# CAR Unit Template

## Unit Title: Math – Represent Number Concepts and Model with Shapes – Unit 4 – Module B

**Grade level: Kindergarten**

**Timeframe:**

## Essential Questions

## Standards

### Standards (Taught and Assessed):

**K.G.B.5** Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.

**K.G.B.6** Compose simple shapes to form larger shapes. For example, “Can you join these two triangles with full sides touching to make a rectangle?”

**K.G.B.4** Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).

**K.MD.A.1** Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.

Note: shapes include squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres.

**K.MD.A.2** Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.

Note: shapes include squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres.

**Key**: Major Cluster Supporting Cluster Additional Cluster

### Highlighted Career Ready Practices and 21st Century Themes/Skills

### Social-Emotional Learning Competencies

## Instructional Plan

Pre-Assessment and Reflection

| **Pre-Assessment** | **Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections** |
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Student Learning Objectives (SLO), Strategies, Formative Assessment, Activities and Resources (add rows as needed)

| **SLO – WALT**  **We are learning to/that** | **Student Strategies** | **Formative Assessment** | **Activities and Resources** | **Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections** |
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| **K.G.B.5 – WALT** model shapes in the world by building shapes from components (e.g. sticks and clay balls) |  |  |  |  |
| **K.G.B.5 – WALT** model shapes in the world by drawing shapes |  |  |  |  |
| **K.G.B.6 – WALT** simple shapes can join to compose larger shapes\*\* |  |  |  |  |
| **K.G.B.6 – WALT** compose simple shapes to form larger shapes\*\* |  |  |  |  |
| **K.G.B.4 – WALT** analyze two- and three-dimensional shapes in different sizes and orientations using informal language |  |  |  |  |
| **K.G.B.4 – WALT** a vertex or ”corner” is where two sides meet |  |  |  |  |
| **K.G.B.4 – WALT** some shapes (squares, triangles, rectangles, hexagons) have sides. |  |  |  |  |
| **K.G.B.4 – WALT** the length of sides is an important attribute when naming shapes |  |  |  |  |
| **K.G.B.4 – WALT** identify and describe sides of shapes using informal language |  |  |  |  |
| **K.G.B.4 - WALT** analyze and describe the attributes of two dimensional shapes (e.g. number of sides, vertices/”corners”) using informal language |  |  |  |  |
| **K.G.B.4 – WALT** compare by describing similarities, differences, parts, and other attributes of two and three-dimensional shapes using informal language |  |  |  |  |
| **K.MD.A.1 – WALT** objects have measurable attributes, such as length or weight. |  |  |  |  |
| **K.MD.A.1 – WALT** describe measurable attributes of objects, such as length or weight. |  |  |  |  |
| **K.MD.A.1 – WALT** describe several measurable attributes of a single object |  |  |  |  |
| **K.MD.A.2 – WALT** compare two objects that share a measurable attribute to see which object has “more of”/“less of” the attribute |  |  |  |  |
| **K.MD.A.2 – WALT** describe the difference between two objects that share the same measurable attribute\*\* |  |  |  |  |

Benchmark Assessment 1

| **Benchmark Assessment** | **Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections** |
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Benchmark Assessment 2

| **Benchmark Assessment** | **Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections** |
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Summative Assessments (add rows as needed)

| **Summative Assessment** | **Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections** |
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Interdisciplinary Connections

| **Interdisciplinary Connections** | **Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections** |
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