|  |  |
| --- | --- |
| Math Unit: Module 2: Spatial Reasoning and Geometric Concepts | |
| Kindergarten   October 15 -October 19, 2018 | |
| **Standards:**   |  |  | | --- | --- | | **K.G.1** | **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 of, behind,*  and *next to*** | | **K.G.2** | **Correctly name shapes regardless of their orientations or overall size.** | | **K.G.4** | **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 length).** |   **Speaking and Listening**  **K.SL.1 - Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.**  **a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).**  **b. Continue a conversation through multiple exchanges.**  **K.SL.6 - Speak audibly and express thoughts, feelings, and ideas clearly** | **Focus Skills:**  **Objective 1:** Explain decisions about classifications of hexagons and circles, and identify them by name. Make observations using variants and non-examples.  **Objective 2:** Describe and communicate positions of all flat shapes using the words above, below, beside, in front of, next to, and behind.  **Objective 3:** Find and describe solid shapes using informal language without naming.  **Objective 4:** Explain decisions about classification of solid shapes into categories. Name the solid shapes.  **Objective 5:** Describe and communicate positions of all solid shapes using the words above, below, beside, in front of, next to, and behind. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Monday (10.15)  Day 1 | Tuesday (10.16)  Day 2 | Wednesday (10.17)  Day 3 | Thursday (10.18)  Day 4 | Friday (10.19)  Day 5 |
|  | Monday (10.15) | Tuesday (10.16) | Wednesday (10.17) | Thursday (10.18) | Friday (10.19) |
| Learning Target | I can identify characteristics of shapes | I will use positional words. | I will describe forms and find them in my environment. | I will describe and name forms. | I will identify forms by using specific math vocabulary. |
| Math | L4  Fluency: Rectangle or Not. S will sort shapes into rectangle and non rectangle categories  Application: S will design a rocket ship using only triangle and rectangles.  Concept Development: S will identify characteristics of shapes in order to find them in various forms around the room. S will discuss and identify characteristics of a hexagon and circle and oval. S will sort shapes. | L5  3D shapes song on Youtube  Fluency: Peek-A-Boo Shapes. T will show S shapes for moments at a time and then hide them. S will recall characteristics of shapes to name the shape  Application: S will work with partner to describe things that may be in the room. Partner will confirm/dismiss predictions. S will practice use of positional words  Concept Development: S will use knowledge of various 2d shape characteristics to identify shapes. S will use positional words to order shapes according to an object  Promethean Planet Slides  Problem Set: S will positional words to categorize and place various shapes according to shape characteristics. | L6  3D shapes song on Youtube  Fluency: Beep Number. S will practice flexibility in number order in both directions on the number line.  Application:  S will work with partners to discuss and experience some of the differences between balls and cubes  Concept Development: S will explore the attributes and differences of 3D solids/forms  Promethean Planet Slides  Problem Set: S will match real life objects to the picture of a standard 3D form to see the real life application/use of these 3D forms | L7  3D shapes song on Youtube  Fluency: Show me Shapes. S will listen to shape characteristics to identify real life solid forms  Application: S will use playdough to create a solid shape that can roll with no edges or corners  Concept Development: S will identify the different parts of the solid forms *face, cube, sphere, cylinder* to classify shapes further  Promethean Planet Slides  Problem Set: S will use geometric language to classify and identify various solid forms. | L8  3D shapes song on Youtube  Fluency: Position Words Game. S will work with a partner to complete different tasks involving following directions using positional words  Application: S will use playdough to transform a ball of clay into various solid forms  Concept Development: S will use sense of touch to identify solid forms by name. S will work with a partner to use positional words in order to identify the correct solid form.  Promethean Planet Slides  Problem Set: S will positional words to correctly place solid forms around the train |
| Interventions  And Enrichments | **Debrief:** S will review shape characteristics and discuss with partners why they are classified as such. | Debrief: What new (or significant) math vocabulary did we use today to communicate precisely? | Debrief: What solids did you match that were curved? What solids did you match that were not curved?  Which shapes were the hardest to match? Why?  What new (or significant) math vocabulary did we use today to communicate precisely? How can you tell about each solid without using the solid’s name? | **Debrief:** What did you need to remember when you were finding the cylinders to circle? (Cubes, cones, and spheres.) Did anyone think of something else?  What new (or significant) math vocabulary did we use today to communicate precisely? (Emphasize faces, corners, and edges.) | **Debrief:** What new (or significant) math vocabulary did we use today to communicate precisely?  What shapes do you see on your paper? |