Unit 5 Reveal Grade K

Content Area: **Math**
Course(s): **Language Arts, Art**
Time Period: **January**
Length: **2 weeks**
Status: **Published**

Unit Overview

UNIT 5 PLANNER

2-Dimensional Shapes

PACING: 9 days

LESSON	MATH OBJECTIVE	LANGUAGE OBJECTIVE	SOCIAL AND EMOTIONAL LEARNING OBJECTIVE	LESSON	KEY VOCABULARY
Unit Opener IntMath Fitting Shapes into Shapes Using pattern blocks to fill a larger shape					
5-1 Triangles	Students identify, name, and describe triangles.	Students identify, name, and describe triangles using precise adjectives and nouns specific to triangles.	Students recognize personal strengths through thoughtful self-reflection.	5-1	Math Terms side triangle vertex/vertices (corner)
Math Probe Triangles Determine if a given shape is a triangle					
5-2 Squares and Rectangles	Students identify, name, and describe squares and rectangles.	Students identify, name, and describe rectangles and squares using precise adjectives and nouns specific to these shapes.	Students actively listen without interruption as peers describe how they approached a complex mathematical task.	5-2	rectangle square
5-3 Hexagons	Students identify, name, and describe hexagons.	Students identify, name, and describe hexagons using precise adjectives and nouns specific to hexagons.	Students employ techniques that can be used to help maintain focus and manage reactions to potentially frustrating situations.	5-3	hexagon
5-4 Circles	Students identify, name, and describe circles.	Students identify, name, and describe circles using precise adjectives and nouns specific to circles.	Students recognize and work to understand the emotions of others and practice empathetic responses.	5-4	circle
5-5 Position of 2-Dimensional Shapes	Students describe objects using the names of shapes and their relative position.	Students describe objects using the names of shapes using prepositions of location.	Students determine the strategies and analyses necessary to make informed decisions when engaging in mathematical practices.	5-5	above behind below beside in front of next to
Unit Review **Fluency Practice**					
Unit Assessment **Performance Task**					

Enduring Understandings

See Above

Essential Questions

See Above

Instructional Strategies and Learning Activities

LESSON 5-1

Triangles

Learning Targets

- I can identify and name a triangle.
- I can describe a triangle.

Standards ◆ Major ▲ Supporting ● Additional

Content

○ **K.G.A** Identify and describe shapes.

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

Math Practices and Processes

MPP Model with mathematics.

Focus

Content Objective	Language Objectives	SEL Objective
• Students identify, name, and describe triangles.	• Students identify, name and describe triangles using precise adjectives and nouns specific to triangles. • Supporting sense-making ELs by participating in MLR8: Discussion Supports.	• Students recognize personal strengths through thoughtful self-reflection.

Coherence

Previous	Now	Next
• Students used attributes to classify objects into given categories (Unit 4).	• Students identify and name triangles. • Students describe a triangle as a shape with 3 sides and 3 vertices.	• Students analyze, compare, and compose 2- and 3-dimensional shapes (Unit 13). • Students distinguish between defining and non-defining attributes of shapes and solids (Grade 1).

Rigor

Conceptual Understanding	Procedural Skill & Fluency	Application
• Students develop an understanding that a shape with 3 sides and 3 vertices is a triangle.	• Students build proficiency in identifying shapes as triangles.	• Students apply their understanding of triangles by sorting shapes. *Application is not a targeted element of rigor for this standard.*

LESSON 5-2

Squares and Rectangles

Learning Targets

- I can identify and name a square and a rectangle.
- I can describe a square and a rectangle.

Standards ◆ Major ▲ Supporting ○ Additional

Content

○ **K.G.A** Identify and describe shapes.

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

Math Practices and Processes

MPP Look for and express regularity in repeated reasoning.

Focus

Content Objective	Language Objectives	SEL Objective
• Students identify, name, and describe squares and rectangles.	• Students identify, name, and describe rectangles and squares using precise adjectives and nouns specific to these shapes. • Supporting sense-making and optimizing output by participating in MLR7: Compare and Connect.	• Students actively listen without interruption as peers describe how they approached a complex mathematical task.

Coherence

Previous	Now	Next
• Students used attributes to classify objects into given categories (Unit 4). • Students learned attributes of triangles (Unit 5).	• Students understand that rectangles are shapes with 4 sides (opposite sides equal) and 4 right angle vertices. • Students understand that squares are rectangles with all sides being equal.	• Students analyze, compare, and compose 2- and 3-dimensional shapes (Unit 13). • Students distinguish between defining and non-defining attributes of shapes and solids (Grade 1).

Rigor

Conceptual Understanding	Procedural Skill & Fluency	Application
• Students develop an understanding that a shape with 4 sides and 4 right angle vertices is a rectangle. • Students develop an understanding that a square is a rectangle with all sides being equal.	• Students build proficiency in identifying squares and rectangles.	• Students apply their understanding of squares and rectangles by sorting shapes. *Application is not a targeted element of rigor for this standard.*

LESSON 5-3

Hexagons

Learning Targets

- I can identify and name a hexagon.
- I can describe a hexagon.

