# June K Unit 12: Three Dimensional Shapes

Content Area:	Math
Course(s):	
Time Period:	June
Length:	3 Weeks
Status:	Obsolete

#### **Unit Overview**

Students will learn about three dimensional shapes, their proper names and attributes of each shap. Students will make connections with shapes to real world objects. Students will also be able to determine from attributes whether solid shapes will roll, slide or stack.

### **Enduring Understandings**

Students will know:

How to identify cones.

How to compare solid shapes.

How to identify and describe solid shapes in the real world.

### **Essential Questions**

How do I identify and compare three dimensional shapes?

### **Instructional Strategies & Learning Activities**

My Math Kindergarten Chapter 12

• Pacing Guide Suggested Pacing

Instruction	9 days
Review/Assessment	2 days
Total*	11 days

• \*Includes additional time for remediation and differentiation.

Lesson	Objective	Material & Manipulatives	Vocabula	ary Standard
Lesson 1 pp.	Identify, name, and describe	• cube and sphere geometric	sphere	K.G.2

693-698 Spheres and	cubes and spheres.	solids • ball, globe	cube	K.G.3 K.G.4
Cubes		<ul> <li>number cube, cube shaped box</li> <li>round-ended toothpicks</li> <li>clay</li> <li>objects shaped like spheres and</li> </ul>		Major Cluster
Lesson 2 <i>pp</i> . 699-704 <b>Cylinders and</b> <b>Cones</b>	Identify, name, and describe cylinders and cones.	<ul> <li>cubes</li> <li>cube, sphere, cylinder, and cone geometric solids</li> <li>objects shaped like cylinders and cones</li> </ul>	cylinder cone	MP 2, 3, 4, 6, 7, 8 K.G.2 K.G.3 K.G.4 Major
Lesson 3 nn	Analyze and compare solid	• cube sphere cylinder and cone	roll	Cluster MP 4, 5, 6, 7, 8 K G 4
705-710 Compare Solid Shapes	shapes.	<ul> <li>euce, spliete, cylinder, and cone</li> <li>objects shaped like cubes,</li> <li>spheres, cylinders, and cones</li> <li>building blocks</li> </ul>	stack slide	Major Cluster MP 3, 4,
Check Mv Pro	gress			5, 6, 7
Lesson 4 <i>pp.</i> 713-718	Act it out to solve problems.	<ul><li>building blocks</li><li>geometric solid shapes</li></ul>		K.G.2 K.G.4
Solving Strategy: Act				Major Cluster
Lesson 5 <i>pp.</i> 719-724 Model Solid Shapes in Our World	Identify, name, and describe solic shapes in the physical world.	<ul> <li>cube, sphere, cylinder, and cone geometric solids</li> <li>classroom objects shaped like geometric solids</li> <li>magazines</li> <li>glue sticks</li> </ul>	,	MP 1, 4, 6, 7 K.G.1 K.G.2 K.G.3 K.G.4 Major
		• large paper		MP 1, 6, 7, 8

## Integration of Career Readiness, Life Literacies and Key Skills

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.CI	Creativity and Innovation
TECH.9.4.2.Cl.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

TECH.9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
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.

#### **Technology and Design Integration**

Utilize programs on the IPad.

Use of Shutterfly Share Site.

Smartboard lessons and technology

### **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.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

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.
- Definitions of Differentiation Components:
  - Content the specific information that is to be taught in the lesson/unit/course of instruction.
  - Process how the student will acquire the content information.
  - Product how the student will demonstrate understanding of the content.
  - Learning Environment the environment where learning is taking place including physical location and/or student grouping

#### Differentiation occurring in this unit:

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

#### **Modifications & Accommodations**

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline. **Modifications and Accommodations used in this unit:** 

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

#### **Benchmark Assessments**

Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals. Schoolwide Benchmark assessments: Aimsweb benchmarks 3X a year Linkit Benchmarks 3X a year Additional Benchmarks used in this unit:

Check My Progress

#### **Formative Assessments**

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

Formative Assessments used in this unit:

Teacher observation

Discussion

Worksheets

#### **Summative Assessments**

**Summative assessments** evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

Summative assessments for this unit:

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.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).