Unit Map 2012-2013

Monroe #2 - Orleans BOCES (Regional Collaboration)

Collaboration / Math 2* / Grade 2 (Math Regional Curriculum)

Wednesday, October 31, 2012, 4:09PM

Standard/Module: Proficiency with Shapes 2.G.1 (Week 37, 3 Weeks)

Stage 1: Desired Results

Standards Focus

- Supporting (20%) connects with 2.G.2,3

Gr. 2 Proficiency Map

Standards

NYS: CCLS:Mathematics, NYS: 2nd Grade , Geometry
2.G Reason with shapes and their attributes.

- 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.

Enduring Understandings	Essential Questions
1. Shapes can be identified by their number of sides or angles or faces. 2. Changing the orientation of a shape does not change the shape.	How can we describe the difference between shapes? How do sides, angles, and faces help us categorize shapes?

Critical Content

1. Sizes are compared directly or visually, not compared by measuring

2. Identify and draw squares, rectangles, trapezoids, pentagons, hexagons and cubes.

3. Recognize shapes by their attributes.

4. Quadrilaterals can have more than one name (a square is also a rectangle, both are also quadrilaterals)

Skills	Vocabulary
	Tier two: attributes
1. Identify (recognize) and draw shapes based on a given set of attributes such as number of sides,	Tier three: triangle, quadrilateral, pentagon, hexagons, cube attributes, angle, faces, sides

angles or faces. a. triangles b. quadrilaterals (squares, rectangles, and trapezoids) c. pentagons, hexagons and cubes.	

Stage 2: Assessment Evidence

Assessments

Name that Shape
Formative: Test: Written

Students name shapes that are presented to them and justify their responses using precise vocabulary about the attributes of the shapes.

Stage 3: Learning Plan

Learning Activities	Resources
Draw a closed shape that has five sides. What is the name of the shape? Students identify, describe, and draw triangles, quadrilaterals, pentagons, and hexagons. Pentagons, triangles, and hexagons should appear as both regular (equal sides and equal angles) and irregular. Students recognize all four sided shapes as quadrilaterals. Students use the vocabulary word "angle" in place of "corner" but they do not need to name angle types. Geosticks, geoboards, interactive whiteboards and document cameras may be used to help identify shapes and their attributes. Shapes should be presented in a variety of orientations and configurations.	www.illustrativemathematics.com www.illuminations.nctm.org

Differentiation Opportunities

Shapes should be presented in a variety of orientations and configurations. Presenting shapes in only one orientation multiple times sets up misconceptions about the attributes of shapes. Some students may think that a shape is changed by its orientation. They may see a rectanglewith the longer side as the base, but claim that the same rectangle with the shorter side as the base is a different shape. This is why is it so important to have young students handle shapes and physically feel that the shape does not change regardless of the orientation.

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