

Core Content

<p>Cluster Title: Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).</p>
<p>Standard 1: Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above</i>, <i>below</i>, <i>beside</i>, <i>in front of</i>, <i>behind</i>, and <i>next to</i>.</p>
<p>MASTERY Patterns of Reasoning:</p>
<p>Conceptual: Students will understand that objects in the environment have a shape. Students will understand positional words (such as <i>above</i>, <i>below</i>, <i>beside</i>, <i>in front of</i>, <i>behind</i>, and <i>next to</i>).</p> <p>Procedural: Students can identify the shape of an object in their environment. Students can use positional words to describe shapes in the environment. Given an object in the environment, students can describe its shape</p> <p>Representational: Given a positional word, students can correctly place objects. Given an object in the environment, students can describe its shape.</p>

Supports for Teachers

<p>Critical Background Knowledge</p>
<p>Conceptual: Students will understand basic shapes. Students will understand that shapes can differ in size. Students will understand that objects have shapes.</p> <p>Procedural: Students can recognize shapes regardless of size. Students can identify shapes in their environment.</p>

<p>Representational: Students can find an object that is a given shape. Students can identify the shape of an object.</p>
<p>Academic Vocabulary and Notation above, below, under, on top, around, near, beside, in front of, behind, between, next to, square, circle, triangle, rectangle, hexagon, cube, cone, cylinder, sphere</p>

Instructional Strategies Used	Resources Used
<p>Teacher holds up a shape and asks students if they can find an object in the environment that is similar in shape. “The (object shown) is a (name of shape).” Complete this activity with both 2-D and 3-D shapes.</p> <p>Teacher calls on a student to pick an object from the classroom to show to the class. Class names the shape of the object.</p> <p>Using a box and a puppet, the teacher models positional words by placing the box and puppet in different situations. Students then use boxes and puppets (or like materials) to model the positional words given by the teacher.</p> <p>Teacher will have a few students come up to the front of the classroom and act out positional words. Teacher can then call on other students to use positional words to describe the students’ placement.</p>	<p>Burns, Marilyn. <i>The Greedy Triangle (Scholastic Bookshelf)</i>. Scholastic Paperbacks, 2008.</p> <p>Gowler Greene, Rhonda. <i>When a Line Bends... A Shape Begins</i>. Sandpiper, 2001.</p> <p>Hoban, Tana. <i>Cubes, Cones, Cylinders, and Spheres</i>. Greenwillow Books, 2000.</p> <p>Hoban, Tana. <i>Shapes, Shapes, Shapes</i>. Greenwillow Books, 1996.</p> <p>Pluckrose, Henry. <i>Shape (Mathcounts)</i>. Children’s Press, 1995.</p> <p>Stoll Walsh, Ellen. <i>Mouse Shapes</i>. Harcourt Children’s Books, 2007.</p> <p>Objects from the environment that have distinct shapes.</p>

Assessment Tasks Used	
<p>Skill-Based Task: Teacher gives a student a box and a puppet. Student demonstrates a positional word using the box and puppet.</p> <p>Teacher gives a student an object, and students identify the shape of the object.</p>	<p>Problem Task: Students are given a sheet of paper with a table drawn on it. Teacher gives directions to draw balls in different colors using positional words (for example, “Draw a yellow ball under the table”; “Draw a blue ball next to the table”).</p>