UNIT 3

Shapes, Coins, and Financial Literacy

Essential Questions

- How can we describe and compare shapes?
- How can small shapes be put together to make larger shapes?
- How can we identify different coins?
- How can income be used to pay for wants and needs?

Explore: Shapes in Our Community

Students build curiosity from the beginning of the unit by engaging in a mathematical task that elicits multiple strategies and allows them to apply their own knowledge.

Unit Story: A Great Shape Adventure

In this story, shapeless globs journey out to find the city of Polytopia. Along the way, they face different obstacles that challenge them to help each other and discover who they truly are.

Focus on the TEKS

TEKS

Addressing

K.2.A, K.2.B, K.2.C, K.2.D, K.4.A, K.5.A, K.6.A, K.6.C, K.6.D, K.6.E, K.6.F, K.7.B, K.8.A, K.9.A, K.9.B, K.9.C, K.9.D

Math Process Standards:

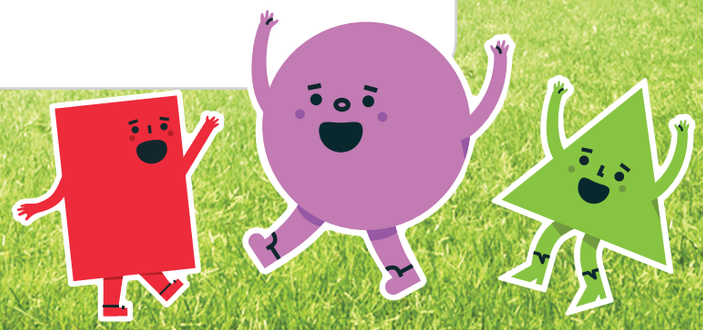
K.1.A, K.1.B, K.1.D, K.1.E, K.1.F, K.1.G

ELPS:

1.A, 1.B, 1.C, 1.D, 1.E, 1.F, 2.B, 2.C, 2.D, 2.E, 2.F, 3.A, 3.C, 3.D, 3.E, 3.F

Students count objects, identify and describe two-dimensional shapes, and describe and compare the measurable attributes of two-dimensional shapes using **curved** and **straight** for the **sides** and **vertex/vertices** for the corners.They analyze, compare, create, and compose two-dimensional shapes. Students classify objects and count the number of objects in each category.

Students identify different coins and their value, and explore different ways to earn an **income**. They identify **wants** and **needs** and the dependent relationship with earning an **income**. Students recognize simple skills that are needed for a job and associate these skills with particular jobs.

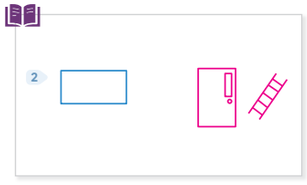
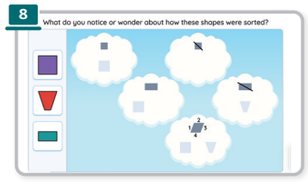


Valdimir Nenezic/Shutterstock.com

Connections and Coherence

Spotlight on Connecting the Content and Process Standards

Students engage in these Mathematical Process Standards as they . . .

K.1.A	Identify simple skills needed to do different jobs in society by drawing a picture of a job in the community and describing the skills needed for that job. **(Lesson 17, Activities 1 and 2)** **TEKS K.9.C**	
K.1.B	Use regular and irregular shapes to model an important place in their community and build an understanding of the concept of shapes. **(Lesson 1, Activity 1)** **TEKS Building Toward: K.6.A**	
K.1.E	Identify and draw examples of objects representing triangles, rectangles, circles, squares, and hexagons found around their school community. **(Lesson 11, Activity 1)** **TEKS K.6.C**	
K.1.F	Analyze and sort two-dimensional shapes into categories and subcategories based on their attributes, then consider how 2 shapes were sorted to predict how a third shape will be sorted. **(Lesson 9, Activity 1)** **TEKS K.6.E**	
K.1.G	Justify which group two-dimensional shapes should be sorted using the attributes of the shapes. **(Lesson 5, Activity 1)** **TEKS K.6.E**	

Coherence

Prior Learning

- Students subitized groups of up to 4 objects and images. They determined and represented the quantity of a group of up to 10 objects. **(Grade K)**
  TEKS K.2.D
- Students determined, represented, and compared quantities up to 10 and wrote numerals. **(Grade K)**
  TEKS K.2.B, K.2.C, K.2.G

Future Learning

- Students will identify, describe, compare, and compose three-dimensional shapes. They will compare the length, weight, and capacity of objects. **(Grade K)**
  TEKS K.6.B, K.6.C, K.6.E, K.7.A
- Students will explore how income is used to obtain goods and services, and using income for spending, saving, charitable giving purposes. **(Grade 1)**
  TEKS 1.9.A, 1.9.B, 1.9.C, 1.9.D

See the Connections to Future Learning page for more information, including explanations and examples.

Unit at a Glance

Explore

Explore Shapes in Our Community: Launch the unit with a non-routine task to investigate the question, "Which shape will you see the most in our partner's community?"

Sub-Unit 1



1 Explore: Shapes in Our Community

Which shape will you see the most in our partner's community?

Predict which shape will be used the most in representations of a place or places in their communities.

TEKS Building Toward: K.6.A
TEKS K.1.A, K.1.B, K.1.F



2 What We Know About Shapes

Developing Language to Describe Shapes

Look for and describe shapes in illustrations

TEKS K.6.D
TEKS K.1.F



3 Which Shapes Match?

Matching Shapes of Different Sizes and Orientations

Identify matching shapes regardless of size or orientation

TEKS K.6.E
TEKS K.1.F



4 Comparing Shapes

Describing and Comparing Shapes

Compare two-dimensional shapes by describing their sides and corners.

TEKS K.6.D
TEKS K.1.F, K.1.G



9 Polytopia's Annual Kite Festival

Sorting Shapes Into Subcategories

Sort shapes into given categories and subcategories based on their attributes and classifications.

TEKS K.6.A K.6.D K.6.E
TEKS K.1.F



10 Points and Lines

Drawing Shapes and Describing Their Attributes

Apply understanding of the attributes of shapes to describe and draw shapes.

TEKS K.6.A K.6.D K.6.F
TEKS K.1.G



11 Shapes Are Everywhere

Describing and Naming Shapes in the Environment

Name shapes in the environment and describe their attributes.

TEKS K.6.A K.6.C K.6.D K.6.F
TEKS K.1.E, K.1.G

Assess and Respond



A Quiz: Sub-Unit 1

Learn about your students' understanding of the concepts and skills so far in this unit.

TEKS K.6.A K.6.E
TEKS K.1.A

Sub-Unit 3



15 Apples or Teddy Bears?

Distinguishing Between Wants and Needs

Identify and sort examples of wants and needs to justify why each example represents either a want or a need.

TEKS K.2.A K.5.A K.9.D
TEKS K.1.G



16 Where Does Money Come From?

Differentiating Between Earning Income and Receiving Gifts

Identify different ways to earn an income and justify situations as either money earned as income or received as a gift.

TEKS K.2.D K.9.A K.9.B K.9.D
TEKS K.1.F, K.1.G



17 Jobs in Our Community

Skills Needed for Different Jobs

Describe simple skills needed to do different jobs in the community.

TEKS K.2.D K.9.C
TEKS K.1.A, K.1.D

Assess and Respond



A End-of-Unit Assessment

Learn about your students' understanding of the concepts and skills in the unit. There are two forms of the End-of-Unit Assessment: Forms A and B.

TEKS K.2.D K.4.A K.6.A K.6.C K.6.D K.6.E K.6.F K.7.B K.8.A K.9.A K.9.B K.9.C K.9.D
TEKS K.1.A, K.1.D, K.1.F

All lessons can be taught using the Student Edition while the teacher projects Presentation Screens.

We recommend students use devices to interact with some lessons, as indicated with .

Pacing: 20 days | **Short on time?** See pacing considerations below.

17 Lessons: 60 min each

Sub-Unit Quizzes: 20 min each

End-of-Unit Assessment: 20 min



5 So Much Sorting

Sorting Images of Objects and Shapes

Sort shapes into given categories by describing and comparing their attributes.

TEKS K.2.A K.2.B K.2.C K.5.A K.6.D K.6.E K.8.A
TEKS K.1.F, K.1.G



6 What's That Shape Called?

Identifying Circles and Triangles

Identify and describe circles and triangles to develop understanding of their attributes.

TEKS K.6.A K.6.D K.6.E
TEKS K.1.F, K.1.G



7 Another Shape

Identifying Rectangles and Comparing Their Lengths

Identify and describe rectangles to develop understanding of their attributes and compare the lengths of rectangles.

TEKS K.6.A K.6.D K.6.E K.7.B
TEKS K.1.F, K.1.G



8 Building Shapes With Straws

Building Shapes and Comparing Side Lengths

Build and describe shapes and compare the lengths of 2 objects.

TEKS K.2.A K.2.B K.5.A K.6.A K.6.F K.7.B
TEKS K.1.F

Sub-Unit 2



12 Coins!

Introducing Pennies, Nickels, Dimes, and Quarters

Describe characteristics of each coin by noticing similarities and differences between pennies, nickels, dimes, and quarters.

TEKS Building Toward: K.4.A
TEKS K.1.A



13 Mixed Up Money

Sorting and Identifying Coins

Sort coins based on characteristics in order to identify pennies, nickels, dimes, and quarters by name.

TEKS K.2.B K.2.C K.4.A K.8.A
TEKS K.1.G



14 What's That Coin Called?

Naming All Four Coins

Identify pennies, nickels, dimes, and quarters by name and use characteristics of each coin, including the front and back image of each coin, to justify the name of each coin.

TEKS K.2.D K.4.A
TEKS K.1.D, K.1.G

Assess and Respond



A Quiz: Sub-Unit 2

Learn about your students' understanding of the concepts and skills so far in this unit.

TEKS K.4.A
TEKS K.1.A

Pacing Considerations

End-of-Unit Assessment: This assessment can be given on the same day as the Pre-Unit Check for the next unit.

Lesson 1: This lesson can be omitted. It is an exploration that helps students engage in the unit, but is not essential for meeting required standards. If omitted, read and discuss the Unit Story prior to Lesson 2.

Lessons 9 and 10: These lessons can be condensed into one lesson if students are able to count on to add 1 and 2.

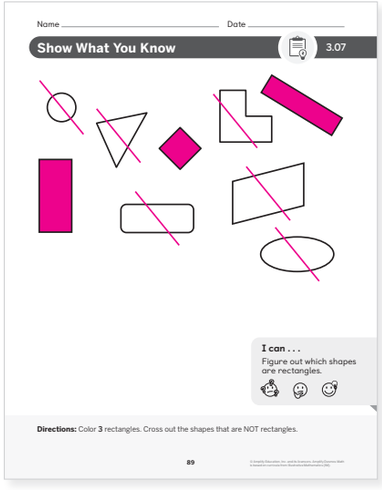
Assessments

Every unit includes a variety of formative and summative assessments designed to highlight students' understanding of a variety of concepts and skills.

Lesson | Show What You Know

Use the **Show What You Know** to learn more about your students' progress toward the lesson goal(s). Here is one example from this unit.

TEKS: K.6.A, K.6.D, K.6.E, K.7.B

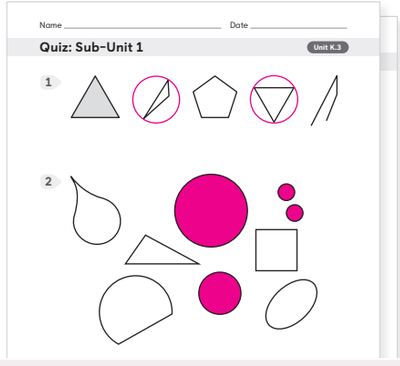


Sub-Unit Quizzes

Assign each **Sub-Unit Quiz** to learn about your students' understanding of the concepts and skills so far in this unit.

TEKS assessed on:

- **Quiz: Sub-Unit 1:** K.6.A, K.6.E
- **Quiz: Sub-Unit 2:** K.4.A





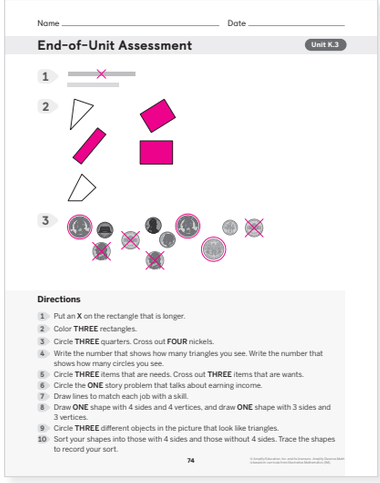
Sub-Unit Checklist (Assessment Resources)

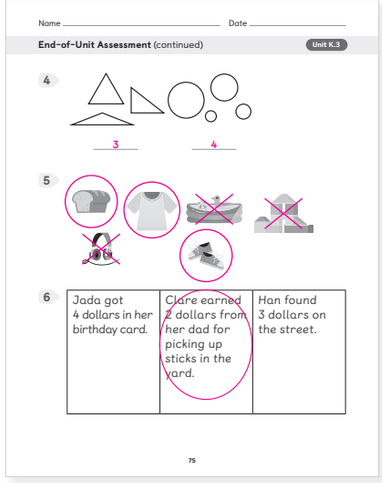
Use this checklist to look for students demonstrating their understanding of key concepts and skills. Suggestions for providing support are included.

End-of-Unit Assessment

Assign the **End-of-Unit Assessment** to learn about your students' understanding of the concepts and skills in this unit.

