The intended purpose of this document is to provide teachers with a tool to determine student understanding and suggest instructional moves that may help guide a student forward in their learning. It is not an exhaustive list of strategies.

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| **Determining Shapes and Their Attributes** | |
| Circle Yes if the shape is a trapezoid. Circle No if it is not a trapezoid. (This could include additional shapes.)    Draw a trapezoid. Describe at least 3 defining attributes of a trapezoid. | |
| **GEOMETRY**  **Reason with shapes and their attributes.**  **NC.1.G.1** Distinguish between defining and non-defining attributes and create shapes with defining attributes by:  • Building and drawing triangles, rectangles, squares, trapezoids, hexagons, circles.  • Building cubes, rectangular prisms, cones, spheres, and cylinders. | |
| **Not Yet Proficient** | * Ask the student to orally describe the differences between non-defining and defining attributes. * Ask student to sort a set of shapes into those that are polygons and those that are not polygons. * Give students a set of shapes sorted already into polygons and non-polygons and ask them to describe attributes of each set. * Have students practice drawing and labeling polygons and non-polygons.   **Note:** Student may copy or trace shapes. |
| **Progressing** | * Review defining attributes of shapes (Example: trapezoid) * A trapezoid has exactly one set of parallel lines, 4 sides, 4 angles, and is a closed figure * Ask student to sort a set of shapes into two piles (trapezoids and those that are not trapezoids).   S**uggested Set:** Only quadrilaterals   * Ask student to describe the defining attributes of the trapezoid. * Provide opportunities for student to practice drawing different representations of a trapezoid. Student may copy or trace trapezoids. |
| **Meets Expectations** | * Provide opportunities to deepen understanding of NC.1.G.1. * Provide opportunities to build composite shapes and describe the attributes of the new shape. * Provide opportunities to build understanding about the attributes of 3-D shapes. |