Unit 3: Geometry

Content Area: **Template**
Course(s):
Time Period: **Full Year**
Length: **Full Year**
Status: **Published**

UNIT RATIONALE

The purpose of this unit is for students to analyze and compare both two-dimensional and three-dimensional shapes. Students will also describe the position of objects.

ESSENTIAL QUESTIONS

Module 14- Analyze and Compare three-dimensional shapes

- How can we describe three-dimensional shapes using everyday objects?

- How can we create and model three-dimensional shapes?

Module 15- Describe Positions of Objects

- What words can we use to describe the position of objects?

Module 16- Analyze and Compare Two-Dimensional Shapes

- How can we describe two-dimensional shapes using everyday objects?

- How can we create and model two-dimensional shapes?

- How can we compare two-dimensional and three-dimensional shapes?

STANDARDS

NEW JERSEY STUDENT LEARNING STANDARDS: CONTENT AREA

New Jersey Common Core - Kindergarten - Mathematics

CCSS.Math.Content.K.G.A.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.

CCSS.Math.Content.K.G.A.2

Correctly name shapes regardless of their orientations or overall size.

CCSS.Math.Content.K.G.A.3

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

CCSS.Math.Content.K.G.B.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).

CCSS.Math.Content.K.G.B.5

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

CCSS.Math.Content.K.G.B.6

Compose simple shapes to form larger shapes.

MA.K.G.A.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.
MA.K.G.A.2	Correctly name shapes regardless of their orientations or overall size.
MA.K.G.A.3	Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).
MA.K.G.B.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).
MA.K.G.B.5	Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
MA.K.G.B.6	Compose simple shapes to form larger shapes.

NEW JERSEY STUDENT LEARNING STANDARDS: CAREER READINESS, LIFE LITERACIES AND KEY SKILLS

TECH.9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

NEW JERSEY STUDENT LEARNING STANDARDS: COMPUTER SCIENCE AND DESIGN THINKING

CS.K-2.8.2.2.ITH.3	Identify how technology impacts or improves life.

PRE-ASSESSMENTS

Module 14- Analyze and Compare three-dimensional shapes, Are you ready? Pg. 304

Module 15- Describe Positions of Objects, Are you ready?, Pg. 388

Module 16- Analyze and Compare Two-Dimensional Shapes, Are you ready?, Pg. 404

INSTRUCTIONAL PLAN

MODULE 14

Module 14- Analyze and Compare three-dimensional shapes

LESSON 14.1

Student Learning Intentions (SLI) WALT: (We are learning to…)	14.1- We are learning to understand how to identify and describe spheres by using words and comparing spheres with other shapes.
Student Learning Strategies	Students will: -use sphere shaped objects to name and describe the shape.
Success Criteria	I can describe the characteristics of a sphere.
Formative Assessment (drives instructional decisions)	• Turn and Talk questions, pgs. 365-367 • Check for understanding, pg. 367 • On your own, pg. 368
Activities and Resources	**Warm Up**: Activate Prior Knowledge pg. 365B and Spark your learning pg. 365D **Mini Lesson:** Build Your Understanding, pgs. 365-366 **Guided Practice**: Check Understanding, pg. 367 **Independent Practice:** On Your Own & Exit Ticket pg. 386 **Resources:** Into Math Teacher Edition Module 14
Suggested Modifications	**Small Group Options-** Page 365c • On Track • Almost There • Ready for More **Math Center Option-** Page 365c • On Track- More practice for 14.1/interactive glossary • Almost there-Reteach/Interactive reteach 14.1 • Ready for more- Challenge/Interactive Challenge

	14.1 **Differentiation Options-** • Reteach & Challenge pg. 367

MA.K.G.A.2	Correctly name shapes regardless of their orientations or overall size.
MA.K.G.A.3	Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").
MA.K.G.B.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).