Standards ◆ Major △ Supporting ○ Additional

Content

○ **K.G.A** Identify and describe shapes.

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

Math Practices and Processes

MPP Attend to precision.

Focus

Content Objective	Language Objectives	SEL Objective
• Students identify, name, and describe hexagons.	• Students identify, name, and describe hexagons using precise adjectives and nouns specific to hexagons. • Supporting sense-making by participating in MLR8: Discussion Supports.	• Students employ techniques that can be used to help maintain focus and manage reactions to potentially frustrating situations.

Coherence

Previous	Now	Next
• Students used attributes to sort objects into given categories (Unit 4). • Students learned attributes of triangles, squares, and rectangles (Unit 5).	• Students describe a hexagon as a shape with 6 sides and 6 vertices. • Students identify and name hexagons.	• Students analyze, compare, and compose 2- and 3-dimensional shapes (Unit 13). • Students distinguish between defining and non-defining attributes of shapes and solids (Grade 1).

Rigor

Conceptual Understanding	Procedural Skill & Fluency	Application
• Students develop an understanding that a shape with 6 sides and 6 vertices is a hexagon.	• Students build proficiency in identifying hexagons.	• Students apply their understanding of hexagons by sorting shapes. *Application is not a targeted element of rigor for this standard.*

LESSON 5-4

Circles

Learning Targets

- I can identify and name a circle.
- I can describe a circle.

Standards ◆ Major ▲ Supporting ● Additional

Content

○ **K.G.A** Identify and describe shapes.

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

Math Practices and Processes

MPP Construct viable arguments and critique the reasoning of others.

Focus

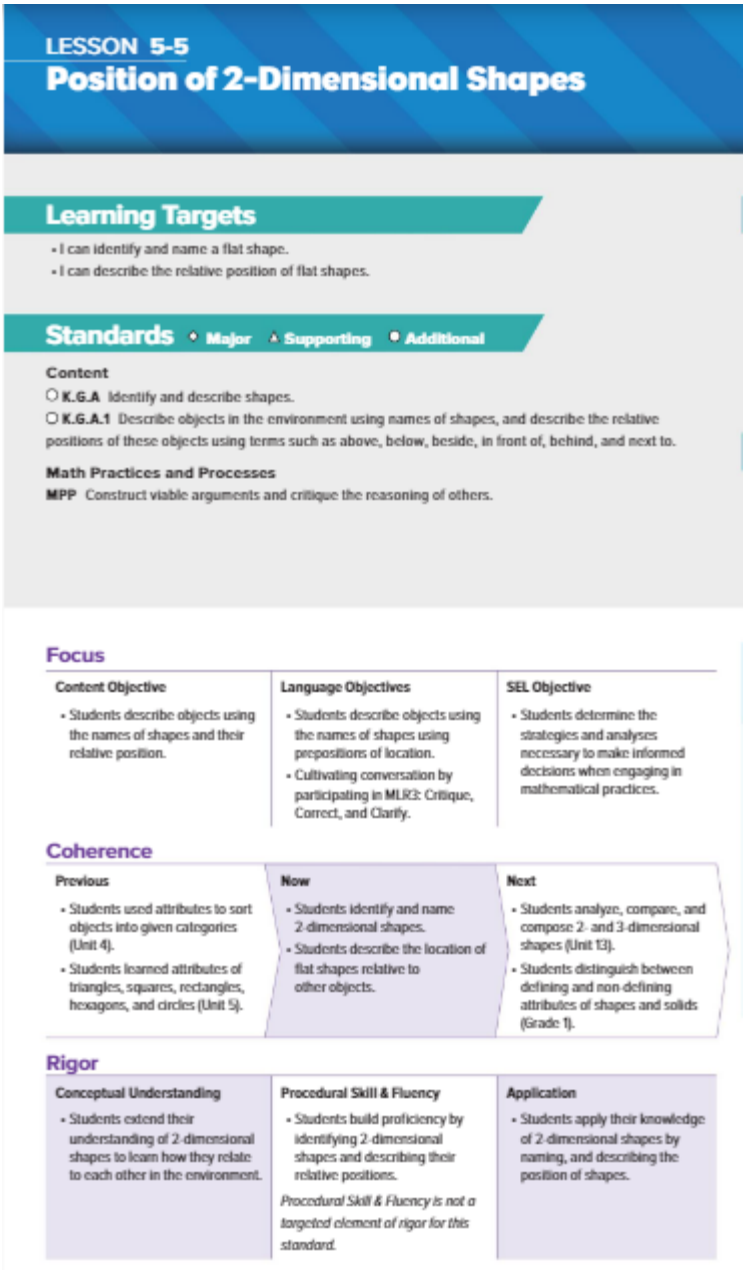
Content Objective	Language Objectives	SEL Objective
• Students identify, name, and describe circles.	• Students identify, name, and describe circles using precise adjectives and nouns specific to circles. • Supporting sense-making and optimizing output by participating in MLR1: Stronger and Clearer Each Time.	• Students recognize and work to understand the emotions of others and practice empathetic responses.

