DOMAIN: Geometry

CLUSTER: Reason with shapes and their attributes[s/a]

STANDARDS FOR MATHEMATICAL CONTENT	STANDARDS FOR MATHEMATICAL PRACTICE	WHOLE GROUP RESOURCES	CENTER RESOURCES	FORMATIVE ASSESSMENT
1.G.1 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes	**MP1** Make sense of problems and persevere in solving them **MP3** Construct viable arguments and critique the reasoning of others **MP4** Model with mathematics **MP6** Attend to precision **MP7** Look for and make use of structure	***enVisionMATH Common Core*** • 471A–474B, Lesson 15-1 • 479A–482B, Lesson 15-3 • 491A–494B, Lesson 15-6 • 495A–498B, Lesson 15-7 • 499A–502B, Lesson 15-8 • 507A–510B, Lesson 15-10 ***enVisionMATH Common Core Standards Practice Workbook*** • pp. CC 37-38 ***50 Problem Solving Lessons*** (Burns, 1996) • Lessons with Geoboards, pp. 33-35 ***About Teaching Mathematics, 2nd Ed.*** (Burns, 2000) • Explorations Using the Geoboard, p. 94 • Sorting Shapes on the Geoboard, p. 96 ***A Collection of Math Lessons from Grades 1 through 3*** (Burns & Tank, 1988) • Chapter 11: Box Sorting, pp. 117-128	***enVisionMATH Common Core*** • Center: 15-1, 15-3, 15-6, 15-7, 15-8, 15-10 • Mindpoint Quizshow	***enVisionMATH Common Core*** • Quick Checks: 15-1, 15-3, 15-6, 15-7, 15-8, 15-10 • Topic Test, p. 513 • Performance Assessment, p. 514 • Topic 15 Alternate Test Master

STANDARDS FOR MATHEMATICAL CONTENT	STANDARDS FOR MATHEMATICAL PRACTICE	WHOLE GROUP RESOURCES	CENTER RESOURCES	FORMATIVE ASSESSMENT
1.G.2 Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape*	**MP1** Make sense of problems and persevere in solving them **MP4** Model with mathematics **MP5** Use appropriate tools strategically **MP6** Attend to precision **MP7** Look for and make use of structure	***enVisionMATH Common Core*** • 475A–478B, Lesson 15-2 • 483A–486B, Lesson 15-4 • 487A–490B, Lesson 15-5 • 503A–506B, Lesson 15-9 ***enVisionMATH Common Core Standards Practice Workbook*** • pp. CC 39-40 ***About Teaching Mathematics, 2nd Ed.*** (Burns, 2000) • A Sample Activity – Pentominoes, p. 80 • The Four-Triangle Problem, p. 93 • The Tangram Puzzle, p. 83 ***A Collection of Math Lessons from Grades 1 through 3*** (Burns & Tank, 1988) • Chapter 9: The Four-Triangle Problem, pp. 99-105 http://www.illustrativemathematics.org/illustrations/756 • Make Your Own Puzzle	***enVisionMATH Common Core*** • Center: 15-2, 15-4, 15-5, 15-9 ***About Teaching Mathematics, 2nd Ed.*** (Burns, 2000) • The Pentomino Game, p. 82 • Geometry Building, p. 85 • Introductory Exploration with Pattern Blocks, p. 90 • Hexagon Fill-In Puzzle, p. 90 • Hexiamonds, p. 91	***enVisionMATH Common Core*** • Quick Checks: 15-2, 15-4, 15-5, 15-9 • Topic Test, p. 513 • Performance Assessment, p. 514 • Topic 15 Alternate Test Master