LESSON 14.2

Student Learning Intentions (SLI) WALT: (We are learning to…)	14.2- We are learning to understand how to identify and describe cubes by using words and comparing cubes with other shapes.
Student Learning Strategies	Students will: - use objects shaped like cubes and geo-solids to name and describe a cube.
Success Criteria	I can describe the characteristics of a cube.
Formative Assessment (drives instructional decisions)	• Turn and Talk questions, pgs. 369-371 • Check for understanding, pg. 371 • On your own, pg. 372
Activities and Resources	**Warm Up**: Activate Prior Knowledge pg. 369B and Spark your learning pg. 369D **Mini Lesson:** Build Your Understanding, pgs. 369-370 **Guided Practice**: Check Understanding, pg. 371 **Independent Practice:** On Your Own & Exit Ticket pg. 372 **Resources:** Into Math Teacher Edition Module 14
Suggested Modifications	**Small Group Options-** Page 369c • On Track • Almost There • Ready for More

	Math Center Option- Page 369c • On Track- More practice for 14.2 • Almost there-Reteach/Interactive reteach 14.2/RtI Tier 2 Skill 18 • Ready for more- Challenge/Interactive Challenge 14.2 **Differentiation Options-** • Reteach & Challenge pg. 371

MA.K.G.A.2	Correctly name shapes regardless of their orientations or overall size.
MA.K.G.A.3	Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").
MA.K.G.B.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).

LESSON 14.3

Student Learning Intentions (SLI) WALT: (We are learning to…)	14.3- We are learning to understand how to identify and describe cylinders by using words and comparing cylinders with other shapes.
Student Learning Strategies	Students will: - use geo-solid cylinders and other objects shaped like a cylinder to name and describe the shape.
Success Criteria	I can describe the characteristics of a cylinder.
Formative Assessment (drives instructional decisions)	• Turn and Talk questions, pgs. 373-375 • Check for understanding, pg. 375 • On your own, pg. 376
Activities and Resources	**Warm Up**: Activate Prior Knowledge pg. 373B and Spark your learning pg. 373D **Mini Lesson:** Build Your Understanding, pgs. 373-374 **Guided Practice**: Check Understanding, pg. 375 **Independent Practice:** On Your Own & Exit Ticket pg. 376 **Resources:** Into Math Teacher Edition Module 14

Suggested Modifications	**Small Group Options-** Page 373c • On Track • Almost There • Ready for More **Math Center Option-** Page 373c • On Track- More practice for 14.3/My learning summary • Almost there-Reteach/Interactive reteach 14.3/RtI Tier 2 Skill 18 • Ready for more- Challenge/Interactive Challenge 14.3/Readers: Curious George Goes to the Toy Store **Differentiation Options-** • Reteach & Challenge pg. 375

MA.K.G.A.2	Correctly name shapes regardless of their orientations or overall size.
MA.K.G.A.3	Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").
MA.K.G.B.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).

LESSON 14.4

Student Learning Intentions (SLI) WALT: (We are learning to…)	14.4- We are learning to understand how to identify and describe cones by using words and comparing cones with other shapes.
Student Learning Strategies	Students will: - use objects shaped like cones to name and describe the shape.
Success Criteria	I can describe the characteristics of a cone.
Formative Assessment (drives instructional decisions)	• Turn and Talk questions, pgs. 377-379 • Check for understanding, pg. 379 • On your own, pg. 380
Activities and Resources	**Warm Up**: Activate Prior Knowledge pg. 377B and Spark your learning pg. 377D **Mini Lesson:** Build Your Understanding, pgs. 377-

	378 **Guided Practice**: Check Understanding, pg. 379 **Independent Practice:** On Your Own & Exit Ticket pg. 380 **Resources:** Into Math Teacher Edition Module 14
Suggested Modifications	**Small Group Options-** Page 377c • On Track • Almost There • Ready for More **Math Center Option-** Page 377c • On Track- More practice for 14.4 • Almost there-Reteach/Interactive reteach 14.4/RtI Tier 2 Skills 17 & 18 • Ready for more- Challenge/Interactive Challenge 14.4 **Differentiation Options-** • Reteach & Challenge pg. 379

MA.K.G.A.2	Correctly name shapes regardless of their orientations or overall size.
MA.K.G.A.3	Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").
MA.K.G.B.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).

