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| **NC.K.G.4****Comparing 2-D & 3-D Shapes**  |
| **Domain** | Geometry |
| **Cluster** | Identify and describe shapesAnalyze, 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
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| **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
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| **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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