TEKS: K.1.A, K.1.D, K.1.F, K.2.D, K.4.A, K.6.A, K.6.C, K.6.D, K.6.E, K.6.F, K.7.B, K.8.A, K.9.A, K.9.B, K.9.C, K.9.D





D Differentiation

Every unit includes additional resources to support, strengthen, and stretch student learning. You can also assign digital resources that adjust to each student's current level of skill and understanding:

• **Boost Personalized Learning** • **Fluency Practice** • **Math Adventures**

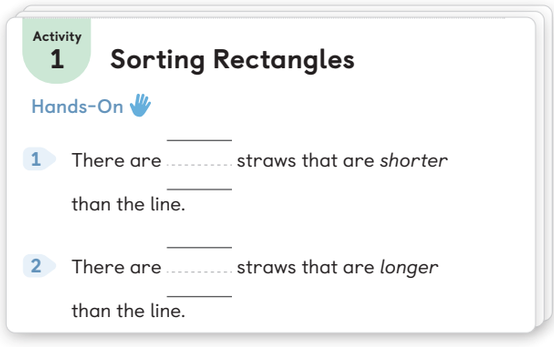
Differentiation Across the Unit

	Support Mini-Lessons	Strengthen Centers	Stretch Extensions
Sub-Unit 1 (Lessons 1–11)	• **ML 3.02**: Describing Shapes • **ML 3.03**: Matching Shapes • **ML 3.04**: Comparing Shapes • **ML 3.05**: Sorting Shapes Into Categories • **ML 3.06**: Identifying Circles and Triangles • **ML 3.07**: Identifying and Comparing Rectangles • **ML 3.08**: Using Longer and Shorter to Compare Lengths • **ML 3.09**: Sorting Shapes Into Subcategories • **ML 3.10**: Drawing Shapes • **ML 3.11**: Describing and Naming Shapes	• ***Build Shapes:*** Match the Flat Shape • ***Can You Draw It?:*** Grade K Shapes • ***Mystery Shapes:*** Two-digit Numbers	• **Sub-Unit 1 Extension Activities**
Sub-Unit 2 (Lessons 12–14)	• **ML 3.12**: Describing Coins • **ML 3.13**: Sorting and Identifying Coins • **ML 3.14**: Naming All Four Coins	• ***Match Mine:*** Patch Blocks • ***Pattern Blocks:*** Count Out and Build Up to 10, Puzzle Challenge	• **Sub-Unit 2 Extension Activities**
Sub-Unit 3 (Lessons 15–17)	• **ML 3.15**: Identifying Needs and Wants • **ML 3.16**: Identifying Income and Gifts • **ML 3.17**: Identifying Job Skills	• ***Can You Draw It?:*** Grade K Shapes • ***Counting Collections:*** Sort and Count • ***Math Fingers:*** Fewer and More	• **Sub-Unit 3 Extension Activities**

Differentiation Within the Lesson

Each Teacher Edition includes point-of-use differentiation suggestions to modify or adjust instruction during the lesson to accommodate the needs of all learners.

Here is one example from **Lesson 8**, where students compare the lengths of straws.


Activity 1

Sorting Rectangles

Hands-On

1 There are _____ straws that are *shorter* than the line.

2 There are _____ straws that are *longer* than the line.

Vocabulary of the Unit

Every lesson includes opportunities for all students to access mathematical and non-mathematical vocabulary and actively participate in their own vocabulary development.

Vocabulary

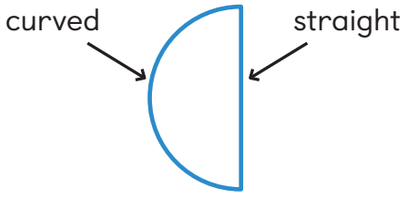
New Vocabulary	Lesson
circle	6
curved	3
dime	12
hexagon	10
income	16
job	16
longer	7
needs	15
nickel	12
penny	12
quarter	12
rectangle	7
shorter	7
side	4
skill	17
sort	5
square	8
straight	3
triangle	6
vertex/vertices	4
wants	15

Contextual Vocabulary	Lesson
community	1
coin	12
gift	16

Spotlight on Vocabulary

Vocabulary Strategy

In this unit, the terms *curved* and *straight* are defined with this image:



Consider using the following vocabulary routine to support students' vocabulary development. **ELPS 1.A, 1.B, 1.C, 1.E**

Total Physical Response
by inviting students to show a curved and straight line with their fingers in the air, while saying the terms *curved* and *straight*.



Additional Vocabulary Strategies and Frayer Model templates can be found in the ***Math Language Development Resources.***

Language Development

Every lesson includes embedded opportunities for all students, including those building English proficiency, to develop their mathematical language skills and engage in meaningful language interactions.

Math Language Routines

Math Language Routine	Lesson
MLR2: Collect and Display	2, 6, 12
MLR5: Co-Craft Questions	11
MLR7: Compare and Connect	3, 8, 12, 16
MLR8: Discussion Supports	1, 4, 5, 7, 10, 11, 13–17

Spotlight on MLR8: Discussion Supports- Make a Conjecture

In **Lesson 7, Activity 1,** students use a sort of examples and non-examples of rectangles to discuss what is true and not true about rectangles. They make a conjecture about the attributes of rectangles and record this language on the *Shapes We Know* chart. **ELPS 2.B, 2.C, 2.D, 2.E**

MLR **MLR8: Discussion Supports- Make a Conjecture**

Ask students to make a conjecture about what is true about rectangles. Have them share their conjectures with a partner and discuss the following questions:

- "What do you think is true about all rectangles?"
- "Where do you see that in these rectangles?
- "Are there any examples you can think of that show this is not always true?"

Spotlight on Meaningful Language Interactions

Listening

In **Lesson 11, Activity 1,** students listen to descriptions of shapes as they notice and identify shapes in their environment.

EB **Emergent Bilinguals** While students describe shapes, point to the relevant parts of the shapes and use gestures to amplify student language. **ELPS 1.B**

Speaking

In **Lesson 12, Activity 2,** students describe a mystery coin to a partner by using characteristics of the coin to later notice similarities and differences between a penny, nickel, dime and quarter.

EB **Emergent Bilinguals** If possible, pair students with different levels of English language proficiency together as they complete this activity. This will provide a structured opportunity for Multilingual Learners to interact with and receive feedback from their peers with varied language backgrounds **ELPS 1.E, 2.C, 2.D**

Reading

In **Lesson 14, Activity 2,** students read the names of coins on the *Words to Describe Coin* chart to identify the name of a coin with an image of a given coin during a **Mix and Mingle** routine.

EB **Emergent Bilinguals** Invite students to refer to the *Words to Describe Coins* chart to help them explain how they know which coin it is. **ELPS 3.F**

Materials and Prep

Here are materials and resources used in this unit and where to find them.

Materials

Manipulative Kit

Hands-On

- clay **(Lesson 8)**
- pattern blocks **(Lessons 12–15)**
- straws **(Lesson 8)**
- two-color counters **(Lessons 2, 10)**

Classroom materials

- cardstock **(Lessons 1, 16)**
- chart paper **(Lessons 1, 5, 6, 11, 15)**
- clipboards **(Lessons 1, 11)**
- coloring tools **(Lessons 6, 9, 11, 15, 16)**
- construction paper **(Lesson 16)**
- folders or dividers **(Lesson 15)**
- glue **(Lessons 1, 16)**
- markers **(Lessons 1, 5, 6, 11, 15)**
- paper bags **(Lesson 8)**
- scissors **(Lesson 16)**
- sticky notes **(Lesson 1)**
- straightedges **(Lesson 10)**
- tape **(Lessons 1, 5)**

Additional Resources

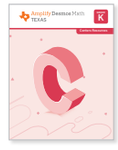
Lesson

PDF
Presentation Screens
Digital

- Activity PDFs* **(Lessons 1, 2, 4–9, 13–16)**

  *Refer to each lesson overview to see the Activity PDFs needed for the lesson.
- Work Mats, Cards, and Grids

Centers



PDF

- Center PDFs*

  *Refer to each sub-unit overview to see the Center PDFs needed or suggested for the sub-unit.
- Work Mats, Cards, and Grids

Assessment



PDF
Digital

- Quiz: Sub-Unit 1
- End-of-Unit Assessment
- Show What You Knows

Intervention and Extension



PDF

- Mini-Lessons* **(Lessons 2, 8, 11–13, 15)**

  * In this Unit, there is a mini-lesson available to use after three lessons in each sub-unit. **In January 2025, the following lessons will also have post-lesson mini-lessons available:**

  Lessons 3–7, 9, 10, 14, 16
- Extensions

Caregiver Support

These resources can be shared with students' caregivers. They provide background on the mathematics in this unit, as well as suggestions for supporting students at home.

Caregiver Hub

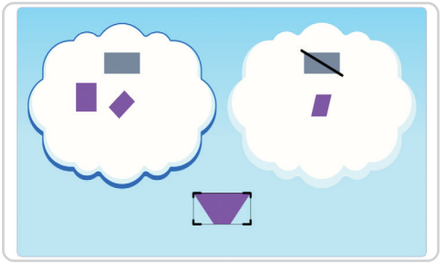
Unit 3 Caregiver Support

Centers

Technology

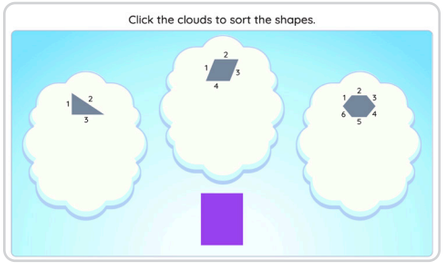
Dynamic, digital interactions are integral to Amplify Desmos Math. Powerful digital tools, such as the Teacher Dashboard, enable teachers to effectively facilitate rich math discussions.

A Powerful Digital Experience



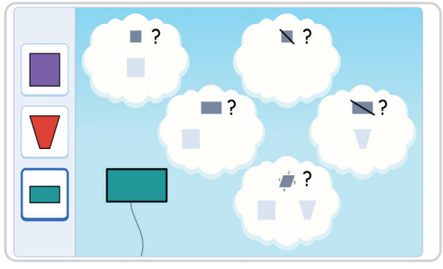
Visualize the Mathematics
(Lesson 9)

Students use multiple representations of mathematical concepts and skills in order to make connections, understand structure, and find patterns.



Receive Responsive Feedback
(Lesson 9)

Students are free to explore mathematics in interactive ways. When they try new ideas, they receive real-time responsive feedback so they can refine their thinking and move learning forward.



Collaborate With Classmates
(Lesson 9)

Students have opportunities to view, appreciate, and respond to the mathematical thinking of their classmates and work together in problem solving.

Lessons With Digital Student Screens

Digital Lessons are recommended to be taught with students on devices for a dynamic learning experience. Aligned Student Edition pages are also available for notetaking and off-device learning when needed.

Lesson	Why digital?
9 Polytopia's Annual Kite Festival	Students sort shapes and receive responsive feedback based on the given categories and subcategories.

Accessibility

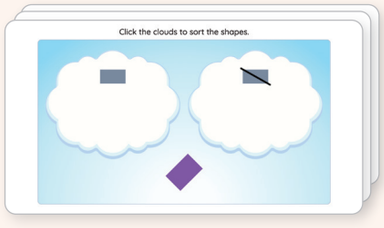
Every lesson is designed using the principles of Universal Design for Learning. Every lesson also includes support suggestions that build on students' strengths.

Universal Design for Learning

Here is one example from a lesson designed to support Engagement.

Spotlight on Sustaining Effort and Persistence . . .

Lesson 9, Activity 1: Students receive responsive feedback, which helps support them to sustain their effort as they make sense of identifying and describing rectangles.

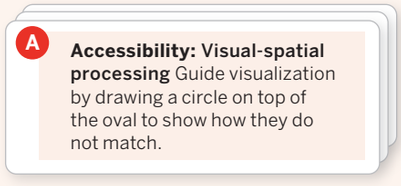


Just-In-Time Accommodations and Supports

Each Teacher Edition includes suggested supports that are based on the areas of cognitive function recognized by the Education Development Center (EDC).

Spotlight on Visual-Spatial Processing . . .

Lesson 6, Activity 1: These Accessibility supports are provided during the Connect.



Centers

Every unit includes Centers, which are fun and engaging ways for students to practice math skills. This table shows the Center stages introduced during Lessons as an Activity, used in Center Choice Time, and suggested for Beyond the Lesson or Assess and Respond Differentiation. More information can be found in the Center Resources book.