LESSON 14.5

Student Learning Intentions (SLI) WALT: (We are learning to…)	14.5- We are learning to understand how to use sticks and clay to build solid shapes.
Student Learning Strategies	Students will: - use clay and sticks to build three-dimensional shapes.
Success Criteria	I can build a three-dimensional shape when given its description.
Formative Assessment (drives instructional	• Turn and Talk questions, pgs. 381-383

decisions)	• Check for understanding, pg. 383 • On your own, pg. 384
Activities and Resources	**Warm Up**: Activate Prior Knowledge pg. 381B and Spark your learning pg. 381D **Mini Lesson:** Build Your Understanding, pgs. 381-382 **Guided Practice**: Check Understanding, pg. 383 **Independent Practice:** On Your Own & Exit Ticket pg. 384 **Resources:** Into Math Teacher Edition Module 14
Suggested Modifications	**Small Group Options-** Page 381c • On Track • Almost There • Ready for More **Math Center Option-** Page 381c • On Track- More practice for 14.5/Fluency Builder: Addition and Subtraction/My learning summary/Curious George Goes to the Toy Store/Standards Practice: Model shapes by building and drawing shapes • Almost there-Reteach/Interactive reteach 14.5/RtI Tier 2 Skill18 • Ready for more- Challenge/Interactive Challenge 14.5 **Differentiation Options-** • Reteach & Challenge pg. 383

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

MODULE 15

Module 15- Describe positions of objects

LESSON 15.1

Student Learning Intentions (SLI) WALT: (We are learning to…)	15.1- We are learning to understand the position of objects in the environment by using the terms above and below.
Student Learning Strategies	Students will: - use everyday objects to name the shape describe their relative position.
Success Criteria	I can represent and describe the position of objects by naming the shape of the objects and using the terms above and below to describe their relative positions.
Formative Assessment (drives instructional decisions)	• Turn and Talk questions, pgs. 389 & 391 • Check for understanding, pg. 390 • On your own, pg. 392
Activities and Resources	**Warm Up**: Activate Prior Knowledge pg. 389B and Spark your learning pg. 389D **Mini Lesson:** Build Your Understanding, pgs. 389-390 **Guided Practice**: Check Understanding, pg. 390 **Independent Practice:** On Your Own & Exit Ticket pg. 392 **Resources:** Into Math Teacher Edition Module 15
Suggested Modifications	**Small Group Options-** Page 389c • On Track • Almost There • Ready for More **Math Center Option-** Page 389c • On Track- More practice for 15.1 • Almost there-Reteach/Interactive reteach 15.1 • Ready for more- Challenge/Interactive Challenge 15.1 **Differentiation Options-** • Reteach & Challenge pg. 390

MA.K.G.A.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.

LESSON 15.2

Student Learning Intentions (SLI) WALT: (We are learning to…)	15.2- We are learning to understand the position of objects in the environment by using the terms next to and beside.
Student Learning Strategies	Students will: - use everyday objects to name the shape describe their relative position.
Success Criteria	I can represent and describe the position of objects by naming the shape of the objects and using the terms next to and beside to describe their relative positions.
Formative Assessment (drives instructional decisions)	• Turn and Talk questions, pgs. 393 & 395 • Check for understanding, pg. 394 • On your own, pg. 396
Activities and Resources	**Warm Up**: Activate Prior Knowledge pg. 393B and Spark your learning pg. 393D **Mini Lesson:** Build Your Understanding, pgs. 393-394 **Guided Practice**: Check Understanding, pg. 394 **Independent Practice:** On Your Own & Exit Ticket pg. 396 **Resources:** Into Math Teacher Edition Module 15
Suggested Modifications	**Small Group Options-** Page 393c • On Track • Almost There • Ready for More **Math Center Option-** Page 393c • On Track- More practice for 15.2/Fluency builder: Addition and subtraction • Almost there-Reteach/Interactive reteach 15.2 • Ready for more- Challenge/Interactive Challenge 15.2 **Differentiation Options-**

	• Reteach & Challenge pg. 394

MA.K.G.A.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.

