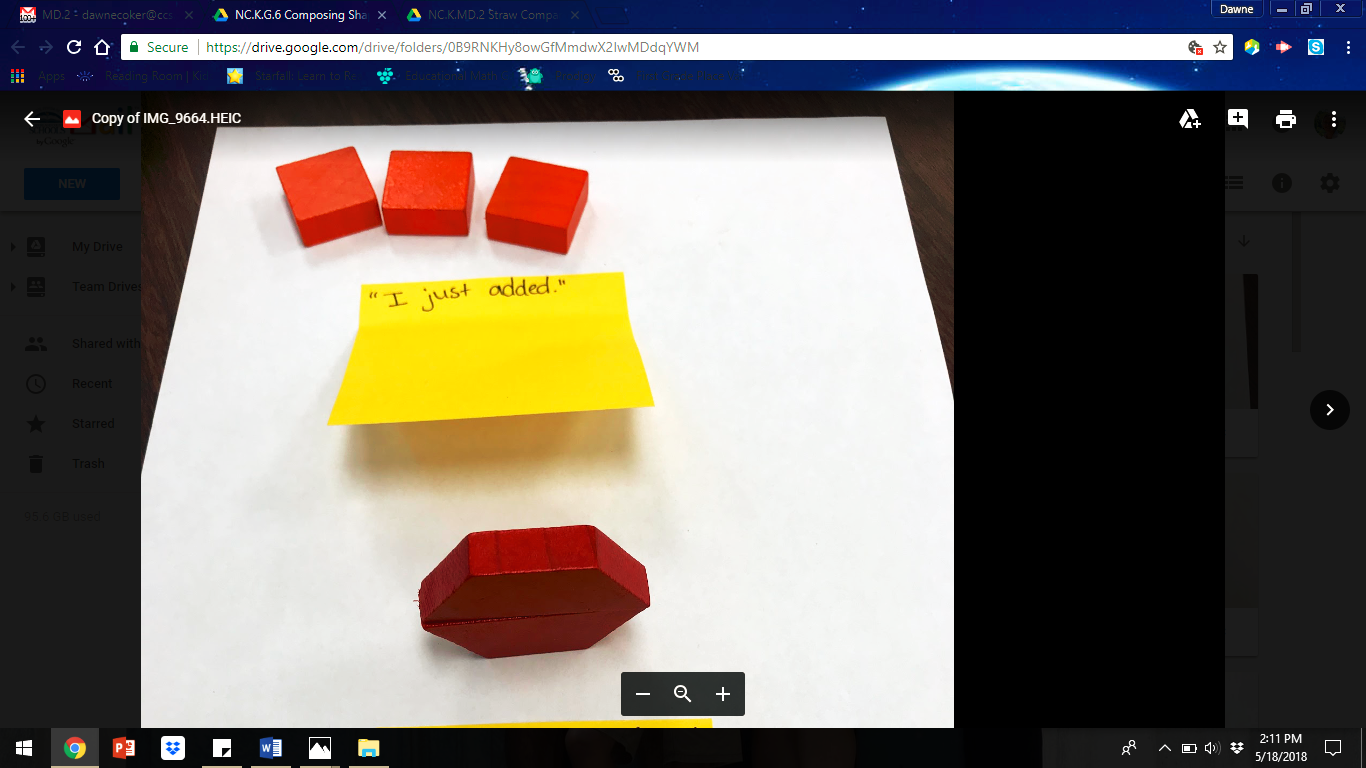
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| **NC.K.G.6**  **Composing Shapes** | |
| **Domain** | Geometry |
| **Cluster** | Identify and describe shapes  Analyze, compare, create, and compose shapes. |
| **Standard(s)** | **NC.K.G.2** Correctly name squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres regardless of their orientations or overall size.  **NC.K.G.6** Compose larger shapes from simple shapes |
| **Materials** | pattern blocks (2 red trapezoids, 2 green triangles, 3 orange squares, 2 yellow hexagons) |
| **Task** | 1. Give the student **3** orange squares.   *Say: How can you put together three orange squares to make a rectangle?*   1. Give the student **2** red trapezoids.   *Say: How can you put together two red trapezoids to make a hexagon?*   1. Give the students the entire collection of shapes.   *Say: Use some of these shapes to make a turtle. Describe the shapes you used to make your turtle.* |

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| **Continuum of Understanding** | |
| **Not Yet Proficient** | * Cannot create larger shapes from simple shapes * Cannot name shapes |
| **Progressing** | * Has difficulty creating larger shapes from simple shapes * Unable to correctly name all the shapes used to create the turtle |
| **Met Expectation** | * Easily creates larger shapes from simpler shapes * Correctly names all the shapes used to create the turtle |

