

KINDER GEOMETRY UNIT

This project engages students in learning about 2D and 3D shapes, correctly naming shapes regardless of their orientations or overall size, and describing 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. This project is connected to the bigger Tidepool project.

Essential Question: What geometric shapes can we see around us?



MATH STANDARDS

K.G.A.2

Correctly name shapes regardless of their orientations or overall size

K.G.A.3

Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").

K.G.B.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).

K.G.B.5

Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.



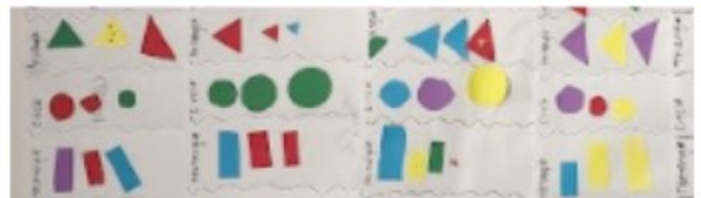
ELD STANDARDS

SL.K.1, 6; L.K.1, 6

Exchanging information and ideas, Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.

W.K.5; SL.K.4,6; L.K.1,5-6

Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas



Ms. Wojo, 2022