Grade K

Unit	Unit Title	Lesson	Day
2.3	**Describing Shapes and Their Positions** **(Unit 1.4 Lesson 3 should be moved to 2.3)**	**1 of 2**	**1 & 2** **Unit 2.4 has been moved to Q3. 5 additional days are now available, if needed.**

Lesson Focus

1. Standards Addressed	2. Content to be Learned	3. Mathematical Practices	4. Essential Question
K.G.2 Correctly name shapes (3-D) regardless of their orientation or overall size.	•Identify, name and describe 3-D. •Correctly name 3-D shapes regardless of their size. •Correctly name 3-D shapes regardless of their orientation.	**SMP 3** Construct viable arguments and critique the reasoning of others. **SMP6** Attend to precision.	•How can you identify or describe a (3-D shape) in the environment? •If I flip, turn, or slide this shape will it still be the same shape? Why?

5. Prerequisite Knowledge	6. Essential Vocabulary	7. Possible Misconceptions	8. Necessary Materials
•Correctly name the 2-D shapes: squares, circles, triangles, rectangles, hexagons. •Correctly name 2-D shapes regardless of their size or orientation.	3- Dimensional (3-D) Cube Cones Cylinders Spheres Flat and curved surface	•Recognizing the relationship between 2-D shapes and 3-D shapes; e.g., squares and cubes. •Some 3-D shapes (Lesson 88) appear flat (2-D) on paper.	**OnCore** Lesson 88 – 91 Student pages 175 – 182 **Investigations** Unit 5 Session1.5 Geoboards and Make-a-Shape Cards Use to show 2-D shapes in different orientations. RM 11-13 *Unit 5 Investigation 3; 3-D Shapes* Student pages 45 – 51 ***K-5 Math Resource link:*** It's Not Just A .... Note: OnCore Lesson 88 & 89 may have been used in Unit 1.4

Instruction

9. Instruction Practices (What are the teachers doing)	10. Learning Practices (What are the students doing)
Teachers will guide students using the lessons provided to identify, name and describe 3-D shapes (count the number of faces, recognize flat and curved surfaces) regardless of their size or orientation. They will review with students the naming of 2-D shapes regardless of their orientation, though this may have been done in Q1. Teachers will try to have samples of these shapes in their classroom. Please note that OnCore Lesson 88 & 89 was used in error Q1 Unit 1.4 and should be included now if it was not used then..	Students will identify, name, and describe the 3-D shapes curve, cones, cylinders, and spheres regardless of their size and orientation. They will recognize flat or curved surfaces, and be able to count the number of faced that a shape may have. They will practice these concepts using OnCore student pages 175 – 182, Investigations Unit 5, Geoboards, Make a Shape Cards, and additional pages the teacher may supply.

Grade K

Unit	Unit Title	Lesson	Day
2.3	**Describing Shapes and Their Position**	**2 of 2**	**3 – 5** **Unit 2.4 has been moved to Q3. 5 additional days are now available, if needed.**

Lesson Focus

1. Standards Addressed	2. Content to be Learned	3. Mathematical Practices	4. Essential Question
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.*	•Describe 3-D objects in the environment using the names (cubes, cones, cylinders and spheres) •Use positional terms to describe the location of a shape or object.	**SMP 3** Construct viable arguments and critique the reasoning of others. **SMP6** Attend to precision.	•How can you use the terms (above and below, beside, behind, etc.) to describe shapes in the environment?
5. Prerequisite Knowledge	**6. Essential Vocabulary**	**7. Possible Misconceptions**	**8. Necessary Materials**
Squares, circles, triangles, hexagons, cubes, cones, cylinders, spheres: •Identify, name and describe objects/shapes in the environment. •Correctly name objects/shapes regardless of their orientation and size.	above, below, beside in front of, behind, next to	•Understand that beside and next to have different meanings. In Oncore Lesson 81 the pictures may be difficult for some students to visualize the difference between next to (as being in line with the object) and beside (as near the object but not in line with it). We found this very confusing ourselves! •Non visual students may have difficulty with this concept.	**OnCore** Lesson 80 -82 Student pages 159 – 164 K-5 Math Resource link: Barrier Game Grid (3x3) and Positional Words 3D Shape Sort Cards **Additional worksheets:** Above and Below, In front, In back

Instruction

9. Instruction Practices (What are the teachers doing)	10. Learning Practices (What are the students doing)
Teachers will guide students to develop their spatial awareness using OnCore Lessons 80 -82, K-5 Math Resources, additional worksheets or activities they discover that will help students with this standard. Understanding of position words may not be limited to the ones that are included in the standards. Teachers may find they use additional positional words like left and right. See misconceptions.	Students will develop their spatial awareness as they learn the meaning of positional words like above, below, beside, in front of, behind, and next to. They will also practice words like left and right. They will practice using this vocabulary using student pages 159 – 164, K-5 Math Resource materials or additional worksheets or activities provided by their teacher.