

SD Common Core State Standards Disaggregated Math Template

Domain:	Geometry	Cluster:	Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres)	Grade level:	K
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
	K.G.1 Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.	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.

Student Friendly Language:
I can name my shapes.
I can tell you the position of different shapes.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> • shape names • positional words 	Using positional words explains location of objects. Objects in our environment can be described using names of shapes.	Identify different shapes. Describe location of objects using positional words.

Key Vocabulary:
square circle triangle rectangle hexagon cube cone cylinder sphere above below in front of behind next to shapes environment objects position
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”?
On the way to the store, point out different shapes and tell you where they are. Giive directions using shape names and positional words.

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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
	K.G.2 Correctly name shapes regardless of their orientations or overall size.	NA

Student Friendly Language:

I can correctly name a shape no matter which way it is turned.

I can correctly name a shape no matter what size it is.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
shape names	<p>Shapes do not change regardless of orientation.</p> <p>Shapes do not change regardless of the size.</p> <p>Shapes can come in a variety of sizes.</p>	<p>Identify a 2 dimensional shape no matter the orientation.</p> <p>Identify a 2 dimensional shape regardless of the size of shape.</p> <p>Identify a 3 dimensional shape regardless of orientation.</p> <p>Identify a 3 dimensional shape no matter what size the shape is.</p>

Key Vocabulary:

shape size square circle triangle rectangle
 hexagon cone cube cylinder sphere

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”?

See a shape in my environment and correctly tell you the name.

See a 3 dimensional shape in my environment and tell you what it is.

Name many different shapes in my house.

Tell you the shape of a yield sign in the real world.

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	K.G.3 Identify shapes as two-dimensional (lying in a plane, "flat") or three dimensional ("solid").	N/A

Student Friendly Language:

I can tell if a shape is two-dimensional or three-dimensional.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> • plane (flat) shapes are two-dimensional • solid shapes are three-dimensional 	Shapes can be two-dimensional or three-dimensional.	Identify a shape by name. State if shape is two-dimensional or three-dimensional. Sort shapes according to their dimension.

Key Vocabulary:

plane three-dimensional solid
 flat two-dimensional

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"?

When you build things (forts, bird house, gingerbread house) you need to use all different shapes.

You could grow up to be a professional builder or architect.

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Domain:	Geometry	Cluster:	Analyze, compare, create, and compose shapes	Grade level:	K
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
	K.G.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).	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.

Student Friendly Language:

I can compare different shapes.

I can tell how shapes are alike and different.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> What a shape is Attributes of shapes Difference between 2 and 3 dimensional 	<p>Each shape has its own attributes.</p> <p>Size and orientation does not change the basic shape.</p>	<p>Students will describe the attributes of shapes.</p> <p>Students will compare two and three dimensional shapes.</p>

Key Vocabulary:

Compare
Shapes
Sides
Corners
2 dimensional shapes
3 dimensional shapes
Attributes
Vertices

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"?

You can use different shapes to create a stained glass design.

You can describe what you want (a round cake, a square rug, etc.)

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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
N/A	K.G.5 Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.	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.

Student Friendly Language:
<p>I can build shapes to represent the shapes I see around me.</p> <p>I can draw shapes that model the shapes I see around me.</p>

Know (Factual)	Understand (Conceptual) I want students to understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> • Make a model • How to build • How to draw • Identify shapes 	<p>Real world objects have a shapes, or are composed of shapes.</p> <p>A model is a small scale representation of a larger real-world object.</p> <p>A model will have the same shape as the real world object.</p>	<p>Build a model representing a real world object.</p> <p>Draw a picture using composite shapes to represent a real world object.</p>

Key Vocabulary:
<p>Model</p> <p>Shapes</p> <p>Components</p>
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”?
<p>I can draw my house using squares for the house and windows, a triangle for the roof, a rectangle for the door, and a circle for the sun.</p> <p>To become an architect or construction worker I can use many shapes in my designs.</p>

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N/A	K.G.6 Compose simple shapes to form larger shapes. For example, “Can you join these two triangles with full sides touching to make a rectangle?”	<p>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.⁴</p> <p>⁴.Students do not need to learn formal names such as “right rectangular prism.</p>

Student Friendly Language:
I can put small shapes together to form larger shapes.

Know (Factual)	Understand (Conceptual) I want students to understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> • make a model • shapes 	Small shapes can be put together to form larger shapes.	<p>Compose simple shapes.</p> <p>Put simple shapes together to form larger shapes.</p>

Key Vocabulary:
Compose Simple shapes
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”?
I can design a quilt for my bed that has simple shapes forming larger shapes.