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| **NC.K.G.4**  **Comparing 2-D & 3-D Shapes** | |
| **Domain** | Geometry |
| **Cluster** | Identify and describe shapes  Analyze, compare, create, and compose shapes. |
| **Standard(s)** | **NC.K.G.2** Correctly name squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres regardless of their orientations or overall size.  **NC.K.G.3** Identify squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres as two-dimensional or three dimensional  **NC.K.G.4** Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, attributes and other properties. |
| **Materials** | BLM of circle and square, sphere and cube |
| **Task** | **Part A:**   1. Hand the student a square. Say:  * *What is this shape? How do you know it is a \_\_\_\_\_\_ (insert student’s shape)?* * After rationale is provided, provide correct shape name if needed. * *Is this a 2 dimensional or 3 dimensional shape? How do you know?*  1. Hand the student a cube. Say:  * *What is this shape? How do you know it is a \_\_\_\_\_\_ (insert student’s shape)?* * After rationale is provided, provide correct shape name if needed. * *Is this a 2 dimensional or 3 dimensional shape? How do you know?*  1. Hand the student both the square and cube. Say:  * *How are the square and cube similar?* * *How are the shapes different?*   **Part B:**   1. Hand the student a circle. Say:  * *What is this shape? How do you know it is a \_\_\_\_\_\_ (insert student’s shape)?* * After rationale is provided, provide correct shape name if needed. * *Is this a 2 dimensional or 3 dimensional shape? How do you know?*  1. Hand the student a sphere.  * *What is this shape? How do you know it is a \_\_\_\_\_\_ (insert student’s shape)?* * After rationale is provided, provide correct shape name if needed. * *Is this a 2 dimensional or 3 dimensional shape? How do you know?*  1. Hand the student both shapes. Say:  * *How are the circle and sphere similar?* * *How are the shapes different?* |

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| **Continuum of Understanding** | |
| **Not Yet Proficient** | * Cannot name shapes * Is not able to compare the shapes * Does not use geometric attributes to describe/justify shape names |
| **Progressing** | * Correctly names some the shapes * Uses some geometric attributes to describe/justify shape names (e.g., number of sides, number of edges, number of corners, etc.) * Can determines if shapes are 2-D or 3-D but cannot explain their rationale |
| **Met Expectation** | * Correctly names the shapes * Uses geometric attributes to describe/justify shape names (e.g., number of sides, number of edges, number of corners, etc.) * Correctly determines if shapes are 2-D or 3-D and can explain their rationale |

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| **Standards for Mathematical Practice** |
| 1. Makes sense of problems and perseveres in solving them. |
| 2. Reasons abstractly and quantitatively. |
| **3. Constructs viable arguments and critiques the reasoning of others.** |
| 4. Models with mathematics. |
| 5. Uses appropriate tools strategically. |
| **6. Attends to precision.** |
| **7. Looks for and makes use of structure.** |
| 8. Looks for and expresses regularity in repeated reasoning. |

**Comparing 2D and 3D Shapes**

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