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| Math Unit: Module 2: Spatial Reasoning and Geometric Concepts | |
| Kindergarten   October 8-12, 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). |  |  |  | | --- | --- | | K.CC.3 | Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects). | | K.CC.4- | Understand the relationship between numbers and quantities; connect counting to cardinality.  a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.  b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. | | K.CC.5 | Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects. |   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: Count down from 10 to 1, and write 1 less than a given number.  Objective 2: Find and describe flat triangles, squares, rectangles, hexagons, and circles using informal language without naming.  Objective 3: Explain decisions about classifications of triangles into categories using variants and non-examples. Identify shapes as triangles.  Objective 4: Explain decisions about classifications of rectangles into categories using variants and non-examples. Identify shapes as rectangles. |

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|  | Monday (10.08) | Tuesday (10.9) | Wednesday (10.10) | Thursday (10.11) | Friday (10.12) |
| Learning Target | No School | I can count and write one less than a given number. | I can identify characteristics of shapes. | **I can identify the characteristics of a triangle.** | I can identify the characteristics of a rectangle. |
| Math | L36  Fluency: Show 1 less with fingers the math way.  Application: S will cut and reorder towers in order the one less way.  Concept Development: S will deconstruct towers and order numbers 10-1 the one less way  Assessment:  S will count down from 10 to 1, and write 1 less than a given number.  Early Finisher: S will mix and fix numeral/dot cards the one less way.  Students will work on Math skills on Zearn.com in centers | L1  Fluency: 5-Group hands. S will use hands to demonstrate numbers similar to a tens frame  Concept Development: S will discuss attributes of geometric shapes. S will manipulate and observe flat shapes  Problem Set: S will identify characteristics of shapes in order to sort them into two groups.  Students will work on Math skills on Zearn.com in centers | L2  Fluency: Making 3 with triangles. Swill use counters and triangle to manipulate and discuss various combinations of 3  Application: S will draw pizza and *cut* it in enough slices for their family. S will discuss their picture and shapes created.  Concept Development: S will use geoboards to create various geometric shapes. S will discuss and identify the characteristics of a triangle.  Problem Set: S will identify triangles and discuss their characteristics. S will draw triangles.  Students will work on Math skills on Zearn.com in centers | L3  Fluency: Triangle or Not. S will identify triangles and shapes that do not fit the classification for a triangle  Application: S will draw their own dollar. S will engage in discussion with peers of the characteristics of their dollar bill.  Concept Development: S will use dot grids on cardstock to create various geometric shapes. S will discuss and identify the characteristics of a triangle.  Problem Set: S will identify rectangles and discuss their characteristics. S will draw rectangles.  Students will work on Math skills on Zearn.com in centers |
| Interventions  And Enrichments | **Debrief:** How many grey objects are in each group? If you cover the grey object, the new number of objects is how many less?  Assessment: One more, one less | Debrief: Which objects did you sort that were curved? Which objects did you sort that were not curved?  Which flat shapes were the hardest to sort? Why?  Explain to your partner which shapes you drew on the back of your paper. Can you think of other objects around you that have these same shapes?  What new or significant math vocabulary did we use to communicate precisely?  How can you tell about each shape without using the shape’s name? | **Debrief:** Explain to your partner how you knew the objects you colored were triangles.  What do you look for in a triangle?  Were the slices of pizza in the application problem triangles? Why or why not? | **Debrief:** How did the application problem connect to today’s lesson?  Count how many rectangles you colored. Did your partner color the same number?  Explain to your partner how you knew the objects you colored were rectangles.  Why is a square a special kind of rectangle?  How are rectangles and triangles the same and different?  What shape did you draw with four sides? Can you draw more than one shape with four sides? |