

# Unit 6

## Analyzing, Comparing, and Composing Shapes

### Kindergarten Math

**Description:** The students will analyze, compare, and compose two- and three- dimensional shapes. They further develop their spatial reasoning skills to lay foundations in understanding area through composition of geometric figures.

#### Louisiana Student Standards for Mathematics (LSSM) Instructional Outcomes

Counting and Cardinality	
<b>K.CC.4</b>	Understand the relationship between numbers and quantities; connect counting to cardinality. <ol style="list-style-type: none"> <li>a. When counting objects in standard order, say the number names as they relate to each object in the group, demonstrating one-to-one correspondence.</li> <li>b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.</li> <li>c. Understand that each successive number name refers to a quantity that is one larger.</li> </ol>
Operations and Algebraic Thinking	
<b>K.OA.5</b>	Fluently add and subtract within 5.
Geometry	
<b>K.G.4</b>	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 lengths).
<b>K.G.5</b>	Model shapes in the world by building shapes from components (e.g., stick and clay balls) and drawing shapes.
<b>K.G.6</b>	Compose simple shapes to form larger shapes. <i>For example, "Can you join these two triangles with full sides touching to make a rectangle?"</i>

#### Enduring Understandings:

- Students describe their world by using shapes and their position.

#### Essential Questions:

- How can I tell about shapes?
- Where can shapes be found in my world?

- Students identify two-dimensional and three-dimensional shapes based on their attributes.
  - Students sort shapes in different ways.
  - Students tell how shapes are alike and how they are different.
  - Students use small shapes to make larger shapes.
  - Students draw two-dimensional shapes.
- How can I sort and tell about shapes?
  - How are shapes alike? Different?
  - How can I use two-dimensional shapes to make new shapes?