

# Geometry: Grade 2

## Stage 1 Desired Results

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                       |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>ESTABLISHED GOALS:</p> <p><u>Competencies:</u></p> <ul style="list-style-type: none"> <li>Students will demonstrate the ability to reason with two- and three- dimensional shapes in order to compare, identify, draw, and partition.</li> </ul> <p><u>Content Standards:</u></p> <ul style="list-style-type: none"> <li>2.G.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.</li> <li>2.G.2 Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.</li> <li>2.G.3 Partition circles and rectangles into two, three, or four equal shares, describe the shares, using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.</li> <li>MP3 Construct viable arguments and critique the reasoning of others.</li> <li>MP6 Attend to precision.</li> </ul> | <b>Transfer</b>                                                                                                                                                                                                                                                                  |                                                                                                                                                                                       |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Students will be able to independently use their learning to <b>partition a space into equal parts.</b>                                                                                                                                                                          |                                                                                                                                                                                       |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Meaning</b>                                                                                                                                                                                                                                                                   |                                                                                                                                                                                       |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p>ENDURING UNDERSTANDINGS</p> <p>Students will understand that...</p> <ul style="list-style-type: none"> <li>geometric attributes provide descriptive information about an object's properties and position in space, and support visualization and problem solving.</li> </ul> | <p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> <li><b>Which is better: having one thing that is really big, or a bunch of things that are really small?</b></li> </ul> |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Acquisition</b>                                                                                                                                                                                                                                                               |                                                                                                                                                                                       |
| <b>Content Area Literacy Standards</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                  | <b>21<sup>st</sup> Century Skills</b>                                                                                                                                                 |
| not applicable                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>make judgments and decisions</li> <li>solve problems</li> <li>reason effectively</li> </ul>                                                    |

## 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> |
|------------------------------------------------------------|--------------------------------|
| <ul style="list-style-type: none"><li>1.OA.1 Use</li></ul> | not applicable                 |
| <i>Technology Integration</i>                              | <i>District Materials</i>      |
| <ul style="list-style-type: none"><li>1.OA.1 Use</li></ul> |                                |