







Trimester	Unit Title	Recommended Instructional Days
3	Identify and Describe Two-Dimensional Shapes	8-15 days
Domain		
<p><i>Strand:</i></p> <p> K.G.A.2 Correctly name shapes regardless of their orientations or overall size.</p> <p> K.G.B.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).</p> <p> K.G.B.6 Compose simple shapes to form larger shapes. For example, “Can you join these two triangles with full sides touching to make a rectangle?”</p> <p>  Major Cluster  Supporting Cluster  Additional Cluster </p>		
<p>Progress Indicator: ◊ Tests ◊ Homework / Classwork ◊ Projects ◊ Formative assessments ◊ Summative assessments</p>		
Mathematical Practices:		
<ol style="list-style-type: none"> 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reason of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning. 		

Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSL-CLKS within Unit

Essential Questions:

Lesson 1: How can you identify and name circles?

Lesson 2: How can you describe circles?

Lesson 3: How can you identify and name squares?

Lesson 4: How can you describe squares?

Lesson 5: How can you identify and name triangles?

Lesson 6: How can you describe triangles?

Lesson 7: How can you identify and name rectangles?

Lesson 8: How can you describe rectangles?

Lesson 9: How can you identify and name hexagons?

Lesson 10: How can you describe hexagons?

Lesson 11: How can you use the words alike and different to compare two-dimensional shapes?

Lesson 12: How can you solve problems using the strategy draw a picture?

Essential Understandings:

1. Identify and name two-dimensional shapes including circles.

2. Describe attributes of circles.

3. Identify and name two-dimensional shapes including squares..

4. Describe attributes of squares.

5. Identify and name two-dimensional shapes including triangles..

6. Describe attributes of triangles.

7. Identify and name two-dimensional shapes including rectangles.

8. Describe attributes of rectangles.

9. Identify and name two-dimensional shapes including hexagons.

10. Describe attributes of hexagons.

11. Use the words alike and different to compare two-dimensional shapes by attributes.

12. Solve problems by using the strategy draw a picture.

Vocabulary:

- alike
- circle
- curve
- different
- rectangle

- sides
- square
- triangle
- vertex, corner
- vertices

Suggested Activity Description:

Personal Math Trainer, Tutorial Videos, Vocabulary Game, Reading Grab and Go Activity, Explore and Guided/Independent Practice related to the NJSLS, Evaluation Online Activity, Essential Question Discussion and Check –In, Basic Skills Review, Manipulative Activity, Reteach Activity, Reading Strategies Activity, Success for English Learners Activity, Performance Task

Interdisciplinary Connections:

STEM Activity: In Chapter 9, children develop their understanding of identifying and describing two-dimensional shapes by comparing shapes, grouping like shapes, and recognizing shapes. These same topics are used often in the development of various science concepts and process skills. Help children make the connection between math and science through the S.T.E.M. activities and activity worksheets found at www.thinkcentral.com.

In Chapter 9, children connect math and science with the S.T.E.M. Activity Matter and the accompanying worksheets (pages 185 and 186). Through this S.T.E.M. Activity, children will connect the GO Math! Chapter 9 concepts and skills with various shapes, including shape comparison. It is recommended that this S.T.E.M. Activity be used after Lesson 9.6.

Science:

1. Discuss the difference between natural and man-made objects. What things found in nature have a curve, like a circle? Possible answers: sun, raindrop, the center of a sunflower Have children describe the object they name. Then have them draw a picture. Use the children’s pictures to create a bulletin board of natural objects that have a curve like a circle.

2. Ask children to watch as you let several shapes fall to the ground. Ask a volunteer to identify and name the shapes. Discuss how objects fall to the floor or the ground when nothing stops the fall. Raise your hand above an empty box and ask children to watch as you drop several shapes again. Have a volunteer identify and name the shapes. Ask children to tell what happened and why. Discuss the fact that the shapes did not fall to the floor or the ground because the box held them up.

Social Studies:

1. Discuss how stories have been passed down from long ago and are still told today. Explain that people long ago made an alphabet so they could write down stories and information they wanted to share and keep. Tell children that some letters and numbers are made with circles. Help children name the letters and numbers that are formed using circles: a, b, d, g, o, p, q and 0, 6, 9, 10.

2. Take children on a neighborhood walk to look for different shapes. Look for shapes on trees, flowers, sidewalks, and buildings. Have children choose a shape or two that they saw on the walk and cut that shape out of construction paper. Children can use the shapes that they cut out to create a picture of what they saw. Remind children that they can use more than one shape to create their picture.

