
| RCC Lesson 30: Name Shapes | Explore Flat and Solid Shapes (p.212)<br>Hands-On (p.213, 214, 215, 216, 217)<br>Differentiated (p.217)<br>*Clay Shapes<br>*The Shape Song<br>*Shapes Book<br>*I See Solid Shapes Book<br>*Congruent Concentration | *Shape Land<br>*Shape Hunt<br>*Shape Find<br>*Racing Shapes | Teacher-Toolbox (1 Tool for Instruction, 2 Interactive Lessons, 1 Practice & Problem Solving Sheet) |

| | | | |
|---|---|---|---|
| **Week 3** | Students will:<br>• Make comparisons among and between flat and solid shapes<br>• Identify flat shapes found in the faces of solids | | |
| **Lessons** | **Tasks / Activities** | **Worksheets** | **Technology** |
| RCC Lesson 31: Compare Shapes | How Are Shapes Alike? (p.219)<br>Hands-On (p.220, 221, 222, 223, 224)<br>Differentiated (p.224)<br>*Geometric Shape Sort<br>*3D Shapes Sorting Activity | *Solid Figures | Teacher-Toolbox (1 Tool for Instruction, 1 Interactive Lessons, 1 Practice & Problem Solving Sheet) |
| **Week 4** | Students will:<br>• Build three-dimensional shapes from building materials<br>• Draw shapes<br>• Compose shapes from smaller shapes | | |
| **Lessons** | **Tasks / Activities** | **Worksheets** | **Technology** |
| RCC Lesson 32: Build Shapes | Put Together Shapes to Make Larger Shapes (p.226)<br>Hands-On (p.227, 228, 229, 230, 231)<br>Differentiated (p.231) | *"I created a___"<br>*I want a new pet<br>*Shape Picture | Teacher-Toolbox (1 Tool for Instruction, 1 Practice & Problem Solving Sheet) |
| **Week 5** | Students will:<br>• Demonstrate mastery of objectives | | |
| **Summative Assessment** | | **Performance Task** | |
| | | | |