LESSON 15.3

Student Learning Intentions (SLI) WALT: (We are learning to…)	15.3- We are learning to understand the position of objects in the environment by using the terms in fron of and behind.
Student Learning Strategies	Students will: - use everyday objects to name the shape describe their relative position.
Success Criteria	I can represent and describe the position of objects by naming the shape of the objects and using the terms in front of and behind to describe their relative positions.
Formative Assessment (drives instructional decisions)	• Turn and Talk questions, pgs. 397& 399 • Check for understanding, pg. 398 • On your own, pg. 400
Activities and Resources	**Warm Up**: Activate Prior Knowledge pg. 397B and Spark your learning pg. 397D **Mini Lesson:** Build Your Understanding, pgs. 397-398 **Guided Practice**: Check Understanding, pg. 398 **Independent Practice:** On Your Own & Exit Ticket pg. 400 **Resources:** Into Math Teacher Edition Module 15
Suggested Modifications	**Small Group Options-** Page 397c • On Track • Almost There • Ready for More **Math Center Option-** Page 397c • On Track- More practice for 15.3/My learning summary/Standards practice: Describe objects

	using shapes, and describe their relative positions • Almost there-Reteach/Interactive reteach 15.3 • Ready for more- Challenge/Interactive Challenge 15.3 **Differentiation Options-** • Reteach & Challenge pg. 398

MA.K.G.A.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.

MODULE 16

Module 16- Analyze and Compare two-dimensional shapes

LESSON 16.5

Student Learning Intentions (SLI) WALT: (We are learning to…)	16.5- We are learning to understand how to identify and describe hexagons by using words and comparing hexagons with other two-dimensional shapes.
Student Learning Strategies	Students will: - use large shapes and two-dimensional shapes in the classroom to identify and describe hexagons.
Success Criteria	I can identify and describe hexagons.
Formative Assessment (drives instructional decisions)	• Turn and Talk questions, pgs. 421 & 423 • Check for understanding, pg. 423 • On your own, pg. 424
Activities and Resources	**Warm Up**: Activate Prior Knowledge pg. 421B and Spark your learning pg. 421D **Mini Lesson:** Build Your Understanding, pgs. 421-422 **Guided Practice**: Check Understanding, pg. 423 **Independent Practice:** On Your Own & Exit Ticket

	pg. 424 **Resources:** Into Math Teacher Edition Module 16
Suggested Modifications	**Small Group Options-** Page 421c • On Track • Almost There • Ready for More **Math Center Option-** Page 421c • On Track- More practice for 16.5/Fluency: Subtraction within 5/Standards practice: Correctly name shapes regardless of their orientations or overall size • Almost there-Reteach/Interactive reteach 16.5 • Ready for more- Challenge/Interactive Challenge 16.5 **Differentiation Options-** • Reteach & Challenge pg. 423

MA.K.G.A.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.
MA.K.G.A.2	Correctly name shapes regardless of their orientations or overall size.
MA.K.G.A.3	Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).
MA.K.G.B.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).

LESSON 16.4

Student Learning Intentions (SLI) WALT: (We are learning to…)	16.4- We are learning to understand how to identify and describe a rectangle by using words and comparing rectangles with other two-dimensional shapes.
Student Learning Strategies	Students will: - use large shapes and two-dimensional shapes in the classroom to identify and describe rectangles.
Success Criteria	I can identify and describe rectangles.
Formative Assessment (drives instructional	• Turn and Talk questions, pgs. 417 & 419

decisions)	• Check for understanding, pg. 419 • On your own, pg. 420
Activities and Resources	**Warm Up**: Activate Prior Knowledge pg. 417B and Spark your learning pg. 417D **Mini Lesson:** Build Your Understanding, pgs. 417-418 **Guided Practice**: Check Understanding, pg. 419 **Independent Practice:** On Your Own & Exit Ticket pg. 420 **Resources:** Into Math Teacher Edition Module 16
Suggested Modifications	**Small Group Options-** Page 417c • On Track • Almost There • Ready for More **Math Center Option-** Page 417c • On Track- More practice for 16.4/Interactive glossary/My learning summary/Number picture • Almost there-Reteach/Interactive reteach 16.4/Follow the shapes • Ready for more- Challenge/Interactive Challenge 16.4 **Differentiation Options-** • Reteach & Challenge pg. 419

MA.K.G.A.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.
MA.K.G.A.2	Correctly name shapes regardless of their orientations or overall size.
MA.K.G.A.3	Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").
MA.K.G.B.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).