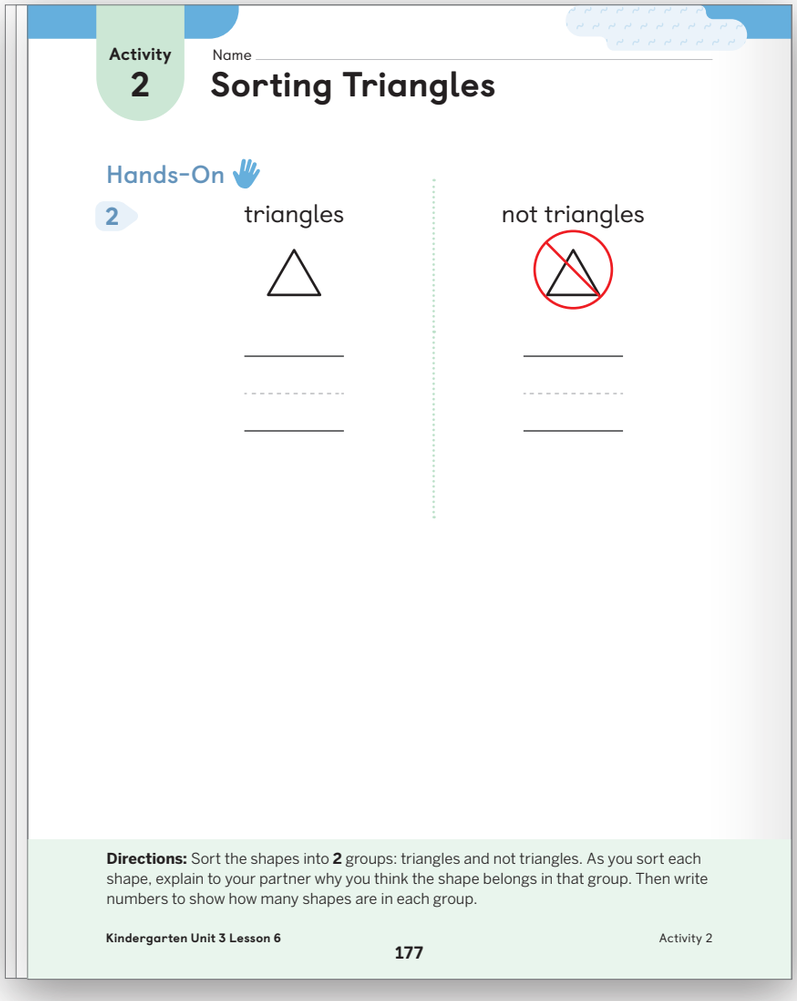
		Introduced in Activity or Center Time in	Used in Center Choice Time in	Suggested for Differentiation in	TEKS
 **Bingo**	Images and Numbers	Grade K	Lessons 2–4, 6		K.2.B, K.2.C, K.2.D
 **Build Shapes**	Match the Flat Shape	Grade K	Lessons 8, 9, 11	Lessons 8–11	K.6.F
 **Can You Draw It?**	Grade K Shapes	Grade K	Lessons 11, 15–17	Lessons 10, 11, 15–17	K.6.D, K.6.F
 **Counting Collections**	Sort and Count	Grade K	Lessons 5, 6, 9, 15–17	Lessons 5, 9, 15–17	K.2.B, K.2.C
 **Estimate and Measure**	Predict and Compare	Grade K	Lessons 7, 9	Lesson 8	K.7.B
 **Math Fingers**	Fewer or More	Grade K	Lessons 15–17	Lessons 15–17	K.2.D, K.2.E
 **Mystery Shape**	Grade K Shapes	Grade K	Lessons 2–4, 6, 12–14	Lessons 2–4, 6–8, 12–14	K.6.D
 **Pattern Blocks**	Get and Build	Grade K	Lessons 2–4		K.2.B, K.2.E
 **Picture Books**	Find and Describe Shapes	Grade K	Lessons 10, 11	Lessons 10, 11	K.6.A, K.6.F
 **Rolling for Numbers**	Dots	Grade K	Lessons 12–14		K.2.B, K.2.C
 **Shake and Spill**	Count	Grade K	Lessons 12–14	Lessons 12–14	K.2.C

Professional Learning

Here is an opportunity to deepen your understanding of the math in this unit and how to teach it.

Spotlight on Connecting Representations

Lesson 6, Activity 2


Activity 2

Name

Sorting Triangles

Hands-On

2

triangles

not triangles

Directions: Sort the shapes into **2** groups: triangles and not triangles. As you sort each shape, explain to your partner why you think the shape belongs in that group. Then write numbers to show how many shapes are in each group.

Kindergarten Unit 3 Lesson 6

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Activity 2

Try This

Put on your student hat and complete the activity.

Questions for reflection

- Some students may struggle to identify and classify variants of a particular shape.
  - » What experiences might support students in conceptualizing that shapes are classified by their attributes and may vary in appearance, size, or orientation?
- Some students may overgeneralize that difficult distractors, such as an open shape, qualify as a particular shape.
  - » How might you utilize the instructional supports in this unit to help students build and refer to clear descriptions for a particular shape's attributes?

Other lessons that attend to structure recognition:

- **Lesson 5:** Students sort shapes into given categories based on their attributes.
- **Lesson 7:** Students sort shapes into 2 groups: rectangles and non-rectangles.

Mathematical Background

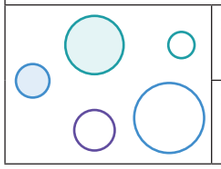
Here is an overview of the content your students will learn in this unit.

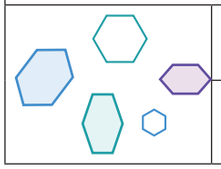
Shapes, Coins and Financial Literacy

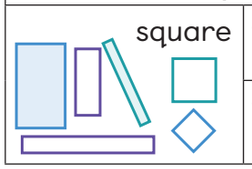
Identify Attributes of Shapes

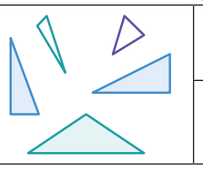
TEKS K.6.D

- Shapes can be identified using specific attributes.
  - » straight or curved sides
  - » number of sides
  - » number of vertices
- Objects in the community can be described using shapes.
  - » rectangle: book, window
  - » circle: clock, wheels
  - » triangle: road sign, roof of a house
  - » hexagon: honeycomb, paving stones

circle	
	0 vertices
	0 straight sides

hexagon	
	6 vertices
	6 equal sides

rectangle	
square 	4 vertices
	4 sides

triangle	
	3 vertices
	3 sides

Identify and Sort Coins

TEKS K.4.A

- Coins can be identified and classified by the specific characteristics found on their front and back.
  - » color
  - » shape
  - » size
  - » pictures

Penny		Nickel	
front	back	front	back
Dime		**Quarter**	
front	back	front	back

Financial Literacy

TEKS K.9.A, K.9.B, K.9.C, K.9.D

- The fundamental concepts of financial literacy can be connected to human needs, the economy, and real-world applications.
  - » Differentiate between **wants** and **needs**.
  - » Recognize various ways to earn money.
  - » Distinguish between **income** earned through work and money received as **gifts**.
  - » Identify the **skills** required for different **jobs** in the community.



Connections to Future Learning

Here is how the content in this unit connects to where your students are headed in their math journeys.

Identifying Shapes

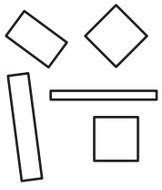
In this unit, students look for shapes they recognize within their environment. They focus on identifying and naming circles, hexagons, triangles, rectangles, and squares by looking at examples and non-examples of each shape. **In Grade 1, Unit 7,** students will identify defining and non-defining attributes and then use defining attributes to identify and name shapes.

TEKS: 1.6.D

Example:

What is the same about *all* of the rectangles?

Rectangles



They all have 4 straight sides,

They all have 4 square corners.

Identify Coins by Value

In this unit, students identify coins by their color, shape, size, and the pictures on their front and back. **In Grade 1, Unit 5,** students will identify coins by their value.

TEKS: 1.4.A

Example:

Tell your partner which coin you have and how you know.

I know my coin is a _____ because _____ .

I know my coin is a quarter because it has a bird on the back.

Financial Literacy

In this unit, students differentiate between wants and needs, explore various ways to earn money, distinguish between income earned through work and money received as gifts, and identify the skills needed for different jobs in the community. **In Grade 1, Unit 4,** students will explore income as a means of obtaining goods and services, distinguish between spending and saving money, and consider the importance of charitable giving.

TEKS: 1.9.A, 1.9.B, 1.9.C, 1.9.D

Example:

Circle to show if this story shows someone earning income or getting money as a gift.

Shawn and Diego made a lemonade stand. Their neighbors bought 7 cups of lemonade. At the end, Shawn and Diego had 7 dollars.

income gift

Unit Story

Every unit has a Unit Story to engage students and help them make connections between math and authentic contexts.



About the Story

Skwee, Skwash, and Trina are curious about the world, so they leave their village to explore the rest of the world on their way to Polytopia. Along the way, they encounter challenges, which they overcome by helping each other, and mold themselves into exciting new shapes.

Unit Story Read-Aloud

For the **Warm-Up of Lesson 1**, read aloud the Unit Story. Use the **Presentation Screens** for Lesson 1 to display the story images to introduce students to the characters.

The Math in the Story

Shapes, Coins, and Financial Literacy

The Unit Story provides opportunities for students to recognize, describe, and compare a variety of two-dimensional shapes of different sizes and orientations, individually and within composite shapes. The Unit Story also provides opportunities to identify and describe coins and explore different jobs in the community.

Throughout the unit . . .

- Students find, describe, and compare shapes shown in the Unit Story illustrations.
- Students notice that shapes can be composed to represent objects in their communities.
- Students name and sort coins, and identify wants and needs and different ways to earn an income.

Math Connections

Students will connect the math of the unit to the Unit Story in these activities:

- **Lesson 1**
- **Lesson 2, Activity 1**
- **Lesson 3, Activity 2**
- **Lesson 4, Activity 1**
- **Lesson 9, Activity 1**
- **Lesson 12, Activity 1**

Math Identity and Community

The Unit Story provides an opportunity for students to reflect on their math identity and share their experiences of being a part of a math community. Throughout the unit, you may wish to support students in their mathematical journey by asking them to reflect on the Math Identity and Community questions provided at the start of each lesson.

We are a math community.



What makes you the same as or different from someone in our math community? **(Lesson 5)**



How does talking and working with a partner help you learn in math class? **(Lesson 12)**

Story Moments

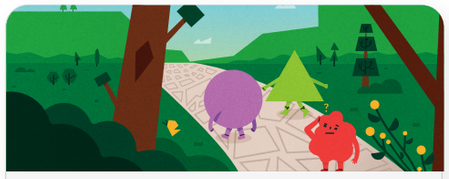




Lesson 2 Activity 1

Math Connection

Students look for and describe shapes in the Unit Story.





Lesson 3 Activity 2

Math Connection

Students match shapes shown in different sizes and orientations within the image of a house from Polytopia.





Lesson 4 Activity 1

Math Connection

Students compare what is alike and different about Skwee and Trina.

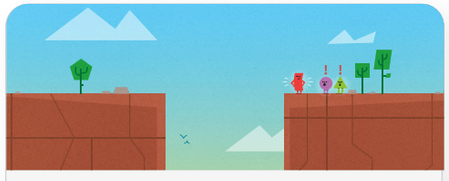




Lesson 7

Math Identity Connection

Students reflect on the math community question, "Think about the Unit Story. How did the characters' differences help them?"



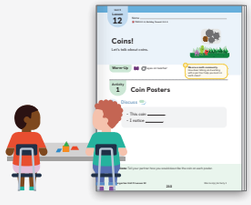


Lesson 9 Activity

Math Connection

Students sort the kites that Skwee, Squash, and Trina see at Polytopia's Annual Kite Festival.





Lesson 12

Math Identity Connection

Students reflect on the math community question, "In the Unit Story, the shapes join together to solve a problem. How do you work with others to solve problems in math class?"

Read this aloud during the **Warm-Up of Lesson 1, using the lesson's Presentation Screens.**

Read-aloud A Great Shape Adventure

2



Once upon a time, there was a village of globs. In this village were three friends: Skwee, Skwash, and Trina.

Together, they lived happy lives, playing games and making up dances. But now and again, a restless feeling would come over them and they wished for something more.

3



One day, the three set out together for the faraway city of Polytopia.

They had heard many stories about Polytopia. It was said that the city was full of wondrous things. But only those who knew their true selves would be allowed to enter.

4



But as soon as they set out, it began to rain.

“Oh no,” cried Skwee.

“Let’s turn back,” cried Skwash.

But Trina refused.

5

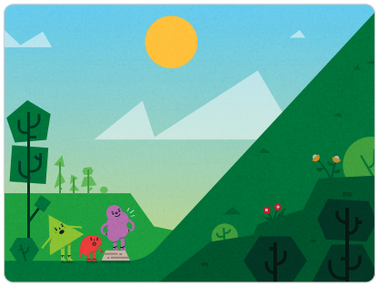


Instead, Trina looked up at the sky. Then she shut her eyes and squeezed. She squeezed and squeezed until—pop! Trina now had three straight sides with three sharp points.

She was like an umbrella, with long straight sides for the rain to roll off of. Quickly, Skwee and Skwash hurried underneath their friend where it was dry. And they continued on to Polytopia.

Ask: *What do you notice? What do you wonder?*

6



Soon the rain stopped and the sun came out from behind the clouds. The three friends—Skwee, Skwash, and Trina—continued happily for many miles. But when the sun was high in the sky, they came to a mountain.

It was huge with steep, impassable cliffs.

"Oh no," Skwee cried. "We'll never climb that!"

"Let's turn back," cried Trina.

But Skwash refused.

7



Skwash looked the mountain up and down. Then he bent down and he started to roll. He rolled back and forth, over and over, smoothing out all the edges. When he was done—poof! Skwash was perfectly round!

Then he took his friends—Skwee and Trina—in a big hug, and rolled them all the way up the mountain.

8

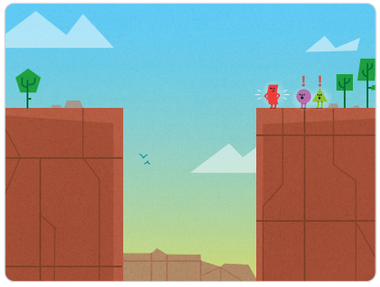


The friends continued on their way. As they walked, Skwee looked at his friends. They were both different from when they had left the village together.

Only Skwee had remained the same. Would he get a chance to make something different of himself? he wondered.

Ask: *What do you notice? What do you wonder?*

9



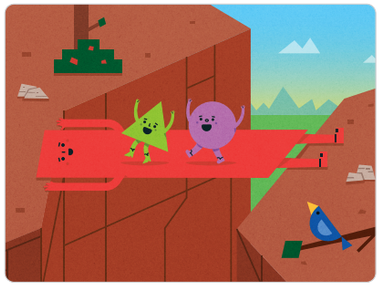
Just then they came to a canyon, deep and wide.

"Oh no," cried Trina. "We're stuck!"

"Let's turn back," cried Skwash.

But Skwee refused.

10



He stood on the edge and shut his eyes. Then he stretched his arms high above his head. He stretched and stretched, feeling himself getting taller and taller. When he opened his eyes, to his surprise, he saw he now had four straight sides.

With a thud, he lay down to make a bridge. "After you!" he said and let his two friends cross.

11



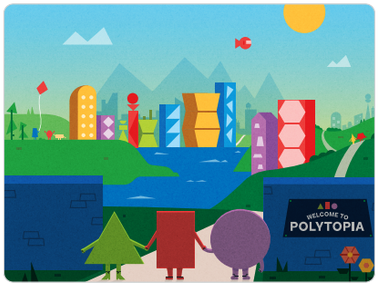
Soon, they came to the shore of a lake. In the distance was a great shining city —Polytopia!

