CONNEAUT AREA SCHOOL DISTRICT MATHEMATICS	
UNIT OF STUDY: Analyze, Compare and Create Shapes	COURSE/GRADE: Kindergarten	# WEEKS:6

Focus (emphasis) Standards/EC: (mastery) CC.2.3.K.A.2 - Analyze, compare, create, and compose two- and three-dimensional shapes.	Technology/manipulatives: pattern blocks, tiles, paper shapes
Important (reinforced) Standards/EC: CC.2.3.K.A.1 - Identify and describe two- and three-dimensional shapes.	Reading, writing, speaking strategies

Journal writing and illustration Participate in collaborative discussions with peers/adults. Describe the number of sides, edges and faces of a shape to a partner or group

Explain to a partner or group how small shapes can be used to compose a bigger shape

Analyze and compare two-and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts and other attributes. |
| Vocabulary: Corners Sides Sphere Cylinder Cone, cube, rectangle, circle, square triangle Length, corners (vertices) Two and Three Dimensional Shapes Flat, solid | Questioning and discussion techniques: Poems, songs, chants, you tube videos. How many different ways can you put these two triangles together to make a new shape? —What shapes will you get? |
| Real life application: Welding, Engineers design machinery, buildings, and highways. Packaging to use less material. Architect, Advertising, Electrician, Construction Worker, Chef | Performance assessment: Students will use pattern blocks, tiles, paper shapers or other tools to make new two- and three-dimensional shapes.

Compare two shapes using informal language to describe their similarities and differences |

	(e.g., number of sides and corners, having sides of equal length, etc.). Students will sort shapes based on appearance
Computation: Analyze and compare two-dimensional and three-dimensional. Name shapes regardless of their orientations or overall size. Use simple shapes to compose larger shapes. 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, behind, and next to.	Accommodations/adaptations: Students need many opportunities to look for shapes in their environment, to sort shapes according to an attribute, and to work with concrete objects.
SAS Module Resources: www.pde.sas.org/ Module 6	