Language Arts:

1. Vocabulary Builder pg. 491 - Which fruits are red? strawberries, apples Which fruits are yellow? lemons, bananas How are the different fruits and vegetables sorted? Accept reasonable answers. Have children use color and shape words to describe the fruits and vegetables they see on the page. Have children circle the box that is sorted by green vegetables. Then have children mark an X on the box that is sorted by purple fruit.
2. And the Wheels Go Round - (From the Differentiated Centers Kits Grab and Go)
3. I Know Shapes - (From the Differentiated Centers Kits Grab and Go)

Spot Light On: Recognizing similarities and differences of people and communities; variations in families.

Social and Emotional Learning: <i>Competencies</i>	Social and Emotional Learning: <i>Sub-Competencies</i>
SEL Competencies: <ul style="list-style-type: none"> • Self- awareness • Social Awareness • Self- Management • Relationship Skills • Responsible Decision-Making 	<ul style="list-style-type: none"> • Recognizing the importance of self-confidence in handling daily tasks and challenges. • Demonstrate an awareness of the expectations for social interactions in a variety of ways. • Demonstrate an understanding of the need for mutual respect when viewpoints differ. • Identify and apply ways to persevere through alternative methods to achieve goals. • Utilize positive communication and social skills to interact effectively with others. • Develop, implement, and model effective problem solving and critical thinking skills.
Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i>	Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i>
Formative Assessments: • Teacher Observations • Exit Tickets • Quizzes • Self Assessments • Math Journals • Homework/Classwork • Teacher created assessments	Benchmarks & Summative Assessments: Chapter/Unit Assessments • Standardized Tests • District Assessments • Project-based Assessments

Differentiated Student Access to Content: Teaching and Learning <u>Resources/Materials</u>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core Resources
Go Math Workbook, IXL, ST MATH 60 minutes a week, Personal Math Trainer, Math on the Spot Videos, My HRW, Khan Academy, Illustrative Mathematics, Learn360, TeacherTube, BrainPOP, Freckle, LearnZillion, MobyMax, ST Math, Edulastic, Achieve the Core, Desmos,	Reteaching worksheets, Skill building workbook, Math manipulatives, Leveled practice worksheets	Dictionary for native language, Video tutorial in native language, Success for English Learners worksheets, Leveled Strategies for English Learners, Linguistic Support	ST Math special projects, G& T tasks, Enrichment worksheets, Art of Problem Solving, Leveled assessments
Supplemental Resources			
Technology: • Chromebooks • Online math manipulatives Other: • Google Classroom, Google Meets, Schoology, Interactive Workbooks • Illustrative Mathematics • insidemathematics.org • National Library of Virtual Manipulatives			
Differentiated Student Access to Content: Recommended <u>Strategies & Techniques</u>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
Deliver instruction utilizing varied learning styles including audio, visual, and tactile/kinesthetic, provide individual instruction as needed, modify assessments and/or rubrics, repeat	Utilize a multi-sensory (VAKT) approach during instruction, provide alternate presentations of skills by varying the method (repetition, simple explanations, additional examples, modeling,	Extend time requirements, preferred seating, positive reinforcement, check often for understanding/review, oral/visual directions/prompts when necessary, supplemental materials including use of an online bilingual	Create an enhanced set of introductory activities, integrate active teaching/learning opportunities, incorporate authentic components, propose

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	etc.), modify test content and/or format, allow students to retake test for additional credit, provide additional times and preferential seating as needed, review, restate and repeat directions, provide study guides, and/or break assignments into segments of shorter tasks.	dictionary, and modified assessment and/or rubric.	interest-based extension activities, and connect student to related
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NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	Disciplinary Concept(s): Creativity and Innovation		
	Core Ideas:	Brainstorming can create new, innovative ideas.	
	Performance Expectation/s:	9.4.2.CT.1 Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem	
	Career Readiness, Life Literacies, & Key Skills Practices		
	<p>Act as a responsible and contributing community member and employee. Attend to financial well-being. Consider the environmental, social and economic impacts of decisions. Demonstrate creativity and innovation. Utilize critical thinking to make sense of problems and persevere in solving them. Model integrity, ethical leadership and effective management. Plan education and career paths aligned to personal goals. Use technology to enhance productivity, increase collaboration and communicate effectively. Work productively in teams while using cultural/global competence.</p>		

New Jersey Legislative Statutes and Administrative Code (place an "X" before each law/statute if/when present within the curriculum map)						
Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>	Holocaust Law: <i>N.J.S.A. 18A:35-28</i>	LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>	X	Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>		Standards in Action: <i>Climate Change</i>