Without a word, Skwash bent backwards, folding himself in half. Then he stepped into the lake, floating round-side down like a bowl. Skwee climbed up on his old friend's back, and stood tall to form a mast. Once he was nice and tall, Trina climbed the mast to form the sail.

As the wind caught the sail, their little boat drew closer and closer to the city.

Ask: *What do you notice? What do you wonder?*

12



As they drew nearer, they could see it was full of life. Different shapes were coming and going. There were shapes that were familiar and shapes they had never seen before—all of them working and playing together.

Watch Your Knowledge Grow (Optional)

Purpose: Students rate their understanding of the concepts that they will explore in this unit, prior to beginning the unit. Return to this page at the end of the unit and invite them to rate their understanding again to see how their knowledge has grown.

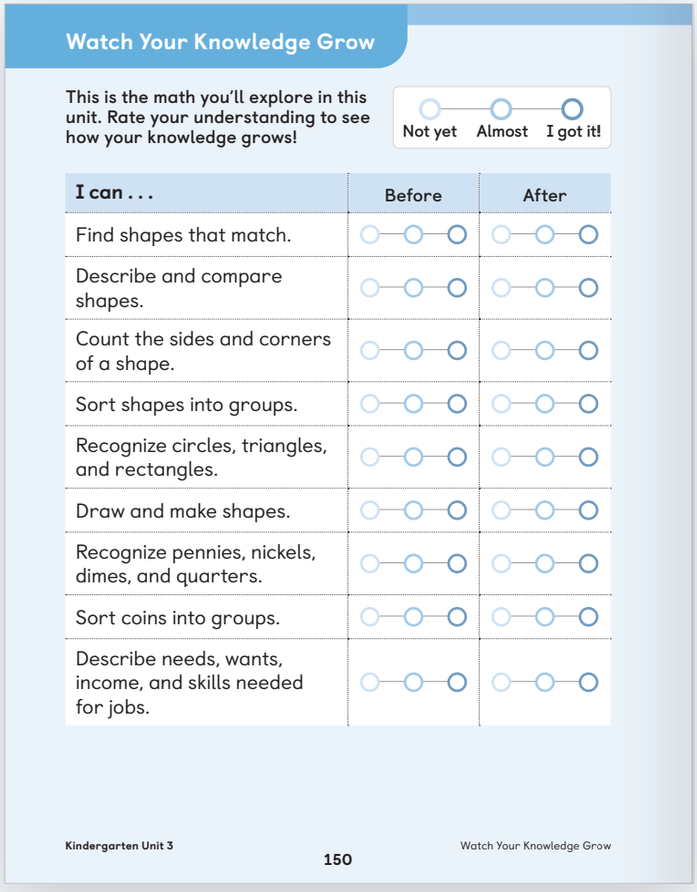
Read aloud the instructions. Let students know they are about to explore these math concepts in the upcoming unit.

Invite students to rate their understanding of each concept prior to beginning the unit. Let them know that they will return to this page at the end of the unit to rate their understanding again. They will be able to see how their knowledge has grown! Consider asking:

- "How have you described and compared shapes?"
- "How can we name and describe coins?"
- "Have you ever heard of income? What do you think it could be used for?"

Emergent Bilinguals Invite students to let you know if they are not familiar with some of the words or topics by using sentence frames such as "I don't know what ___ means yet." Then invite them to circle or highlight words that may be unfamiliar to them. Let them know that it is a normal part of learning to not be familiar with words or concepts when they are first learning about them. When they return to the page at the end of the unit, celebrate how their language development has grown. ELPS 3.A, 3.E

Math Identity and Community Let students know that it is a normal part of learning to not understand or be familiar with a topic prior to learning about it. Celebrate the number of 'Not yet' and 'Almost' that were selected. Remind students that this means their knowledge will increase greatly after this unit.



Watch Your Knowledge Grow

This is the math you'll explore in this unit. Rate your understanding to see how your knowledge grows!

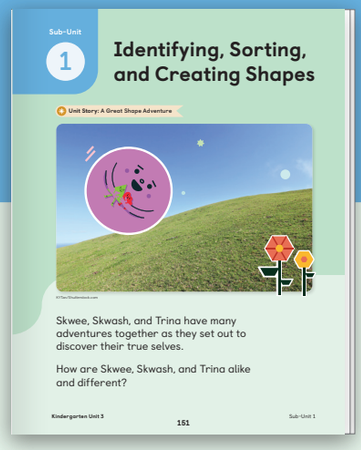
Not yet Almost I got it!

I can . . .	Before	After
Find shapes that match.		
Describe and compare shapes.		
Count the sides and corners of a shape.		
Sort shapes into groups.		
Recognize circles, triangles, and rectangles.		
Draw and make shapes.		
Recognize pennies, nickels, dimes, and quarters.		
Sort coins into groups.		
Describe needs, wants, income, and skills needed for jobs.		

Kindergarten Unit 3 150 Watch Your Knowledge Grow

Sub-Unit 1

Identifying, Sorting, and Creating Shapes



Sub-Unit 1 Goals:

- Describe, sort, and compare two-dimensional shapes.
- Identify squares, circles, triangles, rectangles, and hexagons.
- Draw and build two-dimensional shapes.

Progression of TEKS in Sub-Unit 1

- **Lessons 1–11:** Students develop geometric language to analyze, compare, and compose shapes.
- **Lessons 5–8:** Students use shapes to determine how many are in a group and compare quantities in groups.
- **Lessons 10, 11:** Students compare quantities of sides in their shapes.

Sub-Unit 1 Progression	Lesson 1*	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10	Lesson 11
Representation and Comparison of Whole Numbers											
TEKS K.2.B	○	○	○	○	●	○	○	●	○	○	○
TEKS K.2.C	○	○	○	○	●	○	○	○	○	○	○
Geometry											
TEKS K.6.A	●	○	○	○	○	●	●	●	●	●	●
TEKS K.6.C	○	○	○	○	○	○	○	○	○	○	●
TEKS K.6.D	○	●	○	●	●	●	●	○	●	●	●
TEKS K.6.E	○	○	●	○	●	●	●	○	●	○	○
TEKS K.6.F	○	○	○	○	○	○	○	●	○	●	●
Measurement											
TEKS K.7.B	○	○	○	○	●	○	●	●	○	○	○

*This lesson builds toward the standard shown.

Coming Up Next

- **Sub-Unit 2, Lessons 12–14:**
  - » Representation of Whole Numbers: **TEKS K.2.B, K.2.C, K.2.D**
  - » Personal Financial Literacy: **TEKS K.4.A**
- **Sub-Unit 3, Lessons 15–17:**
  - » Personal Financial Literacy: **TEKS K.9.A, K.9.B, K.9.C, K.9.D**

Math That Matters Most

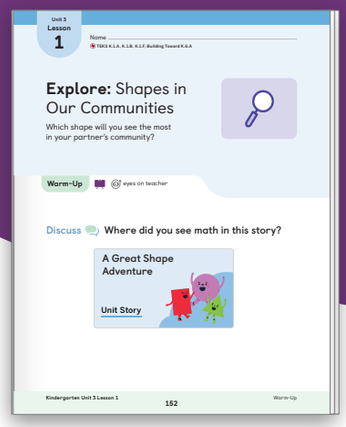
Identify, describe, and compare squares, circles, triangles, rectangles, and hexagons.

Progression of Strategies, Skills, or Language

Progression	For example . . .	
Describing shapes by comparing them to real-world objects.	My shape looks like a door.	My shape looks like a cookie.
Describing shapes by their non-defining attributes, such as size, color, and orientation.	My shape is black.	My shape is small.
Describing shapes by their defining attributes, such as sides and corners.	My shape is round.	My shape has 3 points.
Comparing shapes based on their non-defining attributes, such as size, color, and orientation.	This shape is big and this shape is small.	Both of these shapes are green.
Comparing shapes based on their defining attributes, such as sides and corners.	These shapes both have 3 corners.	This shape has straight sides and this shape has curvy parts.

Unit 3
Lesson
1

Student Edition pages and Presentation Screens support learning in this lesson.



Explore: Shapes in Our Communities

Which shape will you see the most in your partner's community?

Key Concepts

Today's Goals

1. **Goal:** Make mathematical predictions.
2. **Goal:** Determine the quantity of a group of shapes.

To build curiosity and interest from the start of the unit, students engage in a non-routine task that elicits multiple strategies and solutions. They apply their own knowledge and language to a new mathematical task. Giving students a non-routine task with multiple answers and solution paths allows them to truly engage in the math process standards and invites all students to see themselves as mathematicians. **(TEKS K.1.A)**

Students use regular and irregular shapes to create a picture that represents their community and to build an understanding of the concept of shapes. They think about the variety of shapes they see in their world and then make predictions about which shapes they will see the most in their partner's picture. Students determine the quantity of each shape used in their partner's picture and then compare their findings to their predictions. Although some students may recognize the attributes of shapes and be able to classify shapes regardless of the shape's orientation, it is not an expectation that they do so. **(TEKS K.1.B, K.1.F)**

This Exploration provides an opportunity to see how students' counting concepts and skills are progressing as they begin to explore shapes.

Caregiver Connection

Students may enjoy taking home a copy of the Activity PDF and looking for the same shapes at home and in their community.

TEKS

Building Toward

K.6.A

Identify two-dimensional shapes, including circles, triangles, rectangles, and squares as special rectangles.

Math Process Standards: K.1.A, K.1.B, K.1.F

ELPS: 1.E, 2.B, 2.C, 2.E, 3.E

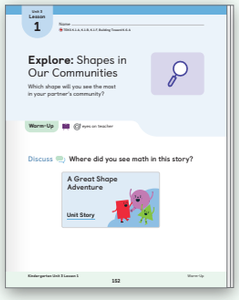
Lesson at a Glance 60 min

TEKS: K.1.A, K.1.B, K.1.F, Building Toward K.6.A

Warm-Up

Whole Class | 15 min

Students participate in the **Notice and Wonder** routine, after hearing the Unit Story read aloud. Because there is no single correct response, this invitational routine allows all students to share their mathematical curiosity about the unit narrative to which they will return throughout the unit.



Activity

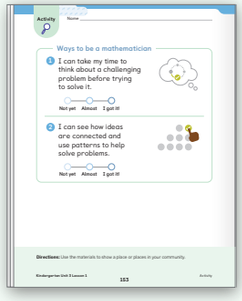
Pairs | 45 min

Students use materials, which will later be defined as *shapes*, to represent an important place or places in their communities. They predict which shape they will see the most in a partner's representation, determine and record the quantities of each shape used, and then reflect on their predictions.

Note: The Student Edition is not required for this activity.

Materials: Activity PDF, *Shapes We Used*, construction paper, glue or tape, markers, *K–1 Explore Organizer* PDF (optional)

Additional Prep Prepare: various shapes cut out of colored construction paper, some of which match the shapes in the Activity PDF.



PDF

Opportunities For Extension *(optional)*

Students may enjoy comparing the different ways they used the same shape, such as using a circle as a wheel and the sun.

Math Language Development

Emergent Bilinguals

Consider using the *Math Language Development Resources* with the **Activity**, **Connect** to support math language acquisition.

- ✓ Cognates
- ✓ Sentence frames
- ✓ Visuals

ELPS 1.E, 2.C, 2.E, 2.F, 4.C, 4.D



Pre-Production	Beginning	Intermediate	High Intermediate	Advanced
Students **listen** to **spoken** English and respond using their primary languages and gestures.	Students **listen** to spoken English and **speak** and **write** using their primary languages, gestures, and single words or short phrases.	Students **listen** to spoken English and **speak** and **write** using short phrases or simple sentences.	Students **listen** to spoken English and **speak** and **write** using a variety of sentence types.	Students **listen** to spoken English and **speak** and **write** using longer sentences. Exemplar responses are provided.

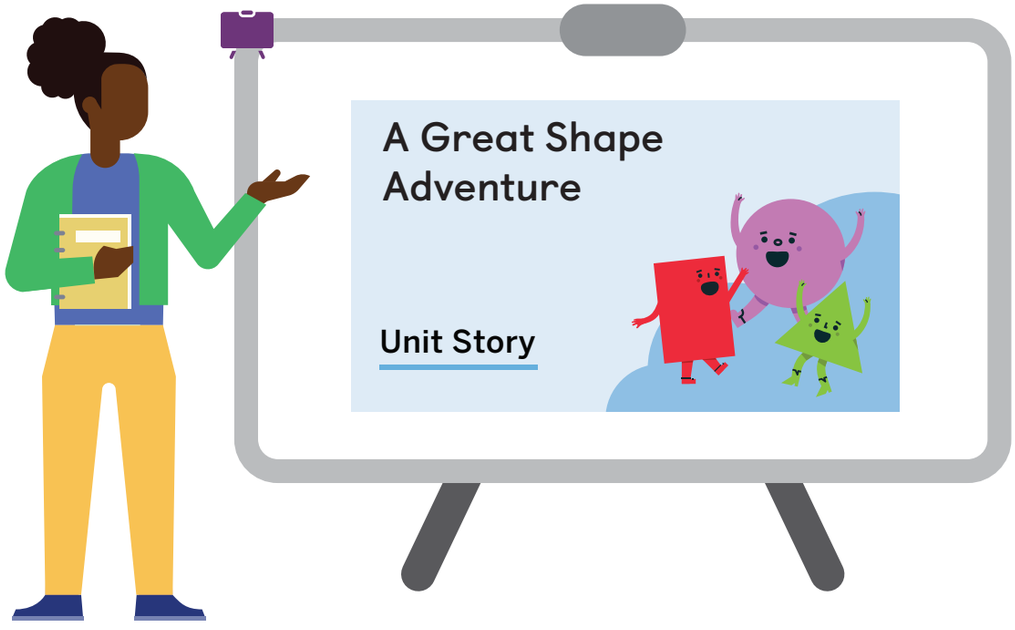
Whole Class | 15 min

Presentation Screens



Warm-Up Notice and Wonder

Purpose: Students hear a read aloud of *A Great Shape Adventure*. They notice and wonder about mathematical situations in the story.