STANDARDS FOR MATHEMATICAL CONTENT	STANDARDS FOR MATHEMATICAL PRACTICE	WHOLE GROUP RESOURCES	CENTER RESOURCES	FORMATIVE ASSESSMENT
1.G.3 Partition circles and rectangles into two and four equal shares, describe the shares using the words *halves, fourths,* and *quarters,* and use the phrases *half of, fourth of,* and *quarter of.* Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares	**MP4** Model with mathematics **MP5** Use appropriate tools strategically **MP6** Attend to precision **MP7** Look for and make use of structure **MP8** Look for and express regularity in repeated reasoning	***enVisionMATH Common Core*** • 517A–520B, Lesson 16-1 • 521A–524B, Lesson 16-2 • 525A–528B, Lesson 16-3 • 529A–532B, Lesson 16-4 ***enVisionMATH Common Core Standards Practice Workbook*** • pp. CC 41-42 ***50 Problem-Solving Lessons Grades 1-6*** (Burns, 1996) • Sharing an Apple, pp. 43-45 (*Adaptation: Share one apple with two or four students instead of three students)* • Exploring Halves, pp. 53-54 • Dividing Cakes, pp. 55-56 • Cutting Cake, pp. 97-98	***enVisionMATH Common Core*** • Mindpoint Quizshow • Pizza Eater 💻² • Cuckoo for Symmetry 💻² ***enVisionMATH Common Core*** • Center: 16-1, 16-2, 16-3, 16-4	***enVisionMATH Common Core*** • Quick Checks: 16-1, 16-2, 16-3, 16-4 • Topic Test, p. 535 • Performance Assessment, p. 536 • Topic 16 Alternate Test Master

Domain Legend

▲ **Major Cluster:** Areas of intensive focus, where students need fluent understanding and application of the core concepts (approximately 70%)

s/a **Supporting Cluster:** Rethinking & linking; some material is being covered, but in a way that applies core understandings (approximately 20%)

Additional Cluster: Expose students to other subjects, may not connect explicitly to the major work of the grade (approximately 10%)

***** Students do not need to learn formal names such as "right rectangular prism."

💻 Online resource located at **PearsonSuccessNet.com**, click ***Other Resources***

💻² Online game located at **envisionmathca.com,** click **Teacher Resources**

💻³ Online game located at **PearsonSuccessNet.com**, click ***Premium***, click ***Search***, type keyword "***game***"

ADDITIONAL SUPPORT

LANGUAGE OBJECTIVES	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	KEY VOCABULARY
• Students will be able to describe plane shapes and solid figures by their attributes to a partner. • Students will be able to construct a Double Bubble Map to compare and contrast one geometric figure to another. • Students will be able to describe pieces using the words *halves, fourths,* and *quarters* to a partner. • Student will be able to use the phrases *half of, fourth of,* and *quarter of* when describing models.	• Plane shapes have many properties that make them different from one another. • Attributes can be used to sort plane shapes. • Attributes can be used to sort solid figures. Many sets of solids can be sorted in more than one way. • Plane shapes can be combined to make new plane shapes. • Solid figures can be combined to make other solid figures. • Shapes can be divided into equal parts called halves and quarters or fourths. • Decomposing shapes into equal shares creates smaller shares.	• How can identifying the properties of plane shapes help in sorting the shapes? • How can attributes be used to sort solid figures? • How can plane shapes be combined to make new plane shapes? • How can solid figures be combined to make new solid figures? • How can shapes be divided into equal halves and fourths? • How does decomposing shapes into equal shares affect the size of the shares?	circle cone corner cube cylinder equal parts fair sharing flat surface fourth of four of fourths fraction half of halves plane shape pyramid quarter of quarters rectangle rectangular prism side solid figure sort sphere square three-dimensional triangle two of two-dimensional vertex (vertices) whole

DAILY ROUTINES

- Students bring in magazine and newspaper cutouts that represent the shape/figure of the day. Classmates describe the object: "I know this is a ___, because…" Students agree or disagree with support.
- Students name real-world objects matching the shape/figure of the day. Record responses on class Tree Map. Students look for examples of the shape/figure in their community during and outside of the school day.
- Students reach into a bag and try to guess the concealed shape/figure. "I know this is a ___, because…"
- A student lists attributes as the class tries to guess the shape/figure. Clues can be recorded on index cards ahead of time by students or teacher.
- Problem Solving Notebook

LITERATURE CONNECTIONS	
• *Eating Fractions* by Bruce MacMillan	• *The Greedy Triangle* by Marilyn Burns
• *Fraction Action* by Loreen Leedy	• *Shape Up!* by David A. Adler
• *Fraction Fun* by David A. Adler	• *The Village of Round and Square Houses* by Ann Grifalconi

