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| 2nd Trimester | Grade: 2 | | | | Unit Number: 5 | | |
| Unit Overview: 3-D and 2-D Shapes        This unit contains mathematical terms that may be new to students. The primary purpose of this unit, however, is to develop classification skills, not to teach vocabulary. This objective is accomplished through hands-on activities, in which children observe similarities and differences among various shapes and explore spatial relationships.  Unit 5 has four main areas of focus:   * To develop the concepts of point and line segment * To identify, name, and classify polygons * To observe similarities and differences among 3-dimensional shapes * To explore symmetry | | | | | | |
| Essential Question: Where can you find examples of geometrical concepts throughout the natural world? | | | | | | |
| Academic Vocabulary: attributes, angles, sides, faces, triangles, quadrilaterals, square, rectangle, parallelogram, rhombus, kite, trapezoid, pentagons, hexagons, cubes, length, number line, diagram, unit, sums, differences | | | | | | |
| Lesson | Standard | Guiding Questions | Additional Resources | | Differentiation | Students Learning Goals |
| 5.1 | 2.NBT.5, 2.NBT.7, 2.G.1,  2.MD.7 | |  | | --- | | Why do you need to learn how to read time on different kinds of clocks (digital and analog)? | |  | |  | I can…   * Describe the defining attributes of a shape. (2.G.1) * Identify triangles, quadrilaterals, pentagons, hexagons, and cubes by their defining attributes. (2.G.1) * Draw a given shape when given defining attributes. (2.G.1) * Solve addition and subtraction word problems involving lengths of the same units. (2.MD.6) * Represent the problem using drawings and equations with a symbol for the unknown number. (2.MD.6) |
| 5.2 | 2.OA.1, 2.OA.2 | What geometric figures could you draw using line segments?  What other geometric figures could you use a straightedge to draw? |  | |  |
| 5.3 | **2.MD.6, 2.G.1** | Where might you see examples of parallel lines outside of school?  What other geometric figures could have parallel lines? |  | |  |
| 5.4 | 2.OA.4**, 2.G.1** |  |  | |  |
| 5.5 | 2.OA.2**, 2.G.1** | Is a square a rectangle? Is a rectangle a square? Why or why not? |  | |  |
| 5.6 | **2.G.1** | Why do you think we compare 3-D shapes? How could these comparisons help you?  Why might someone need to know the geometric name of a 3-D shape in the real world? |  | |  |
| 5.7 | 2.OA.2**, 2.G.1** | Why do we look for patterns in math? |  | |  |
| 5.8 |  | What are some ways to find out whether an object has a line of symmetry? |  | |  |
| Assessments  Unit 5 Progress Check | | | | | | | |