1 Launch

Display the cover of the Unit Story, *A Great Shape Adventure*.

EB **Emergent Bilinguals:** Invite students to share what they know about community to connect to prior knowledge as a pre-reading strategy. If needed, explain that a community is a place where people live, work, play, and go to school. ELPS 3.E

Use the Think-Pair-Share routine. Activate students' background and prior experiences by asking, "Have you ever wanted to explore a new place?"

Read aloud the Unit story from this Teacher Edition while displaying the illustrations on Screens 2–12. ELPS 1.E

Use the Notice and Wonder routine.

Pause on Screens 5, 8, and 11. Ask, "What do you notice? What do you wonder?"

2 Connect

Use the Think-Pair-Share routine. Ask, "Where did you see math in the story? What do you wonder about Skwee, Skwash, and Trina?"

Record students' responses as they share.

Say, "In this unit, you will explore shapes, just like Skwee, Skwash, and Trina in the story. We will see shapes again in this unit. Today, we will start by using interesting materials to make pictures of our communities."



Students might say . . . ELPS 2.B

I notice each character looked alike at the beginning of the story but different at the end of the story.

I notice that, together, the characters made a boat.

I wonder if they will find other characters who look different in Polytopia.

I wonder if the shapes can come together to make something different from a boat.

Pairs | 45 min

Activity Which shape will you see the most in your partner's community?

Purpose: Students explore and use two-dimensional shapes to represent important places in their communities and then ask and answer questions about the representations.

Presentation Screens



Materials

Lesson Resources:

- Distribute the Activity PDF to each student during the Connect.
- Provide students with access to the *K–1 Explore Organizer* PDF (optional).

Classroom materials:

- Provide glue or tape and various shapes cut out of colored construction paper for each student to use.

Make It Your Own!

Have students make a representation of their classroom community.

1 Launch



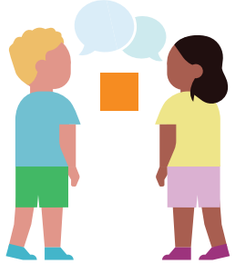
Say, "Skwee, Skwash, and Trina were all from the same community. They lived in a village of globs. In the story, they ventured to see a new community, Polytopia. You are each part of a community.

Use the Think-Pair-Share routine. Ask, "What are some places in your communities that are important to you?"

Say, "Today, you will use different materials to make and share some of the places in your communities that are important to you."

A **Accessibility: Executive functioning** Invite students to plan how they will use the materials to create a place or places in their community and share their plan with a partner before they begin.

2 Monitor



As students complete the activity, refer to the D Differentiation | Teacher Moves table on the following page.

If students need help getting started . . .

- Ask, "What does the place you are trying to make look like?"
- Ask, "Which material could you use to make it look the same?"

3 Connect



Display 1 of each shape made of construction paper.

Ask, "What do you notice about the materials you used?"

Say, "These are *shapes*. We used *shapes* to make pictures of our communities."

Distribute the Activity PDF. Say, "You will meet with a partner to learn about each other's communities. Circle the shape you predict, or think, you will see the most in your partner's picture. Figure out and record how many of each shape was used." Have students work in pairs and record their count on the Activity PDF.

MLR **MLR8: Discussion Sports – Sentence Frames** ELPS 1.E, 2.C, 2.E

As students work, display these sentence frames to support discussion.

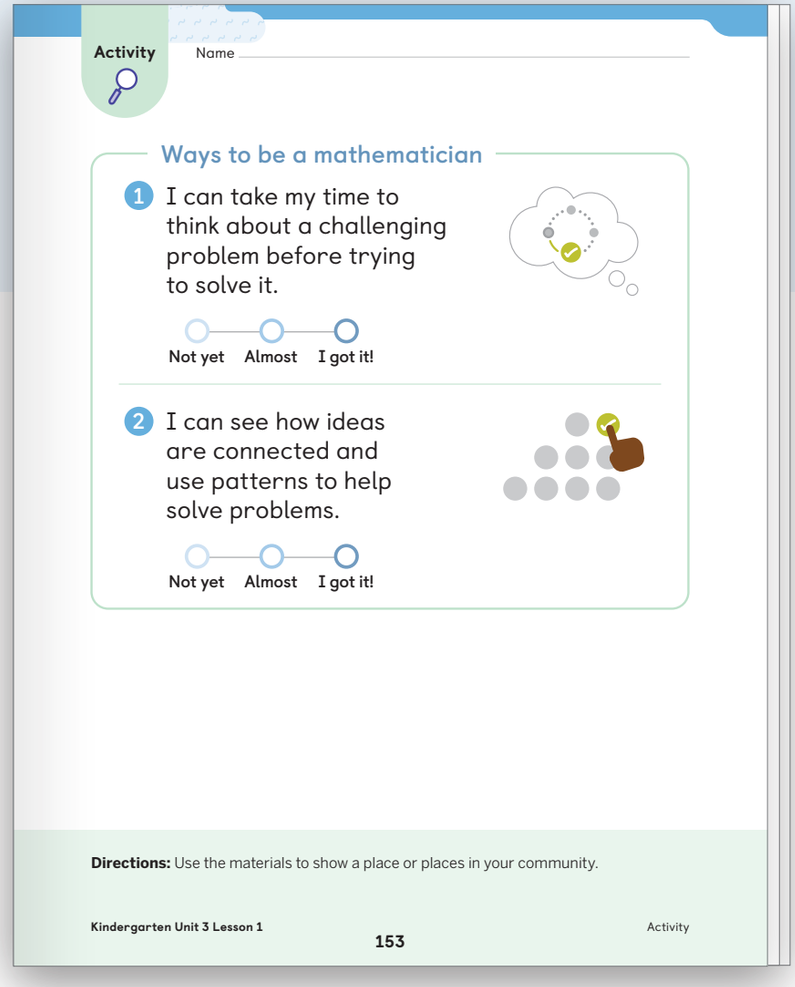
- "I predict ____."
- "You used ____."

Use the Think-Pair-Share routine. Ask, "Which shape did you see the most in your partner's picture? Does that match what you predicted?"

Invite students to share their reflections. Provide the *K–1 Investigation Organizer* PDF to those students who wish to write or draw their reflections.

Key Takeaway: Say, "In this unit, you will describe, compare, build, and draw different kinds of shapes, including shapes made up of other shapes."

Student Edition


Activity

Name _____

Ways to be a mathematician

1 I can take my time to think about a challenging problem before trying to solve it.

Not yet Almost I got it!

2 I can see how ideas are connected and use patterns to help solve problems.

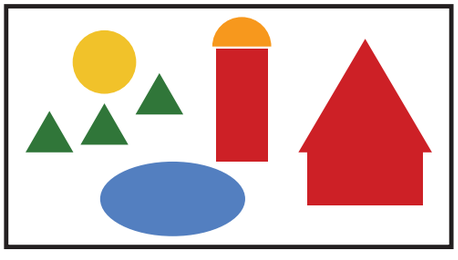
Not yet Almost I got it!

Directions: Use the materials to show a place or places in your community.

Kindergarten Unit 3 Lesson 1 153 Activity

Presentation Screens

D Differentiation | Teacher Moves

Look for students who . . .	For example . . .	Provide support . . .
Say 2 different shapes are the same.	 *The sun and the top of the tower are the same shape.*	**S Strengthen** Ask, "Those shapes are not exactly the same, but a part of them is the same. Which parts of those shapes look the same?"
Recognize the same shape shown in the same size or orientation.	*The trees and the roof of the barn are the same shape.*	**S Strengthen** Ask, "How do you know those are the same shape?"
Recognize the same shape shown in different sizes or orientations.	*The 2 buildings are the same shape, but one is turned sideways.*	

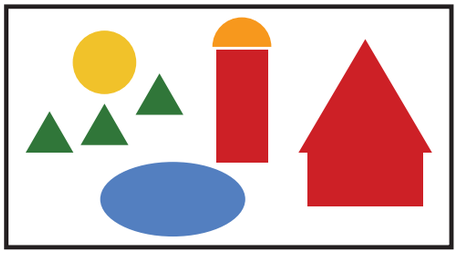
Activity Sample Student Work

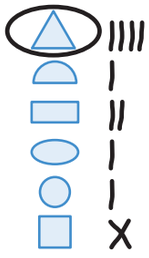
Students will likely represent their answer to the Investigation question in different ways. Because this is the beginning of the unit, there is no expectation for students to correctly classify all the shapes in their partner's picture.

Which shape will you see the most in your partner's community?

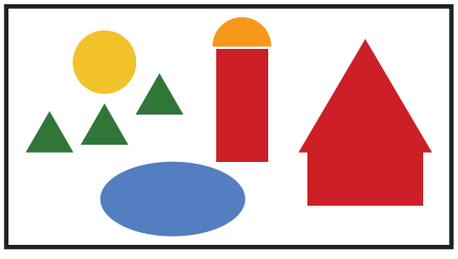
Sample student responses:

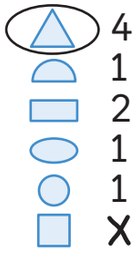
Sample response 1





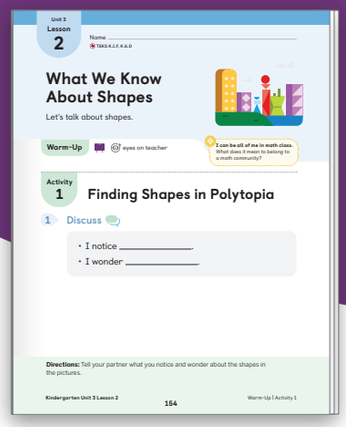
Sample response 2





Unit 3
Lesson
2

Student Edition pages, Manipulatives, and Presentation Screens support learning in this lesson.



What We Know About Shapes

Developing Language to Describe Shapes

Let's talk about shapes.

Key Concepts

Today's Goals

1. **Language Goal:** Describe two-dimensional shapes using developing geometric language. **(Listening and Speaking)** ELPS 1.E, 2.E, 2.F
2. **Language Goal:** Ask and answer questions about the attributes of two-dimensional shapes. **(Listening and Speaking)** ELPS 1.E, 2.E, 2.F

Connections and Coherence

Students describe shapes they see in the Unit Story illustrations. They begin to notice the structures of shapes and use developing geometric language to describe the attributes of shapes. Although some students may already know and use some formal terms, students are not yet expected to know the names of shapes or use formal language to describe their attributes (e.g., sides, vertices). **(TEKS K.1.F)**

Prior Learning

In Unit 1, students informally worked with shapes as they engaged in the Centers *Pattern Blocks* and *Solid Shapes*. In the Lesson 1 Exploration, students used shapes to represent places in their communities to build an understanding of the concept of shapes.

Future Learning

In Lesson 3, students will continue to develop language to describe shapes by their attributes and match shapes shown in different sizes and orientations.

Integrating Rigor in Student Thinking

- Students build their **conceptual understanding** of shapes as they use developing geometric language to describe the attributes of shapes.

TEKS

Addressing

K.6.D

Identify attributes of two-dimensional shapes using informal and formal geometric **language** interchangeably.

Math Process Standard: K.1.F

ELPS: 1.B, 1.C, 1.E, 2.B, 2.E, 2.F, 3.D, 3.E, 3.F

Building Math Identity

I can be all of me in math class.
What does it mean to belong to a math community?

Invite students to reflect on this question as they complete this lesson.

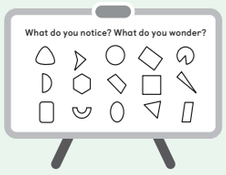
Lesson at a Glance 60 min

TEKS: K.1.F, K.6.D

Warm-Up

Whole Class | 10 min

Students use the **Notice and Wonder** routine to share what they notice and wonder about images of two-dimensional shapes. This provides an opportunity for students to make connections with their prior knowledge of shapes.



Activity 1

Pairs | 10 min

Students use the **Gallery Tour** routine to explore and describe shapes in the Unit Story illustrations. In the Connect, students begin to collect and share developing geometric language to describe the attributes of shapes.

Note: The Student Edition is not required for this activity.

Materials: Activity 1 PDF, *Words to Describe Shapes* chart

Additional Prep Prepare: Place each page of the Activity 1 PDF around the classroom, Prepare: *Words to Describe Shapes* chart



Activity 2

Pairs | 15 min

Students are introduced to the Center *Mystery Shape, Grade K Shapes*. They take turns choosing a mystery shape and asking yes or no questions to determine the mystery shape. In the Connect, students discuss different ways to describe the attributes of shapes.

Note: The Student Edition is not required for this activity.

Manipulative Kit: two-color counters

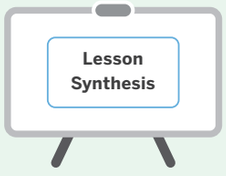
Materials: *Words to Describe Shapes* chart (from prior activity), Directions, Gameboard



Synthesis

Whole Class | 10 min

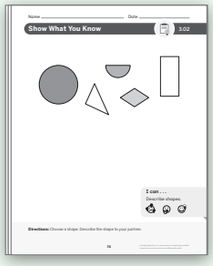
Students review and reflect on the language used to describe shapes by their attributes, such as size, color, and parts, or by relating the shapes to real-world objects.



Show What You Know (optional)

Independent | 5 min

Students demonstrate their understanding by describing a shape using developing geometric language.



Center Choice Time

Small Groups | 15 min

Students have an opportunity to revisit these centers to build counting fluency and practice describing shapes.

- Bingo
- Mystery Shape
- Pattern Blocks



Math Language Development

EB Emergent Bilinguals

Consider using the *Math Language Development Resources* with the **Activity 2**, **Monitor** to support math language acquisition.

