

Kindergarten Math Curriculum Bundle # 9

Title	Suggested Dates
Sorting and Describing Two and Three-Dimensional Shapes, Dividing Groups into Sets	February 22 - March 12 (15 days)



Big Idea/Enduring Understanding	Guiding Questions
<p>Objects can be sorted and described according to their attributes. Objects can be divided into parts.</p>	<p>How do attributes help me identify a shape? What attributes can you use to sort shapes? What two and three dimensional objects can be found in the real world? What is the relationship between Two and Three Dimensional Shapes? How do you know if parts are equal? How do parts compare to a whole? How can you divide an object into parts?</p>

The resources included here provide teaching examples and/or meaningful learning experiences to address the District Curriculum. In order to address the TEKS to the proper depth and complexity, teachers are encouraged to use resources to the degree that they are congruent with the TEKS and research-based best practices. Teaching using only the suggested resources does not guarantee student mastery of all standards. Teachers must use professional judgment to select among these and/or other resources to teach the district curriculum.

Knowledge & Skills with Student Expectations	District Specificity/Examples	Suggested Resources (See note above)	
<p>K.8. The student uses attributes to determine how objects are alike and different.</p> <p>K.8C Sort a variety of objects including two- and three-dimensional geometric figures according to their attributes and describe how the objects are sorted.</p>	<p>Including but not limited to</p> <ul style="list-style-type: none"> • sort or classify two & three-dimensional geometric figures into groups based on student/teacher defined categories • describe how two & three-dimensional geometric figures are alike or different using appropriate vocabulary based on size, shape, color, texture, or use 	<p>Teachers will use Math Investigations as the main instructional resource. District resources are listed and categorized to indicate suggested uses. Any additional resources must be aligned with TEKS.</p> <p><u>Math Investigations</u></p> <p><u>Make A Shape. Build A Block</u> Unit 5</p> <p>Investigations 3 only. Investigations 1 and 2 were taught in bundle 2.</p> <p>Note: Teach Investigations 3 only, see additional resources to reinforce individual TEKS listed</p>	<p><u>Whole Group Lessons</u></p> <p><u>Envision Math</u> Topic 1 Lesson 1-4</p> <p><u>Envision Math</u> Topic 12 Lesson 5</p> <p><u>Small Group Lessons/Centers</u></p> <p><u>Navigating Through Data Analysis and Probability</u> Junk Sort page 22</p>

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			<p><u>Navigating Through Data Analysis and Probability</u> All About Shoes page 25</p>
<p>K.9 The student recognizes attributes of two- and three-dimensional geometric figures.</p> <p>K.9A Describe and compare the attributes of real-life objects such as balls, boxes, cans and cones or models of three-dimensional geometric figures</p> <p>Note: Compare shapes to real-world objects by attributes, NOT by name of shape</p>	<p>Including but not limited to</p> <ul style="list-style-type: none"> • identify and describe two-dimensional figures and three-dimensional objects from the environment using the child's own vocabulary • explain why groups are alike and different • justify how groups were formed 		<p><u>Whole Group Lessons</u></p> <p>Envision Math Topic 12 Lessons 6-7</p> <p><u>Small Group Lessons/Centers</u></p> <p>Region IV Prep Solids Lesson page 79-84</p>
<p>K.9 The student recognizes attributes of two- and three-dimensional geometric figures.</p> <p>K.9B Recognize shapes in real life three-dimensional geometric figures or models of three dimensional geometric figures.</p>	<p>Including but not limited to</p> <ul style="list-style-type: none"> • identify and describe three-dimensional figures from the environment using the child's own vocabulary 		<p><u>Whole Group</u></p> <p>Envision Math Topic 12 Lesson 7</p> <p><u>Small Group Lessons/Centers</u></p> <p><u>Navigating Through Geometry</u> Block Views page 69</p>
<p>K.14 The student communicates about Kindergarten mathematics using informal language.</p> <p>K.14A Communicate mathematical ideas using objects, words, pictures, numbers, and technology.</p>	<p>Including but not limited to</p> <ul style="list-style-type: none"> • Describe shapes using words, numbers, objects, pictures, and technology (ex: # of sides, color, etc.) • Process skill to be addressed with relevant content 		<p><u>Whole Group Lessons</u></p> <p>Envision Math Topic 12 Lesson 8</p>
<p>K.14 The student communicates about Kindergarten mathematics using informal language.</p> <p>K.14B Relate everyday language to mathematical language and symbols.</p> <p>Note: Relate to shapes</p>	<p>Including but not limited to</p> <ul style="list-style-type: none"> • Process skill to be addressed with relevant content 		<p><u>Whole Group Lessons</u></p> <p>Envision Math Topic 12 Lessons 1-7</p>

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<p>K.3 The student recognizes that there are quantities less than a whole.</p> <p>K.3A Share a whole by separating it into two equal parts.</p>	<p>Including but not limited to</p> <ul style="list-style-type: none">• verbalizes an understanding of equal as being the same size or number• use models to separate a set of objects into two equal parts• demonstrate ways to divide an object in half• recognizes items as being whole or parts of a whole		<p><u>Whole Group Lessons</u></p> <p><u>Envision Math</u> Topic 7 Lesson 1</p> <p><u>Small Group Lessons/Centers</u></p> <p><u>Navigating Through Algebra</u> Fair Trades page 60</p> <p><u>Region IV Prep</u> Fraction Lesson page 24-32</p>
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