

June: K Unit 11: Two-Dimensional Shapes

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

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

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| 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, |

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|---|---|---|---|
| | | | K.G.5 |
| | | | Major Cluster |
| Lesson 2 <i>pp. 629-634</i> Circle and Triangles | Identify, name, and describe circles and triangles. | <ul style="list-style-type: none"> • construction paper • attribute blocks | circle triangle round straight MP 2, 3, 5, 6, 7, 8 K.G.2, K.G.3, K.G.4, K.G.5 |
| | | | Major Cluster |
| Lesson 3 <i>pp. 635-640</i> 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 | MP 1, 2, 3, 4, 6 K.G.2, K.G.3, K.G.4, K.G.5 |
| | | | Major Cluster |
| Lesson 4 <i>pp. 641-646</i> Hexagons | Identify, name, and describe hexagons. | <ul style="list-style-type: none"> • construction paper • pattern blocks | MP 1, 3, 6, 7, 8 K.G.2, K.G.3, K.G.4, K.G.5 |
| | | | Major Cluster |
| Check My Progress Lesson 5 <i>pp. 649-654</i> Shapes and Patterns | Compare shapes to understand patterns. | <ul style="list-style-type: none"> • attribute blocks • paper • crayons | MP 1, 2, 3, 5, 6, 7 K.G.2, K.G.4, K.G.5 |
| | | | Major Cluster |
| Lesson 6 <i>pp. 655-660</i> 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 | MP 2, 3, 4, 7, 8 K.G.1, K.G.2, K.G.5 |
| | | | Major |

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

Integration of Career Readiness, Life Literacies and Key Skills

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|-----------------|---|
| WRK.9.1.2.CAP | Career Awareness and Planning |
| WRK.9.1.2.CAP.1 | Make a list of different types of jobs and describe the skills associated with each job. |
| TECH.9.4.2.CT | Critical Thinking and Problem-solving |
| 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). |
| 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. |
| | Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem. |

Technology and Design Integration

Utilize programs on the iPad.

Use of Butterfly Share Site.

Smartboard lessons and technology

| | |
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| 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. |
| CS.K-2.8.1.2.NI.4 | Explain why access to devices need to be secured. |

Interdisciplinary Connections

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| 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.RF.K.3 | Know and apply grade-level phonics and word analysis skills in decoding and encoding words. |
| LA.RI.K.1 | With prompting and support, ask and answer questions about key details in a text. |
| 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

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|------------|--|
| 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. |