

Geometry: Kindergarten

Stage 1 Desired Results

ESTABLISHED GOALS: <u>Competencies:</u> - Students will demonstrate the ability to reason with two- and three- dimensional shapes in order to model, compare, and compose. <u>Content Standards:</u> - K.G.1. Describe objects in the environment using names of shapes and describe the relative position of these shapes using positional terms. - K.G.2. Correctly name shapes regardless of their orientation or overall size. - K.G.3. Identify shapes as two dimensional or three dimensional - K.G.4. Analysis and compare two and three dimensional shapes in different sizes and orientation using informal language to describe similarities and differences, parts and other attributes - K.G.5. Model shapes in the world by building shapes from components and drawing shapes - K.G.6. Composing simple shapes to larger shapes - MP3 Construct viable arguments and critique the reasoning of others. - MP4 Model with mathematics. - MP6 Attend to precision. - MP8 Look for and express regularity in repeated reasoning.	Transfer	
	Students will be able to independently use their learning to describe, compare and organize their environment.	
	Meaning	
	ENDURING UNDERSTANDINGS Students will understand that... geometric attributes provide descriptive information about an object's properties and position in space, and support visualization and problem solving.	ESSENTIAL QUESTIONS Are shapes important?
	Acquisition	
	Students will know... - the names and properties of two- and three-dimensional shapes (square, circle, triangles, rectangles, and hexagons, cubes, cones, cylinders, spheres). - positional terms that can describe an object's location (above, below, beside, in front of, behind, next to, inside, outside, left, right). - that objects can be described, classified, analyzed, compared, and created by their attributes. <u>vocabulary:</u> attribute, circle, classify, compose, cone, cube, cylinder, describe, property, number, numeral, rectangle, set, sphere, square, triangle, two-dimensional (flat), three-dimensional (solid)	Students will be skilled at... - describing objects in the environment using names of shapes. - describing the relative position of objects using positional words. - naming shapes regardless of their orientations or overall size. - identifying two- and three-dimensional shapes. - analyzing and comparing 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 length). - composing simple shapes to form larger shapes. (For example, "Can you join these two triangles with full sides touching to make a rectangle?") - building and drawing a model of a real-world shape
Content Area Literacy Standards		21st Century Skills
not applicable		- reason effectively - solve problems

Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
1.OA.1 Use	not applicable
<i>Technology Integration</i>	<i>District Materials</i>
1.OA.1 Use	