Unit 4a-Identify And Describe Shapes

Content Area: **Math**
Course(s): **Math K**
Time Period: **Marking Period 4**
Length: **MP4 Topic 12 12-1 to 12-7**
Status: **Published**

Essential Questions

- How can two- and three- dimensional shapes be identified and described?

Big Ideas

- **Geometric Figures:** Two- and three-dimensional objects with or without curved surfaces can be described, classified, and analyzed by their attributes. An object's location in space can be described quantitatively.
- **Practices, Processes, and Proficiencies:** Mathematics content and processes can be applied to solve problems.

Diversity Lesson

Objective: Using shapes, students will create their own unique flag to represent themselves.

Activity: Students will be given shapes to cut out. Students will use the shapes to create new shapes. These new shapes will represent themselves on their own personal flag. Students will share their flags and explain their meaning.

Enduring Understandings

Geometry

K.G.A.1 (M) 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.

K.G.A.2 (M) Correctly name shapes regardless of their orientations or overall size.

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

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's/ “corners”) and other attributes (e.g., having sides of equal length).