SD Common Core State Standards Disaggregated Math Template

Domain:	Geometry	**Cluster:**	Reason with shapes and their attributes.	**Grade level:**	2

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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 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.	2.G.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.[5] Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. [5]Sizes are compared directly or visually, not compared by measuring.	3.G.1 Understand that shapes in different categories (e.g. rhombuses, rectangles, and others) may share attributes (e.g. having four sides), and that the shared attributes can define a larger category (e.g. quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.

Student Friendly Language:
I can name and draw shapes for the given number of angles and faces. I can recognize and name triangles, quadrilaterals, pentagons, hexagons, and cubes.

Know (Factual)	**Understand (Conceptual) The students will understand that:**	**Do (Procedural, Application, Extended Thinking)**
• Various shapes (triangles, quadrilaterals, pentagons, hexagons, cubes)	The name of a shape is determined by its specific attributes. Triangles, quadrilaterals, pentagons, hexagons and cubes each have a defining number of angles and faces/sides.	Recognize and draw shapes when given the attributes such as angles and faces. Identify and name triangles, quadrilaterals, pentagons, hexagons and cubes.

Key Vocabulary:				
faces	angle	attribute	triangle	quadrilateral
pentagon	hexagon	cube		

Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?

Architects, contractors, and engineers use shapes and angles to safely construct roads and buildings.

Angles and shapes are used in sports: i.e. hitting a baseball at an angle or pitching a ball over home plate (which is a pentagon).

Road signs and other signs we see every day have shapes, many are designed to always be the same shape for safety reasons. Stop signs are always an octagon, yield signs are always a triangle, danger/warning signs are always diamond shaped, etc.

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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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.	2.G.2 Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.	3.G.2 Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. *For example, partition a shape into 4 parts with equal area, and describe the area of each part as ¼ of the area of the shape* 3.MD.6 Measure areas by counting unit squares (square cm, square m, square in., square ft., and improvised units).

Student Friendly Language:
I can partition/divide a rectangle into equal squares. I can count the number of squares needed to fill a rectangle.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
• Geometric shapes--squares and rectangles • Difference between rows and columns	Rectangles can be partitioned into equal parts. Rows and columns is a quick and effective way to partition/divide a shape.	Partition a rectangle into equal squares. Count the number of equal squares needed to cover a rectangle. Using a given rectangle that has been partitioned into equal squares, count the number of squares in each row/column to find the total number.

Key Vocabulary:			
rectangle	square	partition	divide
equal	row	column	

Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question "why do I have to learn this"?
To figure out the number of tissue paper squares needed to cover an art project. To figure out the number of carpet squares or tiles needed to cover a floor. To figure out the number of square Lego tiles needed to cover a rectangular flat. To cut a pan of bars into equal squares (pieces).

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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.	2.G.3 Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words *halves, thirds, half of, a third of,* etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.	3.G.2 Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. *For example, partition a shape into 4 parts with equal area, and describe the area of each part as ¼ of the area of the shape.*

Student Friendly Language:
I can figure out if a shape has been divided into equal or unequal parts. I can partition/divide circles and rectangles into two, three, or four equal parts. I can describe the whole as two halves, three thirds, or four fourths. I can partition/divide a square or rectangle into equal parts in different ways.

Know **(Factual)**	**Understand** **(Conceptual)** **The students will understand that:**	**Do** **(Procedural, Application, Extended Thinking)**
• Geometric shapes (circles and rectangles) • Equal shares of a shape (halves, thirds, fourths, etc.)	Shapes can be divided into equal shares in various ways. Equal shares can be called halves, thirds, fourths,etc.	Identify if a circle or rectangle has been divided into equal or unequal shares. Partition/divide a circle or rectangle into two, three, or four equal shares. Describe the whole as two halves, three thirds, or four fourths. Divide a circle or rectangle into equal-sized parts in different ways.

Key Vocabulary:				
partition	circle	rectangle	equal shares	unequal
whole	half	third	fourth	

Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question "why do I have to learn this"?
Cutting fruit into equals parts. Cutting a pan of brownies into equal parts. Dividing pieces of candy or crackers into equal shares. Dividing the class into equal groups for an activity.