✓ Visuals

ELPS 1.D, 2.C. 2.D, 2.F



Pre-Production	Beginning	Intermediate	High Intermediate	Advanced
Students **listen** to spoken English and **respond** using their primary languages and gestures.	Students **listen** to spoken English and **speak** using their primary languages, gestures, and single words or short phrases.	Students **listen** to spoken English and **speak** using short phrases or simple sentences.	Students **listen** to spoken English and **speak** using a variety of sentence types.	Students **listen** to spoken English and **speak** using longer sentences. Exemplar responses are provided.

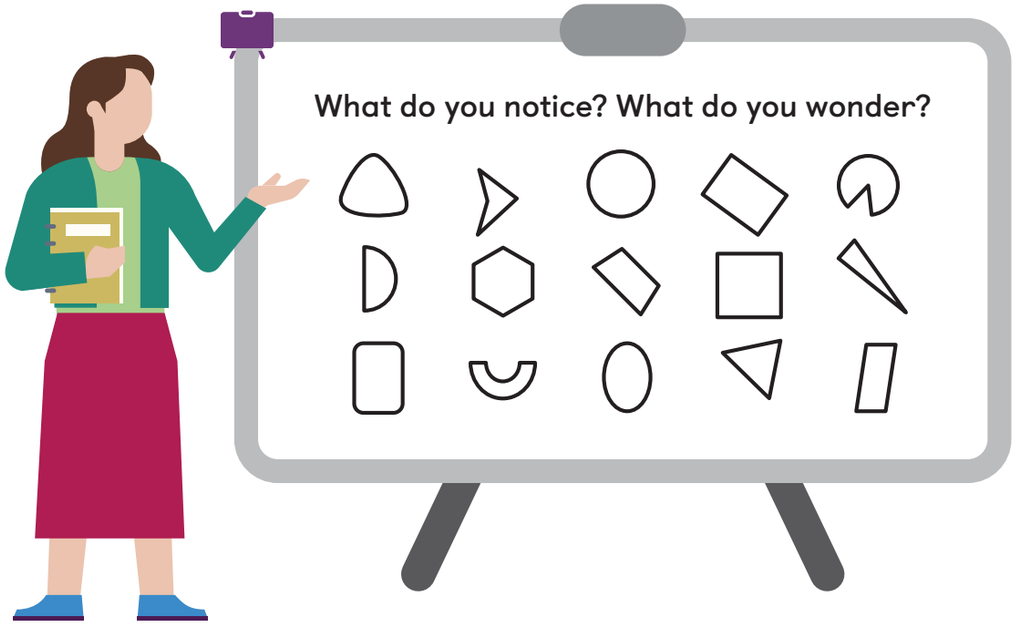
Whole Class | 10 min

Presentation Screen



Warm-Up Notice and Wonder

Purpose: Students examine a variety of two-dimensional shapes to activate their prior knowledge about shapes.



1 Launch

Display the image.

Use the Notice and Wonder routine.

Use the Think-Pair-Share routine. Ask, "What do you notice? What do you wonder?"



2 Connect

Record students' responses as they share.

Ask, "What do you know about shapes?"

Say, "You can use words to describe what you notice about the way flat shapes look."

Students might say . . . ELPS 2.B

I notice that they are all shapes.

I notice that this shape looks like a pizza.

I wonder how many shapes there are.

I wonder what this shape is.

Pairs | 10 min

Activity 1 Finding Shapes in Polytopia

Purpose: Students use developing geometric language to describe shapes in the Unit Story illustrations to understand the attributes of shapes.

Presentation Screens



Materials

Lesson Resources:

- Display each page of the Activity 1 PDF around the classroom before the activity.

Classroom materials:

- Use chart paper, markers, and the Visual Display PDF, *Words to Describe Shapes* (sample) **(Lesson Resources)** to prepare the *Words to Describe Shapes* chart. Use sticky notes to record new language on the chart.

1 Launch

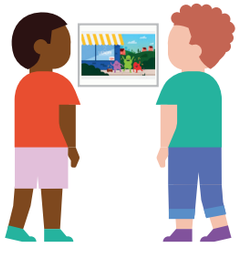


Use the Gallery Tour routine. Say, "Today, you will do a *Gallery Tour* to explore pictures of Polytopia. As you look at each picture, tell your partner what you notice and wonder about the shapes in the picture." Monitor for student use of high-frequency words, such as "I notice," "looks like", and "I wonder."

ELPS 1.B, 1.C, 2.B

A **Accessibility: Conceptual processing** Guide processing by inviting students to use gestures to share what they notice and wonder about the shapes before verbally sharing.

2 Monitor



While students complete the activity, refer to the D **Differentiation | Teacher Moves** table on the following page.

If students need help getting started . . .

- Point to a shape and ask, "What do you notice?"
- Ask, "What words could you use to describe this *shape*?"

3 Connect



MLR This Connect is structured using the *MLR2: Collect and Display* routine.

ELPS 3.D, 3.E, 3.F

Invite students to share what they noticed about the shapes in the illustrations. Select responses that reflect the ideas shown in Row 3 in the *Differentiation* table.

Record the language students use to describe the shapes on the *Words to Describe Shapes* chart. As students share, draw and annotate images to highlight students' thinking. Leave the chart displayed throughout the unit, updating and referring to it as needed.

Say, "You noticed and wondered about shapes in pictures."

Key Takeaway: Say, "We will continue thinking about ways to describe shapes."

Student Edition

Unit 3
Lesson 2

Name _____

TEKS K.1.F, K.6.D

What We Know About Shapes

Let's talk about shapes.



Warm-Up eyes on teacher

I can be all of me in math class. What does it mean to belong to a math community?

Activity 1

Finding Shapes in Polytopia

1 Discuss

- I notice _____.
- I wonder _____.

Oral activity: No writing expected. Sample response shown.

I notice that this shape looks like a cookie.
I wonder why some shapes are sharp and others are round.

Directions: Tell your partner what you notice and wonder about the shapes in the pictures.

Kindergarten Unit 3 Lesson 2 154 Warm-Up | Activity 1

Presentation Screens

D Differentiation | Teacher Moves

Look for students who . . .	For example . . .	Provide support . . .
Almost there Describe the setting or events of the story.	 *The 3 friends are going to climb the mountain.*	**Support** Point to a shape and ask, "What words could you use to describe this shape?"
Almost there Identify objects in the pictures.	*I see a sun, clouds, and trees.*	
Describe what the shapes look like.	*The sun looks round and the clouds look sharp.*	**Strengthen** Ask, "Are there other shapes that you could describe the same way?"

Pairs | 15 min

Activity 2 Introducing the Center Mystery Shape, Grade K Shapes

Purpose: Students continue to use developing geometric language as they describe the attributes of their partner's mystery shape.

Presentation Screens



Materials

Manipulative Kit:

- Distribute two-color counters to each pair.

Classroom materials:

- Display the *Words to Describe Shapes* chart during the Connect.

Centers Resources:

- Display the Directions and the Gameboard.
- Distribute one Gameboard to each pair.

1 Launch



Display the Center materials and Directions.

Demonstrate how to play *Mystery Shape, Grade K Shapes*. Monitor to ensure students are able to follow directions with accuracy. ELPS 1.C

- **Say**, "You will play a new Center, *Mystery Shape*. You will ask your partner *yes* or *no* questions to figure out their mystery shape."
- **Say**, "First, I have to choose a shape on the Gameboard to be my mystery shape. Your job is to ask me questions that will help you figure out which shape I chose. You can only ask questions that I can answer with *yes* or *no*."
- **Use the Think-Pair-Share routine**. Ask, "What questions could you ask about my mystery shape?" Answer each *yes* or *no* question.
- **Ask** (after each question), "What shapes cannot be my mystery shape?" Place counters on the shapes.
- **Ask**, "What shape is my mystery shape? How do you know?"
- **Say**, "Take turns choosing a mystery shape and asking *yes* or *no* questions with your partner."

2 Monitor



Use the D Differentiation | Teacher Moves table on the following page.

If students need help getting started . . .

- Point to a shape and ask, "What do you notice?"
- Ask, "How could you turn what you noticed into a *yes* or *no* question?"

3 Connect



Display the Gameboard and point to the blue circle.

Ask, "If this were my mystery shape, what questions could you ask to help you figure out my shape?"

EB **Emergent Bilinguals:** Encourage students to use language from the *Words to Describe Shapes* chart to help them generate questions. ELPS 3.D, 3.F

Invite students to share their responses as shown in Rows 2 and 3 in the *Differentiation* table.

Record the language students use on the *Words to Describe Shapes* chart by drawing and annotating images to highlight students' thinking.

Key Takeaway: Say, "There are different ways to describe shapes, such as by their sizes, colors, or parts."

Student Edition

Activity 2

Name _____

Mystery Shape

Hands-On

2 Discuss

My shape _____.

Oral activity: No writing expected. Sample response shown.

My shape is small and looks like a ball.



Directions: Ask your partner *yes* or *no* questions to figure out their mystery shape. Cover up shapes that are *not* their mystery shape. Tell your partner which shape is the mystery shape when you know it.

Kindergarten Unit 3 Lesson 2 155 Activity 2

Presentation Screens

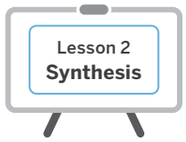
D Differentiation | Teacher Moves

Look for students who . . .	For example . . .	Provide support . . .
Ask questions about the attributes of shapes by comparing them to real-world objects.	**Does your shape look like a door?** or **Does your shape look like a ball?**	**Support** Ask, "You noticed the shapes look like objects in our community. What do you notice about these shapes that make them look like those objects?"
Ask questions about the attributes of shapes, such as orientation, size, or color.	**Is your shape green?** or **Is your shape small?**	**Strengthen** Point to the 2 circles on the Gameboard and ask, "How are these shapes the same?"
Ask questions about defining attributes of shapes.	**Is your shape round?** or **Is your shape pointy?**	**Stretch** Ask, "For which other shapes on the Gameboard could you ask the same question?"

Whole Class | 10 min

Synthesis

Presentation Screen



Lesson Takeaway: Shapes can be described by their attributes.



Use the Think-Pair-Share routine. Say, "Describe this shape to your partner."

Ask (if not yet mentioned during discussion), "Where do you see a shape like this in our community?"

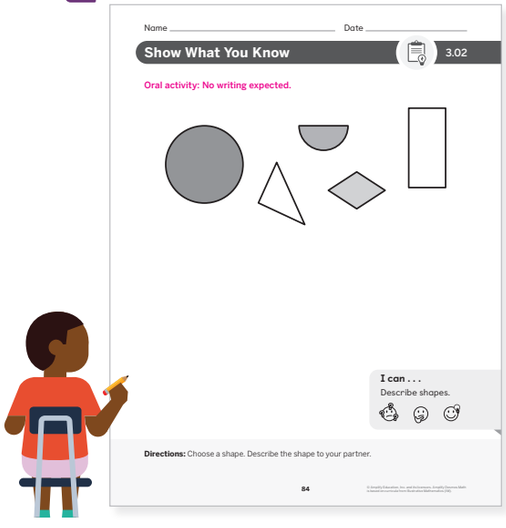
Say, "You can describe shapes by comparing them to real-world objects in our community, or you can describe their size, color, or parts."

Invite students to refer to the **Summary** during Practice or anytime during the year.

Show What You Know (Optional)

Independent | 5 min

Show What You Know PDF


Name _____ Date _____

Show What You Know 3.02

Oral activity: No writing expected.

I can . . .
Describe shapes.

Directions: Choose a shape. Describe the shape to your partner.

84

Today's Goals

1. **Language Goal:** Describe two-dimensional shapes using developing geometric language. **(Listening and Speaking)** ELPS 1.E, 2.E, 2.F
   - In the *Show What You Know*, students chose a shape to describe to their partner.
2. **Language Goal:** Ask and answer questions about the attributes of two-dimensional shapes. **(Listening and Speaking)** ELPS 1.E, 2.E, 2.F

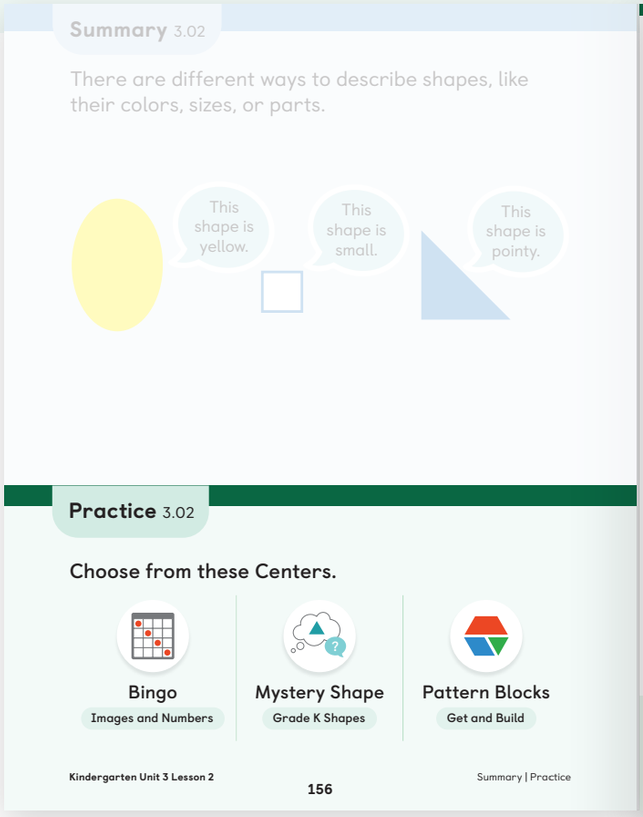
Differentiation See the last page of the lesson for differentiation and Math Language Development support.

