II. Geometry and Spatial Sense

B. Explores Shapes

2. Indicator: Identify and name some shapes

Step One: Focus on Key Words

1. Circle what students should be able to do (verbs).
2. Underline the concepts or knowledge the students should know (nouns).
3. Place brackets around any context information.

Domain: Geometry and Spatial Sense.
Strand: Explores Shapes
Standard: (II.B.2.)Identify and name some shapes

Step Two: Map It Out

What will students do?	**With what knowledge or concepts?**	**In what topic or context?**	**Level of Thinking**
Identify	Shapes	Circle, Triangle, Square, Rectangle, Oval, Rhombus, Heart, Star	Level 1
Name	Shapes	Circle, Triangle, Square, Rectangle, Oval, Rhombus, Heart, Star	Level 1

Step Three: Analyze the standard

Type: Knowledge X Reasoning ___ Skill __ Product ____

Implied Learning Targets: I can name basic shapes.

Standard Extended (Enrichment)

- I can sort and/or describe the attributes of shapes (curve, straight, points, slants, corner, etc.)
- I can compare and contrast two basic shapes using one or more characteristics. (*How* question)
- I can identify additional 2D/3D shapes. (penta/hexa/octagons, cubes, cones, cylinders, -zoids, and spheres)

Meeting Proficiency (Pre-Kindergarten (*PK*)):

- I can name eight basic shapes (square, rectangle, circle, triangle, oval, rhombus, heart, star).
- I can identify eight basic shapes.
- I can name some attributes of shapes (curve, straight, slant, corner, etc.)
- I can attempt to draw shapes and make pictures using shapes.

Approaching Expectation (Pre-School (*PS*)):

- I can name four of eight basic shapes (square, rectangle, circle, triangle, oval, rhombus, heart, star)
- I can identify four of the eight basic shapes.
- I can create some shapes using a variety of materials when shown a model (tracing, play dough, pipe cleaners, string/yarn)

Prerequisite Skills (Pre-School 3 (*PS3*)):

- I can show interest in identifying basic shapes.
- I can receptively identify basic shapes. (pointing to a named shape in a field of 3)

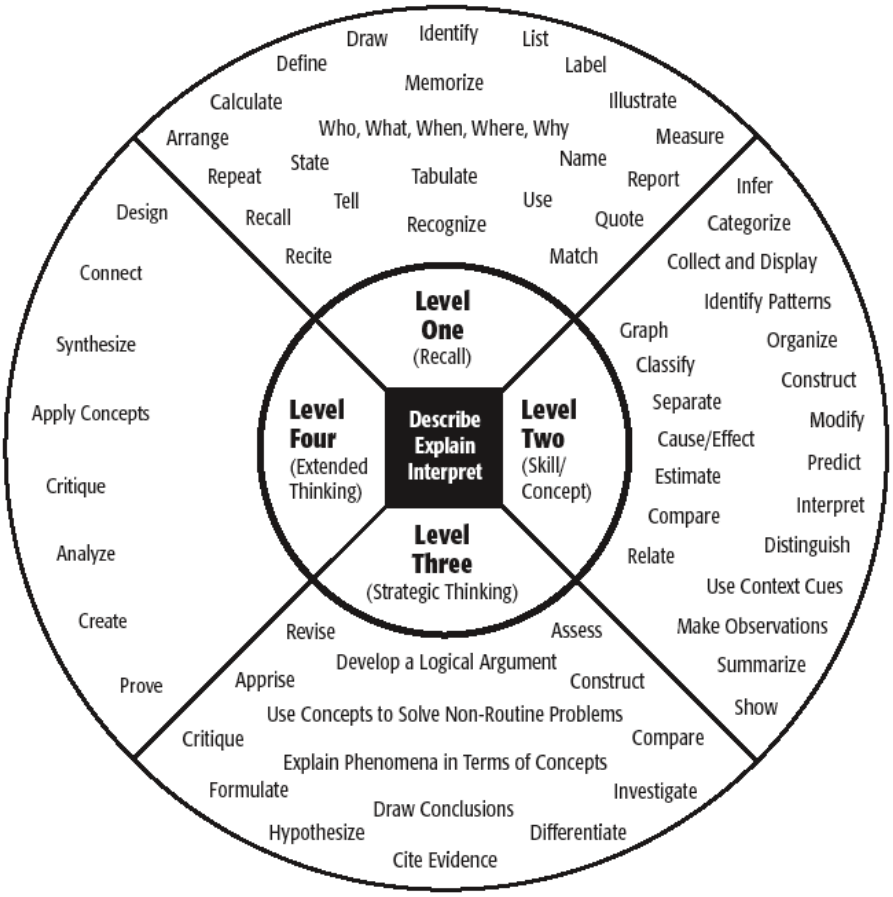
Vocabulary: describe, compare, contrast, attributes, characteristics, classify, environmental representations, receptively identify

Step Four: Determine Big Ideas
Identify: Students will receptively identify 8 basic shapes (heart, star, circle, oval, square, rectangle, triangle, rhombus) Name: Students will expressively name 8 basic shapes (heart, star, circle, oval, square, rectangle, triangle, rhombus)
Step Five: Establish Essential Questions to be answered by your instruction.
Identify: Can students receptively identify 8 basic shapes (heart, star, circle, oval, square, rectangle, triangle, rhombus)? Name: Can students expressively name 8 basic shapes (heart, star, circle, oval, square, rectangle, triangle, rhombus)?

Instructional Strategies	
<u>Enhancement Activities</u>	<u>Enhancement tools</u>
-Calendar time	-Shape sorters
Finger drawing	Rubber Bands
Anchor charts	-Dry/erase boards and markers
Sorting by shape	Shape visuals posted around the classroom
Shape scavenger hunts	Shape worksheets
Matching, receptive/expressive identification	Tangrams
Drawing shapes (in sand, oobleck, writing trays)	Playdough/playdough shape mats
Bingo dobber/play dough shapes	Oobleck
Shape bean bag toss	Sand/writing trays
Monster shapes (feed the monster)	Flashcards
Shape songs (Jack Hartmann)	Pipe cleaners
Shape art projects	Shape manipulatives
Shape Bingo	Painter’s tape

Dry/erase board shapes	Geoboards
Geoboard shapes	Rubber bands
Gross motor/shape hopping	

Bloom's Taxonomy	Marzano's Taxonomy	Webb's Depth of Knowledge	Daggett – Rigor/Relevance
Remembering Understanding Applying Evaluating Creating	Level 1: Retrieval Level 2: Comprehension Level 3: Analysis Level 4: Knowledge utilization Level 5: Metacognition Level 6: Self-system thinking	Recall & reproduction (DOK 1) Skills and concepts (DOK 2) Strategic thinking/complex reasoning (DOK 3) Extended thinking/reasoning (DOK 4)	1. Knowledge/Awareness 2. Comprehension 3. Application 4. Analysis 5. Synthesis 6. Evaluation



Level 1: Recall - involves basic tasks that require recall of facts or rote reproduction of simple procedures. These kinds of tasks do not require any cognitive effort beyond remembering the right response or formula.

Level 2: Skills and Concepts - requires a student to make some decisions about problem solving and procedures. DOK 2 tasks may involve applying a skill in a new context or explaining thinking in terms of concepts..

Level 3: Strategic Thinking - more complex and abstract. Students must use reasoning, planning, and evidence to explain their thought processes. Often, Level 3 tasks have more than one valid response, and students must justify their choices..

Level 4: Extended Thinking - at least as complex as level 3 tasks but require an extended time period—several weeks, perhaps, or even longer—to complete.