









Trimester	Unit Title	Recommended Instructional Days
3	<b>Identify and Describe Three-Dimensional Shape</b>	9-11 days
<b>Domain</b>		
<p><i>Strand:</i></p> <ul style="list-style-type: none"> <li> <b>K.G.A.2</b> - Correctly name shapes regardless of their orientations or overall size.</li> <li> <b>K.G.A.3</b> - Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).</li> <li> <b>K.G.A.1</b> - 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. Cluster B - Analyze, compare, create, and compose shapes.</li> <li> <b>K.G.B.4</b> - 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).</li> <li> <b>K.G.B.5</b> - Model shapes in the world by building shapes from components (e.g.sticks and clay balls) and drawing shapes.</li> </ul> <p>  <b>Major Cluster</b>                 <b>Supporting Cluster</b>                 <b>Additional Cluster</b> </p>		
<p><b>Progress Indicator:</b> ◇ Tests ◇ Homework / Classwork ◇ Projects ◇ Formative assessments ◇ Summative assessments</p>		
<b>Mathematical Practices:</b>		
<ol style="list-style-type: none"> <li>1. Make sense of problems and persevere in solving them.</li> <li>2. Reason abstractly and quantitatively.</li> <li>3. Construct viable arguments and critique the reason of others.</li> <li>4. Model with mathematics.</li> <li>5. Use appropriate tools strategically.</li> <li>6. Attend to precision.</li> </ol>		

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 show which shapes stack, roll or slide ?
- Lesson 2: How can you identify, name and describe spheres?
- Lesson 3: How can you identify, name, and describe cubes?
- Lesson 4: How can you identify, name, and describe cylinders ?
- Lesson 5: How can you identify, name, and describe cones ?
- Lesson 6: How can you solve problems using the strategy use logical reasoning ?
- Lesson 7: How can you model shapes in the real world?
- Lesson 8: How can you use the terms above and below to describe shapes in the environment?
- Lesson 9: How can you use the terms beside and next to describe shapes in the environment?
- Lesson 10: How can you use the terms in front of and behind to describe shapes in the environment?

**Essential Understandings:**

1. Analyze and compare three-dimensional shapes.
2. Identify, name, and describe three-dimensional shapes including spheres.
3. Identify, name, and describe three-dimensional shapes including cubes.
4. Identify, name, and describe three-dimensional shapes including cylinders
5. Identify, name, and describe three-dimensional shapes including cones .
6. Solve problems by using the strategy use logical reasoning.
7. Model two- and three-dimensional shapes by building and drawing.
8. Use the terms above and below to describe shapes in the environment.
9. Use the terms beside and next to describe shapes in the environment.
10. Use the terms in front of and behind to describe shapes in the environment.

**Vocabulary:**

- above
- behind
- below
- beside
- next to
- in front of

- cone
- cube
- curved surface
- cylinder
- flat surface
- roll
- slide
- sphere
- stack
- three-dimensional shapes

**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:**

**Science:**

1. Tell children that the shape of some things, such as clay, can be changed. Demonstrate how to change a flat piece of clay into a round ball. Have children roll a ball of clay. What shape is the ball of clay? a sphere? Encourage children to form a cube and a cylinder. After children are finished, have them identify the flat surfaces of the cube and the curved surface and the flat surfaces of the cylinder.
2. Tell children that everything placed in water pushes some water aside, even if it is just a tiny amount. This is called displacement. When something sinks in water, it pushes up the same amount of water as the amount of space the shape has. Fill the jar about half full with water. Place a shape in the water. If it does not sink, gently push it down with a straw. Have children observe how the water level changes. Repeat for other shapes.

