

June: K Unit 11: Two-Dimensional Shapes

Content Area: **Math**
Course(s):
Time Period: **June**
Length: **2 Weeks**
Status: **Published**

Unit Overview

Students will learn about two-dimensional shapes, their proper names and attributes of each shape. Students will understand the relationships between shapes and real world objects.

Enduring Understandings

Students will know:

How to use attributes to identify a particular shape.

How to compose shapes.

Essential Questions

How can I compare shapes?

Instructional Strategies & Learning Activities

My Math Kindergarten Chapter 11

- **Pacing Guide**
Suggested Pacing

Instruction	13 days
Review/Assessment	2 days
Total*	15 days

- *Includes additional time for remediation and differentiation.

Lesson	Objective	Material & Manipulatives	Vocabulary	Standard
Lesson 1 <i>pp. 623-628</i> Squares and Rectangles	Identify, name, and describe squares and rectangles.	<ul style="list-style-type: none">• construction paper• toothpicks and marshmallows• attribute blocks	square vertex rectangle side	K.G.2, K.G.3, K.G.4,

				K.G.5
				Major Cluster
				MP 2, 3, 5, 6, 7, 8
Lesson 2 <i>pp.</i> 629-634 Circle and Triangles	Identify, name, and describe circles and triangles.	<ul style="list-style-type: none"> • construction paper • attribute blocks 	circle triangle round straight	K.G.2, K.G.3, K.G.4, K.G.5
				Major Cluster
				MP 1, 2, 3, 4, 6
Lesson 3 <i>pp.</i> 635-640 Squares, Rectangles, Triangles, and Circles	Identify, name, and describe squares, triangles, circles, and rectangles.	<ul style="list-style-type: none"> • attribute blocks • write-on/wipe-off boards 		K.G.2, K.G.3, K.G.4, K.G.5
				Major Cluster
				MP 1, 3, 6, 7, 8
Lesson 4 <i>pp.</i> 641-646 Hexagons	Identify, name, and describe hexagons.	<ul style="list-style-type: none"> • construction paper • pattern blocks 		K.G.2, K.G.3, K.G.4, K.G.5
				Major Cluster
				MP 1, 2, 3, 5, 6, 7
Check My Progress Lesson 5 <i>pp.</i> 649-654 Shapes and Patterns	Compare shapes to understand patterns.	<ul style="list-style-type: none"> • attribute blocks • paper • crayons 		K.G.2, K.G.4, K.G.5
				Major Cluster
				MP 2, 3, 4, 7, 8
Lesson 6 <i>pp.</i> 655-660 Shapes and Position	Describe objects using the names of shapes and their relative position.	<ul style="list-style-type: none"> • attribute buttons • book • attribute blocks 		K.G.1, K.G.2, K.G.5
				Major

Lesson 7 <i>pp.</i> 661-666 Compose New Shapes	Put shapes together to form new shapes.	<ul style="list-style-type: none"> • paper • tape • attribute blocks 	<p>Cluster</p> <p>MP 1, 3, 6, 7, 8 K.G.2, K.G.5, K.G.6</p>
			Major Cluster
Lesson 8 <i>pp.</i> 667-672 Problem-Solving Strategy: Logical Reasoning	Use logical reasoning to solve problems.	<ul style="list-style-type: none"> • crayons • pattern blocks • blackline pattern blocks • paper 	<p>MP 1, 2, 3, 4, 5, 7 K.G.2, K.G.5, K.G.6</p>
			Major Cluster
Lesson 9 <i>pp.</i> 673-678 Model Shapes in the World	Identify shapes in objects, and use shapes to create new objects.	<ul style="list-style-type: none"> • attribute blocks • drawing paper • pattern blocks 	<p>MP 1, 3, 4, 5, 7 K.G.2, K.G.5</p>
			Major Cluster
			MP 3, 4, 6, 7

Integration of Career Readiness, Life Literacies and Key Skills

TECH.9.4.2.CT	Critical Thinking and Problem-solving
	Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.
TECH.9.4.2.CT.2	Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
WRK.9.2.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.
TECH.9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
	Different types of jobs require different knowledge and skills.
WRK.9.2.2.CAP	Career Awareness and Planning

Technology and Design Integration

Utilize programs on the iPad.

Use of Shutterfly Share Site.

Smartboard lessons and technology

CS.K-2.8.1.2.NI.4	Explain why access to devices need to be secured.
CS.K-2.8.1.2.CS.3	Describe basic hardware and software problems using accurate terminology.
CS.K-2.8.1.2.NI.3	Create a password that secures access to a device. Explain why it is important to create unique passwords that are not shared with others.

Interdisciplinary Connections

LA.RF.K.1	Demonstrate understanding of the organization and basic features of print.
LA.RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
LA.RI.K.1	With prompting and support, ask and answer questions about key details in a text.
LA.RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
LA.RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
LA.RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.
LA.RI.K.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

Differentiation

Each chapter in My Math teacher manual contains differentiated instruction for Approaching level, On Level and Above level students.

Modifications & Accommodations

I&RS and 504 accommodations will be utilized in addition to the differentiated instruction in the Unit.

Benchmark Assessments

Check My Progress

Formative Assessments

Teacher observation

Discussion

Worksheets

Summative Assessments

Assessments for chapters located in My Math Unit.

Instructional Materials

See above.

Standards

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.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.A.2	Correctly name shapes regardless of their orientations or overall size.
MA.K.G.B.6	Compose simple shapes to form larger shapes.
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.