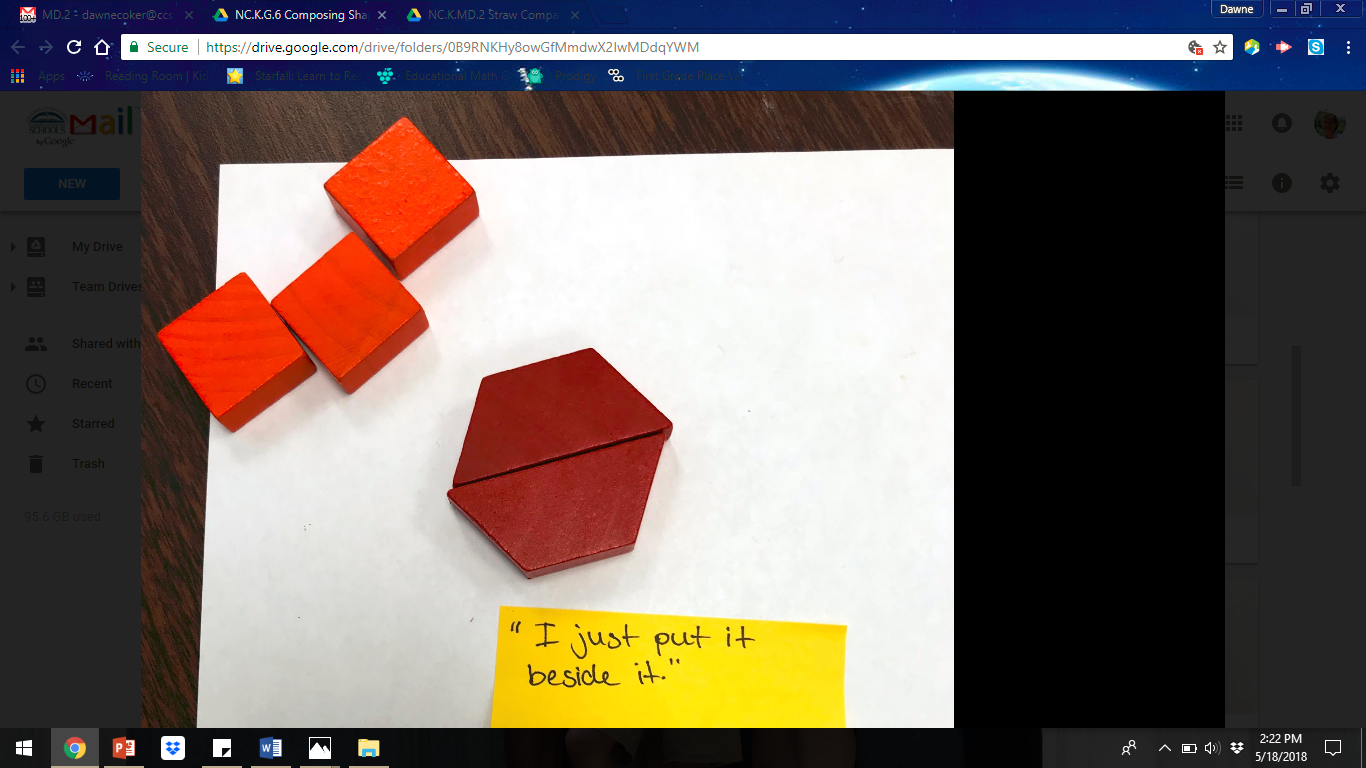
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| **Standards for Mathematical Practice** |
| 1. Makes sense of problems and perseveres in solving them. |
| 2. Reasons abstractly and quantitatively. |
| 3. Constructs viable arguments and critiques the reasoning of others. |
| 4. Models with mathematics. |
| 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. |

**Scoring Examples**

**Not Yet Proficient:** When asked how she could put the squares together to make a rectangle, the student moved the squares into a row and said, “I just added them together.” Student was unable to complete remaining parts of the task.



**Progressing:** Student pushed squares together so they were touching, but not forming a rectangle. Next, student was asked, “How can you put together two red trapezoids to make a hexagon?” He responded by correctly arranging the trapezoids into a hexagon and said, “I just put it beside it.”



**Meets Expectation:** Student correctly arranged three squares into a rectangle and said, “I took two and one more and slided them together. That makes a rectangle.” Next, student correctly arranged two trapezoids to make a hexagon. She said, “I took two pieces and slide them together. That makes a hexagon. Only the long sides go together.”