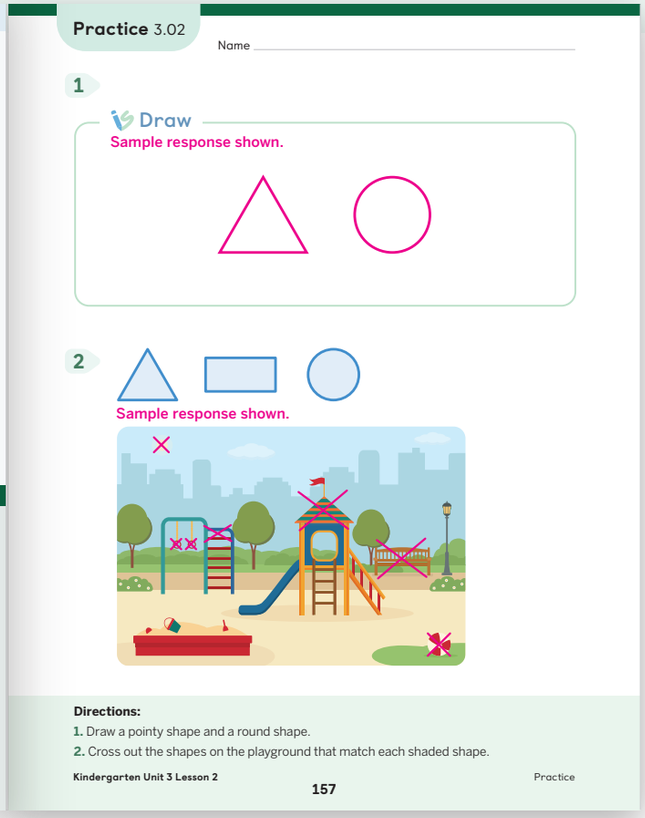
Practice

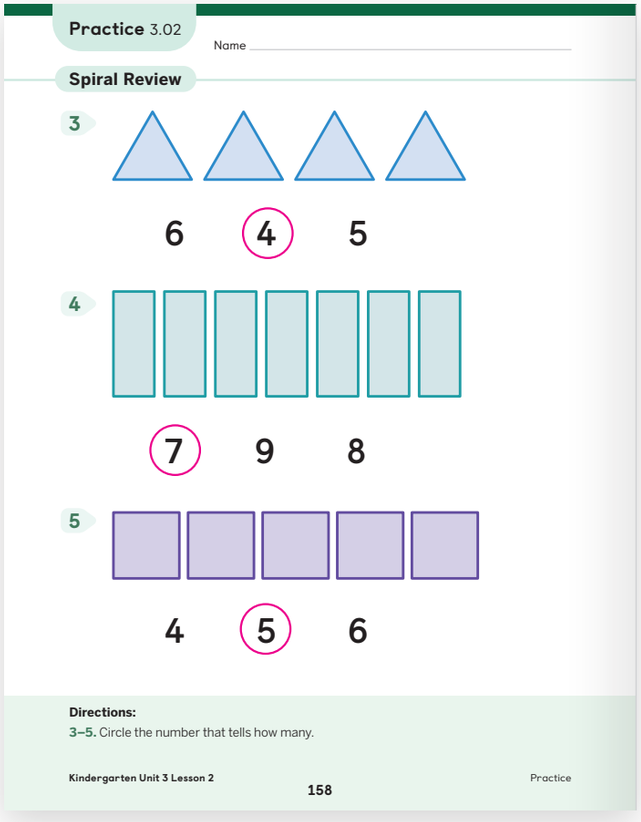
Independent

Provide students with sufficient practice to build and reinforce their conceptual understanding, fluency, and application of mathematical topics, assessment practice, and ongoing spiral review.

Students using print





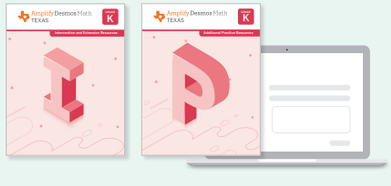


Practice Problem Item Analysis

	Problem(s)	DOK	TEKS
On-Lesson			
	1	2	K.6.F
	2	2	K.6.D*
Spiral Review			
	3–5	1	K.2.C

*This problem builds toward the standard shown.

Need more Practice?

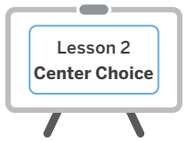


Additional practice can be found in the **Practice Resources, Intervention and Extension Resources,** and online resources (item banks, Boost Personalized Learning, and Fluency Practice).

Center Choice Time

Purpose: Use this time to support students working in Centers, gather formative assessment data, or work with a small group of students on targeted skills.

Presentation Screen



Short on time? Consider omitting the Center Choice Time.

Bingo

Images and Numbers

Small Groups | **15 min** | **K.2.B, K.2.C, K.2.D**

Students choose a number card and cover the appropriate space on the board with a counter.

Materials

- counters, number cards (1–10) **(Manipulative Kit)**
- Directions, Gameboards (A–D) **(Centers Resources)**

Corresponds with the checklist from Unit 2, Sub-Unit 3.

Mystery Shape

Grade K Shapes

Pairs | **15 min** | **K.6.D**

Students take turns choosing a mystery shape and asking *yes* or *no* questions to figure out the mystery shape.

Materials

- counters **(Manipulative Kit)**
- Directions, Gameboard **(Centers Resources)**

Corresponds with the checklist from Unit 3, Sub-Unit 1.





Use Centers as games to offer fun and engaging ways for students to practice math skills.

GAMES

Pattern Blocks

Get and Build

Independent | 15 min | K.2.B, K.2.E

Students use a specified number of pattern blocks to build a creation of their choice.

Materials

- pattern blocks **(Manipulative Kit)**
- Directions, Cards (A–J), Work Mat **(Centers Resources)**

Corresponds with the checklist from Unit 1, Sub-Unit 3.

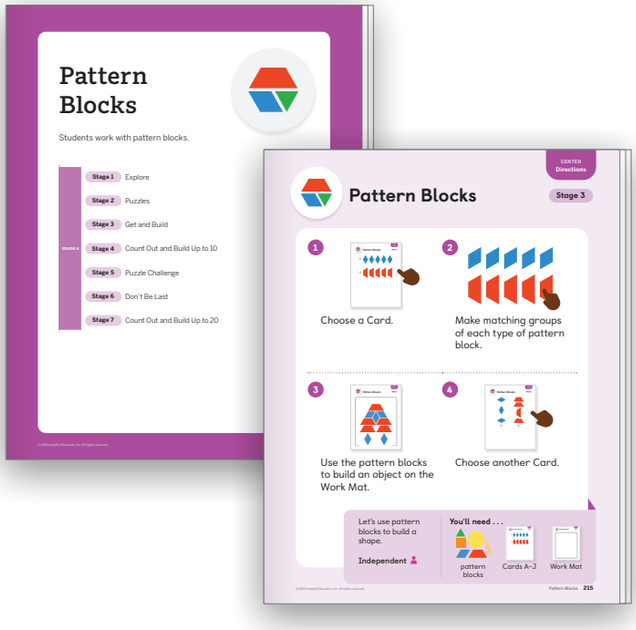
D Differentiation | Teacher Moves

Work with students in their Centers by:

- Reinforcing Center routines and positive interactions.
- Asking probing questions to propel student thinking forward.
- Recording observations using the checklist provided.

Consider pulling a small group of students for:

- Reviewing the lesson's learning goal by using the *Mini-Lesson* or the supports provided in the lesson.
- Reviewing essential skills from prior lessons or units.





Differentiation Use after Lesson 2

Lesson Goal: Describe two-dimensional shapes using developing geometric language.

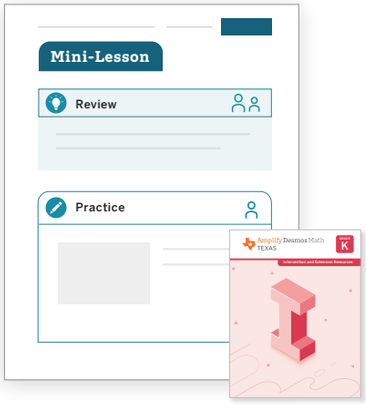
Support

Provide targeted intervention for students by using these resources.

If students describe shapes by comparing them to real-world objects:

Respond:

- Assign the *Describing Shapes* Mini-Lesson. | 15 min
- Students will also have more opportunities to develop this concept in future lessons, so intervention is not necessary at this time.



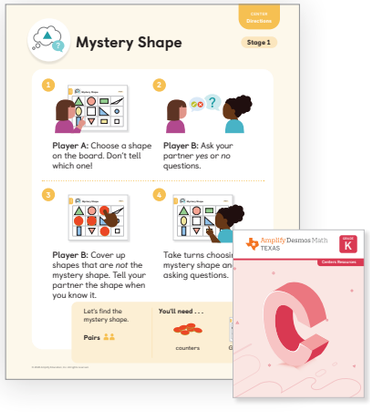
Strengthen

Reinforce students' understanding of the concepts assessed by using these resources.

If students describe shapes by their non-defining attributes:

Respond:

- Invite students to play the **Center.** | 15 min
  Mystery Shape: Grade K Shapes
- Have students complete **Lesson 2 Practice.** | 15 min
- **Item Bank**



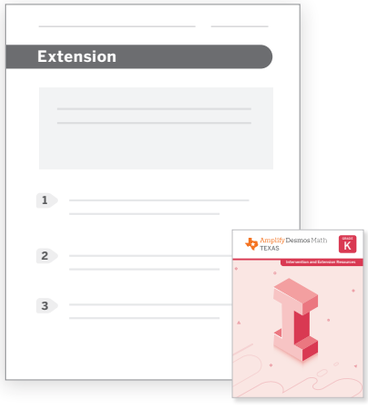
Stretch

Challenge students and extend their learning with these resources.

If students describe shapes by their defining attributes:

Respond:

- Invite students to explore the **Sub-Unit 1 Extension Activities.** | 15 min
- Revisit Activity 2 and invite students to respond to the **Stretch** question from the *Differentiation: Teacher Moves* table. | 5 min



Support, *Strengthen*, and *Stretch* learning by assigning these digital resources that adjust to each student's current level of skill and understanding.
• **Boost Personalized Learning** • **Fluency Practice** • **Math Adventures**

Math Language Development

EB Use the ***Math Language Development Resources*** for further language support with all your students, including those building English proficiency.

- English/Spanish cognates
- Vocabulary routines



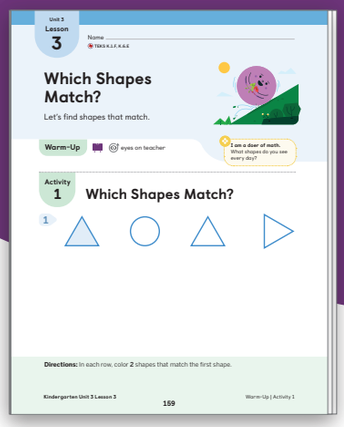


Professional Learning

Reflect on whose thinking was heard today and whose thinking was not heard but could have enriched the conversations. What prompts or structures could enable all students to share their voices and reasoning?

Unit 3
Lesson
3

Student Edition pages and Presentation Screens support learning in this lesson.



Which Shapes Match?

Matching Shapes of Different Sizes and Orientations

Let's find shapes that match.

Key Concepts

Today's Goals

1. **Goal:** Identify matching shapes shown in different sizes and orientations.
2. **Language Goal:** Compare two-dimensional shapes using developing geometric language. **(Listening and Speaking)** ELPS 1.B, 2.B, 2.E
3. **Language Goal:** Justify that 2 shapes match even if they are shown in different sizes and orientations. **(Listening and Speaking)** ELPS 1.B, 2.B, 2.E

Connections and Coherence

Students look for structure as they attend to the attributes of shapes to identify matching shapes shown in different sizes and orientations. They continue to develop geometric language as they describe shapes and explain how the shapes match. Students are formally introduced to the terms **straight** and **curved** to describe the attributes of shapes. **(TEKS K.1.F)**

Prior Learning

In Lesson 2, students developed geometric language to describe shapes.

Future Learning

In the next several lessons, students will continue to develop geometric language to describe and compare shapes based on their attributes, including sides and corners. In Lessons 6 and 7, students will further explore matching shapes as they sort examples and non-examples of triangles, circles, squares, and rectangles.

Integrating Rigor in Student Thinking

- Students further their **conceptual understanding** of shapes and their attributes as they compare and match shapes shown in different sizes and orientations.

Vocabulary

New Vocabulary

curved

straight

TEKS

Addressing

K.6.E

Classify and sort a variety of regular and irregular two- and three-dimensional figures **regardless of orientation or size.**

Math Process Standard: K.1.F

ELPS: 1.A, 1.B, 1.C, 1.E, 1.F, 2.B, 2.C, 2.D, 2.E, 3.A, 3.E

Building Toward

K.6.A

1.6.A

Building Math Identity

I am a doer of math.

What shapes do you see every day?

Invite students to reflect on this question as they complete this lesson.

Lesson at a Glance 60 min

TEKS: K.1.F, K.6.E

Warm-Up

Whole Class | 10 min

Students are introduced to the **Which One Doesn't Belong?** routine, which provides an opportunity for all students to contribute because there is no single correct answer. Students give reasons for why the 1 they chose doesn't belong. The terms **curved** and **straight** are introduced.

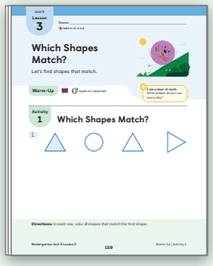


Activity 1

Pairs | 15 min

Students analyze and compare a group of shapes to identify matching shapes shown in different orientations. They continue to develop geometric language by justifying that shapes can match even when they are oriented in different ways.

Manipulative Kit: pattern blocks (as needed)
Materials: *Words to Describe Shapes* chart (from prior lessons)

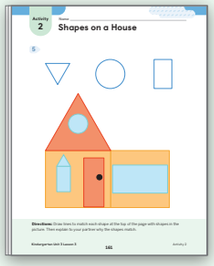


Activity 2

Pairs | 10 min

Students match shapes on an illustration of a house with a given triangle, circle, and rectangle. The shapes are shown in different sizes and orientations, and students justify that shapes can match even when they are different sizes.

