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| Module [1] Understanding: Identify & Describe Shapes | Grade level: Kindergarten |
| Subject Area: Math | Time Frame: 2 Weeks (Rules and procedures will be modeled and emphasized during this time.) |
| Designed By: Kindergarten Instructional Team | Beginning Date: August |
| School: Morrilton Primary School | Ending Date: |
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| Stage 1 – Desired Results | |
| Standards: (Text in bold indicates changes/additions in wording of new Arkansas standards.) | |
| <p>K.G.A.1 Describe the positions of objects in the environment and geometric shapes in space using names of shapes, and describe the relative position of these objects. (Positions could be inside, outside, between, above, below, near, far, under, over, up, down, behind, in front of, next to, to the left of, to the right of, or beside</p> <p>K.G.A.2 Correctly name shapes regardless of their orientations or overall size.</p> <p>K.G.A.3 Identify shapes as two-dimensional (flat/2D) or three-dimensional (solid/3D).</p> <p><i>The following three standards are only “introductory standards” for kindergarten, and these will be included during calendar time instruction for the entire year.</i></p> <p>K.MD.C.4 Understand concepts of time including morning, afternoon, evening, today, yesterday, tomorrow, day, week, month, and year. Understand that clocks, both analog and digital, and calendars are tools that measure time.</p> <p>K.MD.C.5 Read time to the hour on digital and analog clocks. <i>NOTE: This is an introductory skill and is addressed more formally in the upcoming grade levels.</i></p> <p>K.MD.C.6 Identify pennies, nickels, and dimes, and know the value of each. <i>NOTE: This is an introduction skill and is addressed more formally in the upcoming grade levels.</i></p> | |
| Goal(s): | |
| <p>Describe the relative positions of shapes/objects as described in the standard above.</p> <p>Compare and contrast shapes of different sizes and orientations</p> <p>Identify 2D shapes in the real world (square, circle, triangle, rectangle, hexagon) using concrete models.</p> <p>Identify 3D shapes in the real world (cylinder, cone, cube, sphere) using concrete models.</p> | |

Essential Question(s):

What shapes do we see in our environment?
 Can you describe the difference between 2D and 3D shapes?
 Explain how size, orientation, or position can or cannot change the shape identity?
 Describe where the shape is located? (relative position)
 Identify what shape this is?
 Determine which shape is a 2D or a 3D shape? Explain why?

Students will know...

- Shapes
- Names of shapes
- 2D shapes
- 3D shapes
- Vocabulary (relative positional)

Students will be able to...

- identify names of shapes
- recognize shapes as 2D or 3D
- identify 2D and 3D shapes regardless of size, orientation, or position.
- use relative positional vocabulary to describe shapes/objects

Stage 2 – Acceptable Evidence**Performance Tasks:**

- use manipulatives to sort shapes by 2D or 3D
- name shapes in the environment
- model relative positional vocabulary
- Interactive Whiteboard lessons

Other Evidence:

- orally describe shapes in relative position, size or orientation
- shape checklist
- observation of student performance
- formative assessments

Stage 3: Part 1 – Weekly Learning Plan

| Week | Activities/Lessons | Assessments | Materials | CCSS |
|------|---|-----------------------------|---|---|
| 1 | <ul style="list-style-type: none"> • Read Aloud Suggestions: <u>Circus Shapes</u> <u>The Greedy Triangle</u> <u>Brown Rabbit's Shape Book</u> | Week 1 Formative Assessment | <ul style="list-style-type: none"> • shape books • shape manipulatives • shape songs and poems | <ul style="list-style-type: none"> • K.G.A.1 • K.G.A.2 • K.G.A.3 |

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|------------|---|-----------------------------|---|---|
| 1 – Conti. | <ul style="list-style-type: none"> • Tell where shapes are. (above, below, beside, in front of, behind, next to) • Shape Hunt • Venn Diagram 2D/3D • Shape Songs/ Poem/Posters • My Book About Shapes • Shape PlayDoh Mats • Shapes Tree Map • Shape Sorting • <u>A Star in My Orange</u> • <u>Circus Shapes</u> • <u>Shapes and Patterns</u> | | <ul style="list-style-type: none"> • time books | |
| 2 | <ul style="list-style-type: none"> • Compare the shapes (size, orientation, 2D/3D) • Cut out shapes • Tell about & compare 2D & 3D shapes • I Have Who Has Shapes Game • 3D Shape Count & Graph • Solid Figures (anchor chart) • Spot It & Swat It • <u>Cubes, Cones, Cylinders, and Spheres by T. Hoben</u> • <u>Math Count Shape</u> | Week 2 Formative Assessment | <ul style="list-style-type: none"> • shape books • shape manipulatives • shape songs and poems | <ul style="list-style-type: none"> • K.G.A.1 • K.G.A.2 • K.G.A.3 |

Stage 3: Part 2 – Pacing Resources& Materials

Vocabulary Definitions:

| | | | | | | | | | |
|----------------------|-------------|------------------------|--------------|-------------|-----------|-----------------------|------------------------|----------------|---------------|
| below | behind | in front of | next to | above | beside | to the left of | to the right of | | |
| two-dimensional (2D) | | three-dimensional (3D) | | flat | solid | position | size | shape | circle |
| square | rectangle | triangle | hexagon | cube | sphere | cone | cylinder | outside | inside |
| between | near | far | under | over | up | down | | | |

| Interdisciplinary Connections |
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| Shape Art |
| Web Links |
| <ul style="list-style-type: none">• YouTube, YT Kids• Storybots• BrainPOP Jr |