DIFFERENTIATION 🕮

FRONT LOADING	ENRICHMENT	INTERVENTION
enVisionMATH Common Core • The Language of Math ≠ Topic 15, p. 469D ≠ Topic 16, p. 515D • Interactive Math Story ≠ Topic 15, pp. 469E-469F ≠ Topic 16, pp. 515E-515F • Review What You Know, Home-School Connection, My New Math Words ≠ Topic 15, p. 469 ≠ Topic 16, p. 515 • Shape Hunt, Topic 15, p. 470 • Picnic in the Park, Topic 16, p. 516	***enVisionMATH Common Core*** • Fractions 💻3 • Geometry 💻3 • Shape (Grade 2) 💻3 • Differentiated Instruction ≠ Topic 15, p. 469C ≠ Topic 16, p. 515C • Step 4 Enrichment ≠ Topic 15, pp. 474B, 478B, 482B, 486B, 490B, 494B, 498B, 502B, 506B, 510B ≠ Topic 16, pp. 520B, 524B, 528B, 532B ***About Teaching Mathematics, 2nd Ed.*** (Burns, 2000) • Sharing Brownies, p. 230 • The Tangram Puzzle, p. 83 • That's Just Half the Story, p. 84 http://www.illustrativemathematics.org/illustrations/1164 • Counting Squares	***enVisionMATH Common Core*** • Universal Access ≠ Topic 15, p. 469C ≠ Topic 16, p. 515C • Step 4 Intervention - Topic 15, pp. 474B, 478B, 482B, 486B, 490B, 494B, 498B, 502B, 506B, 510B - Topic 16, pp. 520B, 524B, 528B, 532B • Math Diagnosis and Intervention System: Booklet D, Grades K-3 • Reteaching Sets A, D, pp. 511–512 • Reteaching Sets B, C, pp. 511–512 • Reteaching Sets A–D, pp. 533–534

Los Angeles Unified School District • Kindergarten 2013-2014

Instructional Block 1

08/13/13 – 10/18/13

Final Day for Periodic Assessment: October 18, 2013

enVisionMATH TOPIC	CLUSTER	CONTENT STANDARDS
	First Ten Days of School	
1	Know number names and the count sequence. (1-5)▲	K.CC.3
1	Count to tell the number of objects.▲	K.CC.4, K.CC.4a, K.CC.4b, K.CC.5
2	Know number names and the count sequence. (0-5)▲	K.CC.3
2	Count to tell the number of objects.▲	K.CC.4, K.CC.4b, K.CC.4c, K.CC.5
2	Compare numbers.▲	K.CC.6
3	Know number names and the count sequence.▲	K.CC.3
3	Count to tell the number of objects. (6-10)▲	K.CC.4, K.CC.4a K.CC.4b, K.CC.4c, K.CC.5

▲ **Major Cluster:** Areas of intensive focus, where students need fluent understanding and application of the core concepts (approximately 70%)

s/a: **Supporting Cluster:** Rethinking & linking; some material is being covered, but in a way that applies core understandings (approximately 20%)

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Elementary Mathematics Kindergarten Scope and Sequence 2013-14
By enVision CCSS Topic

	IB1		IB2	IB3	IB4
	8/13 - 10/18 Last day to assess: 10/18		10/21 – 12/20 Last day to assess: 12/18	1/13 – 3/28	4/1 – 6/5 Last day to assess: 5/30
K	First 10 Days	enVision CCSS Topics 1: 1 to 5 2: Compare/ order 1-5 3: 6-10	enVision CCSS Topics 4: Compare/order 0-10 5: Numbers to 20 6: Numbers to 100 7: Understand addition	enVision CCSS Topics 8: Understand subtraction 9: Compose/ decompose 10 10: Compose 11-19 11: Decompose 11-19 12: Measurement	enVision CCSS Topics 13: Data 14: Identify shapes 15: Locations of shapes 16: Composing shapes

Los Angeles Unified School District

Kindergarten

Instructional Block 1