**Social Studies:**

1. Explain to children that some of the foods that we eat are grown by people who work on farms. Discuss the kinds of tools or equipment that farmers use, such as tractors, wagons, and baskets. Show an orange and have children identify it. Guide children to say that an orange is shaped like a sphere. What other fruits can you name that are shaped like a sphere?
2. Show children the globe and the map. Tell them that a globe and a map can both be used to show our world. Discuss things that are shown on both the globe and map, such as continents, countries, and oceans. What shape is the globe? sphere What shape is the map? rectangle Which object is a three-dimensional shape? globe Which object is a two-dimensional shape? map What shapes Earth? Sphere

<p><b>Language Arts:</b></p> <p>1. Vocabulary Builder pg. 571- Trace your finger around the following objects. What shape is the clock? circle What shape is the bookcase? rectangle What shape is the window? square Have children mark an X on the food shaped like a circle. Have children draw a line under the food shaped like a square. Have children circle the food shaped like a triangle.</p> <p>2. I Know Big and Small - (From the Differentiated Centers Kits Grab and Go)</p> <p>3. Curious George Goes to a Toy Store - (From the Differentiated Centers Kits Grab and Go)</p> <p><b>Spot Light On:</b> Understanding, and appreciating differences.</p>	
<p><b>Social and Emotional Learning:</b> <i>Competencies</i></p>	<p><b>Social and Emotional Learning:</b> <i>Sub-Competencies</i></p>
<p>SEL Competencies:</p> <ul style="list-style-type: none"> <li>• Self- awareness</li> <li>• Social Awareness</li> <li>• Self- Management</li> <li>• Relationship Skills</li> <li>• Responsible Decision-Making</li> </ul>	<ul style="list-style-type: none"> <li>• Recognizing the importance of self-confidence in handling daily tasks and challenges.</li> <li>• Demonstrate an awareness of the expectations for social interactions in a variety of ways.</li> <li>• Demonstrate an understanding of the need for mutual respect when viewpoints differ.</li> <li>• Identify and apply ways to persevere through alternative methods to achieve goals.</li> <li>• Utilize positive communication and social skills to interact effectively with others.</li> <li>• Develop, implement, and model effective problem solving and critical thinking skills.</li> </ul>
<p><b>Assessments (Formative)</b> <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>	<p><b>Assessments (Summative)</b> <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>
<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Teacher Observations • Exit Tickets • Quizzes • Self Assessments • Math Journals • Homework/Classwork • Teacher created assessments</li> </ul>	<p><b>Benchmarks &amp; Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>Chapter/Unit Assessments • Standardized Tests • District Assessments • Project-based Assessments</li> </ul>

<b>Differentiated Student Access to Content: Teaching and Learning <i>Resources/Materials</i></b>			
<b>Core Resources</b>	<b>Alternate Core Resources <i>IEP/504/At-Risk/ESL</i></b>	<b>ELL Core Resources</b>	<b>Gifted &amp; Talented Core Resources</b>
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
<b>Supplemental Resources</b>			
<b>Technology:</b> <ul style="list-style-type: none"> <li>• Chromebooks • Online math manipulatives</li> </ul> <b>Other:</b> <ul style="list-style-type: none"> <li>• Google Classroom, Google Meets, Schoology, Interactive Workbooks • Illustrative Mathematics • insidemathematics.org • National Library of Virtual Manipulatives</li> </ul>			
<b>Differentiated Student Access to Content: Recommended <i>Strategies &amp; Techniques</i></b>			
<b>Core Resources</b>	<b>Alternate Core Resources <i>IEP/504/At-Risk/ESL</i></b>	<b>ELL Core Resources</b>	<b>Gifted &amp; Talented Core</b>
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, etc.), modify test content and/or format, allow students to retake	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 dictionary, and modified assessment and/or rubric.	Create an enhanced set of introductory activities, integrate active teaching/learning opportunities, incorporate authentic components, propose interest-based extension activities, and connect student to related

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	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.		
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<b>NJSLS CAREER READINESS, LIFE LITERACIES &amp; KEY SKILLS</b>	<b>Disciplinary Concept(s): Civic Responsibility</b>		
	<b>Core Ideas:</b>	There are actions an individual can take to make this world a better place.	
	<b>Performance Expectation/s:</b>	9.1.2.CR.2 List ways to give back, including making donations, volunteering, and starting a business.	
	<b>Career Readiness, Life Literacies, &amp; Key Skills Practices</b>		
	<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>	X	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>