LESSON 16.3

Student Learning Intentions (SLI) WALT: (We are learning to…)	16.3- We are learning to understand how to identify and describe triangles by using words and

	comparing triangles with other two-dimensional shapes.
Student Learning Strategies	Students will: - use large shapes and two-dimensional shapes in the classroom to identify and describe squares.
Success Criteria	I can identify and describe triangles.
Formative Assessment (drives instructional decisions)	• Turn and Talk questions, pgs. 413 & 415 • Check for understanding, pg. 415 • On your own, pg. 416
Activities and Resources	**Warm Up**: Activate Prior Knowledge pg. 413B and Spark your learning pg. 413D **Mini Lesson:** Build Your Understanding, pgs. 413-414 **Guided Practice**: Check Understanding, pg. 415 **Independent Practice:** On Your Own & Exit Ticket pg. 416 **Resources:** Into Math Teacher Edition Module 16
Suggested Modifications	**Small Group Options-** Page 413c • On Track • Almost There • Ready for More **Math Center Option-** Page 413c • On Track- More practice for 16.3/Interactive glossary/Number picture/Standards Practice: Model shapes buy building and drawing shapes • Almost there-Reteach/Interactive reteach 16.3/Follow the shapes • Ready for more- Challenge/Interactive Challenge 16.3 **Differentiation Options-** • Reteach & Challenge pg. 415

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

MA.K.G.A.3	Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).
MA.K.G.B.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).

LESSON 16.2

Student Learning Intentions (SLI) WALT: (We are learning to…)	16.2- We are learning to understand how to identify and describe squares by using words and comparing squares with two-dimensional shapes.
Student Learning Strategies	Students will: - use large shapes and two-dimensional shapes in the classroom to identify and describe squares.
Success Criteria	I can identify and describe squares.
Formative Assessment (drives instructional decisions)	• Turn and Talk questions, pgs. 409 & 411 • Check for understanding, pg. 411 • On your own, pg. 412
Activities and Resources	**Warm Up**: Activate Prior Knowledge pg. 409B and Spark your learning pg. 409D **Mini Lesson:** Build Your Understanding, pgs. 409-410 **Guided Practice**: Check Understanding, pg. 411 **Independent Practice:** On Your Own & Exit Ticket pg. 412 **Resources:** Into Math Teacher Edition Module 16
Suggested Modifications	**Small Group Options-** Page 409c • On Track • Almost There • Ready for More **Math Center Option-** Page 409c • On Track- More practice for 16.2/Fluency: Addition within 5/Number picture • Almost there-Reteach/Interactive reteach 16.2/Follow the shapes • Ready for more- Challenge/Interactive Challenge 16.2

	Differentiation Options- • Reteach & Challenge pg. 411

MA.K.G.A.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.
MA.K.G.A.2	Correctly name shapes regardless of their orientations or overall size.
MA.K.G.A.3	Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").
MA.K.G.B.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).

