# Jay Curriculum: Unit Cover Page

**Unit title:** Classification and Attributes **Grade Level:** 2

**Content Area(s):** Math: Discrete Mathematics 1 **Date Created:**

**Designed By:** Grade 2 Team

**Year 1**
**Map & Template Development**

- [ ] Map/Matrix Completed
- [ ] Material & Resources Listed
- [ ] Draft Design Template Completed
- [X] Initial Draft Template Document

**Year 2**
**Piloting**

Develop:

- [ ] Performance Tasks
- [ ] Other Assessments
- [ ] Scoring Rubrics

- [ ] Piloted

**Year 3**
**Review & Complete Assessment**

- [ ] Performance Tasks Development
- [ ] Other Assessments Completed
- [ ] Scoring Rubrics Completed
- [ ] Reviewed/Revised Templates

**Year 4**

- [ ] Full Implementation
- [ ] Benchmarks Established

**Standard(s)/Performance Indicators:**

E 1, 2
G 3
I 1

**Unit:** Classification and Attributes

## Brief Summary of Unit/Topic

**Summary:**
Students identify attributes of shapes and solids. Congruent and symmetrical shapes are also identified and created.

## Stage #1: Identify Desired Results

**Essential Question/s:**

**General understanding/s (What is worth being familiar with?)**
Faces, corners, edges of solid figures
Congruent shapes
Symmetrical shapes

**Students will know:**
Vocabulary: solid, plane, cube, cylinder, pyramid, cone, prism, sphere, face, edge, corner, side, symmetrical, congruent, slide, flip, turn, circle, triangle, rectangle, square

**Students will be able to:**
- Identify number of faces, corners, and edges of solid figures
- Count sides and corners
- Identify and create congruent and symmetrical shapes
- Identify movement of shape as slide, flip or turn
- Classify shapes according to specific attributes

**Enduring Understanding/s:**

## Stage #2: Evidence

What evidence will students have to provide in order to demonstrate that they have developed the skills, knowledge and understanding to successfully complete this unit?

| Performance Tasks/Products/other assessments<br>Performance tasks should have a scoring guide. | *Performance Indicators* for this task.* Example:<br>**ELA: C- 1,2,3**<br>**Science: B- 3,5,7**<br>**SS His: H- 2** | Modalities<br><br>**K**=Kinesthetic<br>**O**=oral<br>**V**=visual<br>**W**=written | Are examples available to students?<br>**Y, N, or N/A** | Component of Local Assessment System?<br><br>**Y or N**<br>**(See aligned scoring guide.)** |
|---|---|---|---|---|
| Identify plane figures and the relationships to solid figures; understand, identify faces, corners & edge | E1 | | | |
| Create congruent shapes using pattern blocks, Identify movement as slide, flip or turn | E2 | | | |
| Count numbers, sides of congruent shapes. | G3 | | | |
| Classify shapes with specific number of sides – color; Classify shapes according to specific attributes. | I1 | | | |
| QUIZZES, TESTS, PROMPTS: | | | | |
| Quiz Ch. 12, Section A | | | | |
| OTHER: | | | | |
| Assessment Rubric, p. 447 | | | | |
| Practice & Re-teach (Follow-up 12-1, p.446A) | | | | |
| Teacher Observation | | | | |
| STUDENT SELF ASSESSMENT: | | | | |
| Create individual “works” using pattern blocks | | | | |
| Create a poster of real world shapes (solids) | | | | |

*Abbreviate: English Language Arts= ELA, Career Preparation=CP, Modern and Classical Languages=MCL, Social Studies=SS, Visual and Performing Arts=VPA

## Stage #3: Plan learning experiences & instruction

**What teaching & learning experiences may equip students to develop & demonstrate the targeted understanding(s)? (activities/plans):**

- Identify attributes of shapes and solids
- Discuss faces, corners, edges of solids. Count and classify.
- Identify and create congruent shapes (patterns, blocks)
- Create a sculpture by stacking solid shapes.
- Explore the attributes of solid figures as shapes.
- Trace solid shapes to discover relationship to plane figures.
- Using pattern blocks, create new shapes
- Identify repeating patterns
- Discuss movement of shapes. Identify as slide, flip or turn.
- Classify shapes according to specific attributes (size, shape, color, etc.)
- Use mirrors to explore symmetry
- Identify symmetrical shapes

**REFERENCES:**