Coherence

Previous	Now	Next
• Students used attributes to sort objects into given categories (Unit 4). • Students learned attributes of triangles, squares, rectangles, and hexagons (Unit 5).	• Students describe a circle as a shape with no sides and no vertices. • Students identify and name circles.	• Students analyze, compare, and compose 2- and 3-dimensional shapes (Unit 13). • Students distinguish between defining and non-defining attributes of shapes and solids (Grade 1).

Rigor

Conceptual Understanding	Procedural Skill & Fluency	Application
• Students develop an understanding that a shape that has no sides and no vertices is a circle.	• Students build proficiency in identifying circles.	• Students apply their understanding of circles by sorting shapes. *Application is not a targeted element of rigor for this standard.*



LESSON 5-5

Position of 2-Dimensional Shapes

Learning Targets

- I can identify and name a flat shape.
- I can describe the relative position of flat shapes.

Standards ◆ Major ▲ Supporting ● Additional

Content

○ **K.G.A** Identify and describe shapes.

○ **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.

Math Practices and Processes

MPP Construct viable arguments and critique the reasoning of others.

Focus

Content Objective	Language Objectives	SEL Objective
• Students describe objects using the names of shapes and their relative position.	• Students describe objects using the names of shapes using prepositions of location. • Cultivating conversation by participating in MLR3: Critique, Correct, and Clarify.	• Students determine the strategies and analyses necessary to make informed decisions when engaging in mathematical practices.

Coherence

Previous	Now	Next
• Students used attributes to sort objects into given categories (Unit 4). • Students learned attributes of triangles, squares, rectangles, hexagons, and circles (Unit 5).	• Students identify and name 2-dimensional shapes. • Students describe the location of flat shapes relative to other objects.	• Students analyze, compare, and compose 2- and 3-dimensional shapes (Unit 13). • Students distinguish between defining and non-defining attributes of shapes and solids (Grade 1).

Rigor

Conceptual Understanding	Procedural Skill & Fluency	Application
• Students extend their understanding of 2-dimensional shapes to learn how they relate to each other in the environment.	• Students build proficiency by identifying 2-dimensional shapes and describing their relative positions. *Procedural Skill & Fluency is not a targeted element of rigor for this standard.*	• Students apply their knowledge of 2-dimensional shapes by naming, and describing the position of shapes.

Integration of Career Readiness, Life Literacies and Key Skills

9.1.2.CR.1	Recognize ways to volunteer in the classroom, school and community.
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
9.1.2.CR.2	List ways to give back, including making donations, volunteering, and starting a business.
9.1.2. FI.1	Differentiate the various forms of money and how they are used (e.g., coins, bills, checks, debit and credit cards).
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).

9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
9.1.2.FP.1	Explain how emotions influence whether a person spends or saves.
9.1.2.FP.3	Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society).
9.4.2.DC.3	Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).
9.1.2.PB.1	Determine various ways to save and places in the local community that help people save and accumulate money over time.
9.1.2.PB.2	Explain why an individual would choose to save money.
9.4.2.DC.6	Identify respectful and responsible ways to communicate in digital environments.
9.4.2.DC.7	Describe actions peers can take to positively impact climate change (e.g., 6.3.2.CivicsPD.1).
9.4.2.TL.2	Create a document using a word processing application.
9.4.2.TL.5	Describe the difference between real and virtual experiences.
9.4.2.TL.6	Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).
9.4.2.TL.7	Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts (e.g., W.2.6., 8.2.2.ED.2).

Technology and Design Integration

8.1.2.CS.1	Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
8.1.2.DA.1	Collect and present data, including climate change data, in various visual formats.
8.1.2.DA.3	Identify and describe patterns in data visualizations.
8.1.2.DA.4	Make predictions based on data using charts or graphs.
8.1.2.AP.4	Break down a task into a sequence of steps.
8.1.2.AP.5	Describe a program's sequence of events, goals, and expected outcomes.
8.2.2.ITH.4	Identify how various tools reduce work and improve daily tasks.

Interdisciplinary Connections

LA.RL.K.4	Ask and answer questions about unknown words in a text.
LA.RI.K	Reading Informational Text
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.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in 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).
LA.RI.K.8	With prompting and support, identify the reasons an author gives to support points in a text.

LA.RI.K.10	Actively engage in group reading activities with purpose and understanding.
LA.W.K.5	With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).
LA.SL.K	Speaking and Listening
LA.SL.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
LA.SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
LA.SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

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:



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Modifications and Accommodations

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.

Modifications and Accommodations used in this 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

DRA

Additional Benchmarks used in this unit:

Reveal Unit assessments

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

Checklists

Questioning and Discussion

Quizzes

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:

End of Unit assessments

Instructional Materials

See above

Standards

MA.K.G.A	Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).
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.