LESSON 16.1

Student Learning Intentions (SLI) WALT: (We are learning to…)	16.1- We are learning to understand how to identify and describe circles by using words and comparing circles with other two-dimensional shapes.
Student Learning Strategies	Students will: - use large shapes and two-dimensional shapes in the classroom to identify and describe circles.
Success Criteria	I can identify and describe circles.
Formative Assessment (drives instructional decisions)	• Turn and Talk questions, pgs. 405 & 407 • Check for understanding, pg. 407 • On your own, pg. 408
Activities and Resources	**Warm Up**: Activate Prior Knowledge pg. 405B and Spark your learning pg. 405D **Mini Lesson:** Build Your Understanding, pgs. 405-406 **Guided Practice**: Check Understanding, pg. 407 **Independent Practice:** On Your Own & Exit Ticket pg. 408 **Resources:** Into Math Teacher Edition Module 16
Suggested Modifications	**Small Group Options-** Page 405c • On Track • Almost There

	• Ready for More **Math Center Option-** Page 405c • On Track- More practice for 16.1/Interactive glossary/Number picture • Almost there-Reteach/Interactive reteach 16.1/Follow the shapes • Ready for more- Challenge/Interactive Challenge 16.1 **Differentiation Options-** • Reteach & Challenge pg. 407

MA.K.G.A.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.
MA.K.G.A.2	Correctly name shapes regardless of their orientations or overall size.
MA.K.G.A.3	Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").
MA.K.G.B.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).

LESSON 16.6

Student Learning Intentions (SLI) WALT: (We are learning to…)	16.6- We are learning to understand how to compose simple shapes using other shapes and join them together.
Student Learning Strategies	Students will: - use pattern blocks or other two-dimensional shapes to compose other shapes.
Success Criteria	I can compose a variety of shapes.
Formative Assessment (drives instructional decisions)	• Turn and Talk questions, pgs. 425-427 • Check for understanding, pg. 427 • On your own, pg. 428
Activities and Resources	**Warm Up**: Activate Prior Knowledge pg. 425B and Spark your learning pg. 425D **Mini Lesson:** Build Your Understanding, pgs. 425-426

	Guided Practice: Check Understanding, pg. 427 **Independent Practice:** On Your Own & Exit Ticket pg. 428 **Resources:** Into Math Teacher Edition Module 16
Suggested Modifications	**Small Group Options-** Page 425c • On Track • Almost There • Ready for More **Math Center Option-** Page 425c • On Track- More practice for 16.6/Number picture/Standards practice: Compose simple shapes to form larger shapes • Almost there-Reteach/Interactive reteach 16.6 • Ready for more- Challenge/Interactive Challenge 16.6 **Differentiation Options-** • Reteach & Challenge pg. 427

MA.K.G.A.2	Correctly name shapes regardless of their orientations or overall size.
MA.K.G.A.3	Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").
MA.K.G.B.5	Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
MA.K.G.B.6	Compose simple shapes to form larger shapes.

LESSON 16.7

Student Learning Intentions (SLI) WALT: (We are learning to…)	16.7- We are learning to understand how to compare and contrast two-dimensional and three-dimensional shapes.
Student Learning Strategies	Students will: - use picture cards of two- and three- dimensional shapes to identify and compare.
Success Criteria	I can compare two- and three- dimensional shapes.
Formative Assessment (drives instructional decisions)	• Turn and Talk questions, pgs. 429 & 431 • Check for understanding, pg. 430

	• On your own, pg. 432
Activities and Resources	**Warm Up**: Activate Prior Knowledge pg. 429B and Spark your learning pg. 429D **Mini Lesson:** Build Your Understanding, pgs. 429-430 **Guided Practice**: Check Understanding, pg. 430 **Independent Practice:** On Your Own & Exit Ticket pg. 432 **Resources:** Into Math Teacher Edition Module 16
Suggested Modifications	**Small Group Options-** Page 429c • On Track • Almost There • Ready for More **Math Center Option-** Page 429c • On Track- More practice for 16.7/My learning summary/Standards practice: Identify shapes as two- or three-dimensional/Analyze and compare two- and three-dimensional shapes • Almost there-Reteach/Interactive reteach 16.7 • Ready for more- Challenge/Interactive Challenge 16.7 **Differentiation Options-** • Reteach & Challenge pg. 430

MA.K.G.A.2	Correctly name shapes regardless of their orientations or overall size.
MA.K.G.A.3	Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).
MA.K.G.B.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).

REFLECTIONS

INTERDISCIPLINARY CONNECTIONS: NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, SOCIAL STUDIES, SCIENCE AND/OR MATHEMATICS