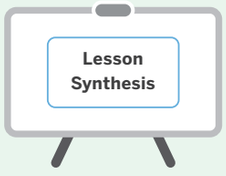
Materials: *Words to Describe Shapes* chart (from prior lessons), colored pencils (as needed)



Synthesis

Whole Class | 10 min

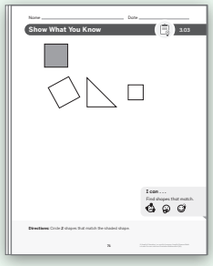
Students review and reflect on the language they can use to describe how shapes match.



Show What You Know (optional)

Independent | 5 min

Students demonstrate their understanding by identifying shapes that match a given shape.



Center Choice Time

Small Groups | 15 min

Students have an opportunity to revisit these Centers to build counting fluency and practice describing shapes.

- Bingo
- Mystery Shape
- Pattern Blocks



Math Language Development

Emergent Bilinguals

Consider using the *Math Language Development Resources* with the **Activity 2, Monitor** to support math language acquisition.



✓ Visuals ✓ Sentence frames and word bank

ELPS 1.B, 1.E, 2.B, 2.C, 2.D, 2.E, 2.F

Pre-Production	Beginning	Intermediate	High Intermediate	Advanced
Students **listen** to spoken English and **respond** using their primary languages and gestures.	Students **listen** to spoken English and **speak** using their primary languages, gestures, and single words or short phrases.	Students **listen** to spoken English and **speak** using short phrases or simple sentences.	Students **listen** to spoken English and **speak** using a variety of sentence types.	Students **listen** to spoken English and **speak** using longer sentences. Exemplar responses are provided.

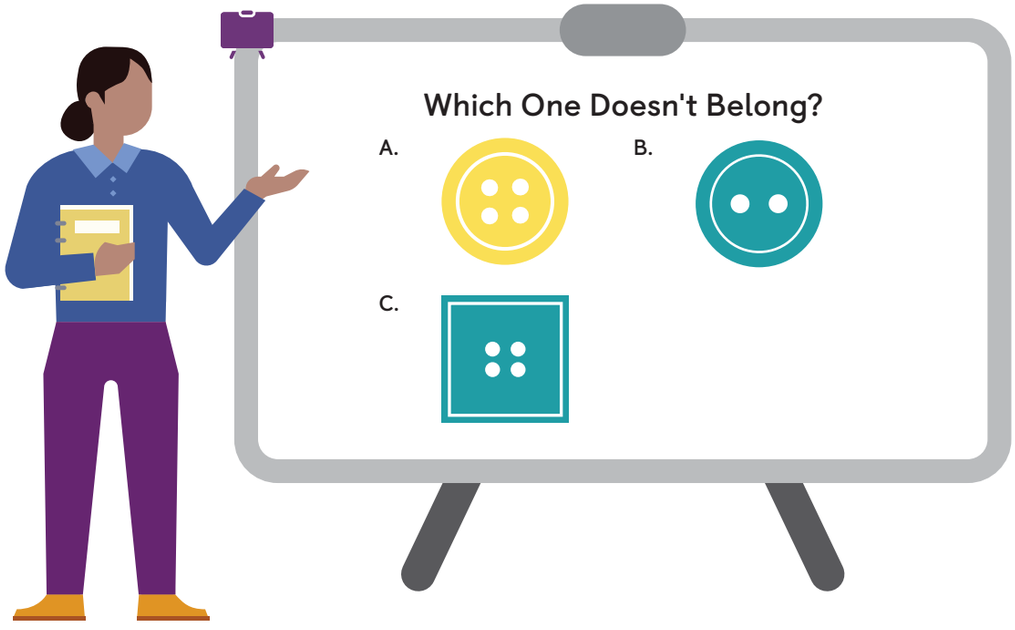
Whole Class | 10 min

Presentation Screens



Warm-Up Which One Doesn't Belong?

Purpose: Students analyze and compare images of buttons to develop language to describe shapes.



1 Launch

Display the 3 images.

Use the Which One Doesn't Belong? routine.

Use the Think-Pair-Share routine. Say, "Choose 1 that doesn't belong. Be ready to share your reasoning."



2 Connect

Record students' responses as they share.

Ask, "How are Shapes A and B different from Shape C?"

Say, "One reason Shape C is different is that it has **straight** parts."

Say, "Shapes A and B have **curved**, or round, parts." As students share, add new language, including *curved* and *straight*, to the *Words to Describe Shapes* chart. Draw and annotate images to highlight students' thinking.

Say, "We noticed that some shapes have curved parts and some shapes have straight parts. Let's continue to notice what is the same and different about shapes."

Students might say . . . ELPS 2.C, 2.D, 2.E

A: *It is the only one that is smaller and a different color.*

B: *It is the only one with 2 dots.*

C: *It is the only one that isn't a circle.*

Pairs | 15 min

Activity 1 Which Shapes Match?

Purpose: Students compare and match shapes to notice that the same shape can be shown in different orientations.

Presentation Screens



Materials

Manipulative Kit:

- Provide students with access to a square pattern block during the Connect (as needed).

Classroom Materials:

- Display the *Words to Describe Shapes* chart (from prior lessons) during the activity.

1 Launch



Say:

- "There are lots of things we can notice about shapes, like the colors, sizes, or parts."
- "We can say that these 2 shapes match."

Ask, "What do you think it means to match?"

Say, "Color the shape or shapes that match the first shape in each row."

2 Monitor



After students have completed **Problem 2,** refer to the D **Differentiation | Teacher Moves** table on the following page.

If students need help getting started . . .

- Point to the first triangle and say, "Describe this shape."
- Ask, "What other shape has the same parts?"

EB **Emergent Bilinguals:** Encourage students to ask for help as needed using sentence frames such as "I need help with ____." or "I don't understand ___".
ELPS 3.A, 3.E

3 Connect



MLR This Connect is structured using the *MLR7: Compare and Connect* routine.
ELPS 1.B, 1.E, 2.B, 2.D, 2.E

Say, "Han says only this shape matches the first shape. Priya says both of these shapes match the first shape." Point to the shapes Han and Priya colored.

Use the Think-Pair-Share routine. Ask, "Who do you think found the shapes that match? Why?"

Say, "Priya is correct because both of the shapes she colored match the first shape."

A **Accessibility: Visual-spatial processing** Invite students to use a square pattern block to demonstrate changing the orientation of a square to match each orientation Priya colored.

Ask, "How do these shapes look different even though they match?"

Play the animation. ELPS 1.F

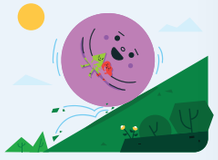
Key Takeaway: Say, "Shapes can match, even when they are turned different ways."

Unit 3
Lesson 3

Name
TEKS K.1.F, K.6.E

Which Shapes Match?

Let's find shapes that match.



Warm-Up eyes on teacher

I am a doer of math.
What shapes do you see every day?

Activity 1

Which Shapes Match?

1

Directions: In each row, color **2** shapes that match the first shape.

Activity 1

Name

Which Shapes Match? (continued)

2

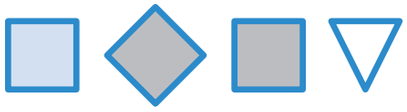
3

4

Directions: In each row, color **2** shapes that match the first shape.

Presentation Screens

D Differentiation | Teacher Moves

Look for students who . . .	For example . . .	Provide support . . .
Almost there Color a different shape.	 *These shapes have straight lines.*	**Support** Ask, "These shapes all have straight parts. What do you notice about the number of straight parts?"
Color the matching shape shown in the same orientation.	 *These shapes are the same.*	**Strengthen** Ask, "How could you describe these shapes? Are there other shapes you could describe the same way?"
Color the 2 shapes that match.	 *These shapes are the same. One is turned in a different way, but it is the same shape.*	**Stretch** Ask, "How did you know the last shape did not match?"

Pairs | 10 min

Activity 2 Shapes on a House

Purpose: Students continue to develop their understanding of shapes as they match shapes shown in different sizes and orientations.

Presentation Screens



Materials

Classroom materials:

- Display the *Words to Describe Shapes* chart (from prior lessons) during the Connect. Use sticky notes to record new language on the chart.
- Provide students with access to colored pencils (as needed).

1 Launch



Display Activity 2 from the Student Edition.

Say, "In Polytopia, Skwee, Skwash, and Trina saw this house. They noticed the house is made up of different shapes. You will help them find some of the shapes on the house."

Say:

- "Draw lines from each shape above the house to shapes on the house that match. You may draw more than 1 line from each shape."
- "Explain to your partner why the shapes match."

A **Accessibility: Conceptual processing** Provide access to different colored pencils to distinguish between the various lines students draw.

2 Monitor



While students complete the activity, refer to the D **Differentiation | Teacher Moves** table on the following page.

If students need help getting started . . .

- Ask, "How would you describe the problem in your own words?"
- Point to a shape in the top row and ask, "How can you describe this shape? Which shapes on the house can you describe the same way?"

3 Connect



Display the *Words to Describe Shapes* chart.

Ask:

- "Which shapes on the house match this shape?" Point to the triangle above the house. Draw lines to record students' responses.
- "How do you know these shapes match?"
- "How can these shapes look different even though they match?"

Record the language students use on the *Words to Describe Shapes* chart by drawing and annotating images to highlight students' thinking. Remind students to continue to refer to the chart during class discussions.

Key Takeaway: Say, "Shapes that match can be different sizes or turned different ways."

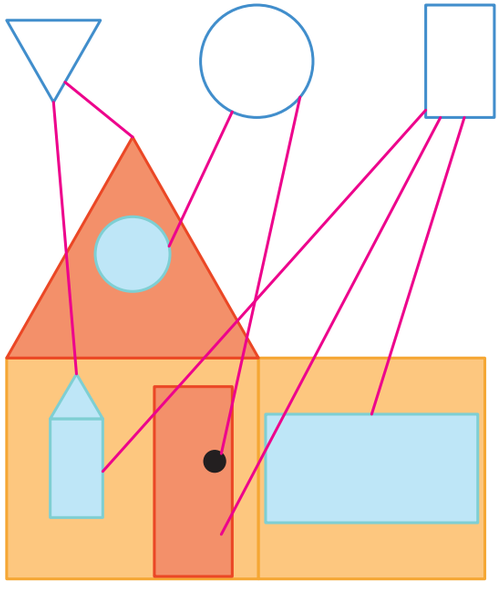
Student Edition

Activity 2

Name _____

Shapes on a House

5 Sample response shown.

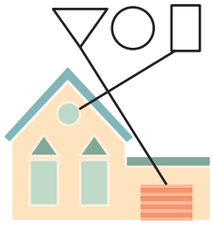
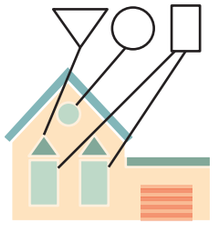
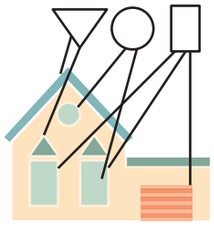


Directions: Draw lines to match each shape at the top of the page with shapes in the picture. Then explain to your partner why the shapes match.

Kindergarten Unit 3 Lesson 3 161 Activity 2

Presentation Screens

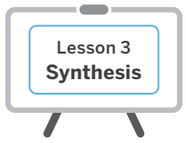
D Differentiation | Teacher Moves

Look for students who . . .	For example . . .	Provide support . . .
Almost there Draw lines to shapes that are different.		**Support** Point to a shape in the top row. Ask, "How can you describe this shape? Which shape on the house can you describe the same way?"
Draw lines to matching shapes that are similar sizes as the given shapes.		**Strengthen** Point to a shape in the top row and a matching shape on the house that the student did not match it to. Ask, "How can you describe each of these shapes? What do you notice?"
Draw lines to all matching shapes, including those shown in different sizes and orientations as the given shapes.		**Stretch** Say, "Draw to add shapes to the picture. Then draw shapes that match at the top of the page."

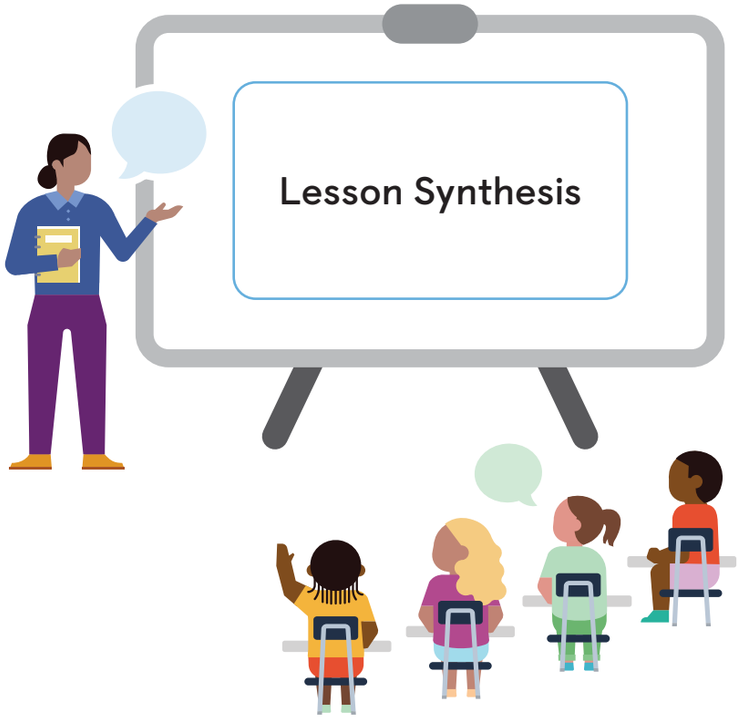
Whole Class | 10 min

Synthesis

Presentation Screen



Lesson Takeaway: Shapes that match can be shown in different sizes and orientations.



Use the Think-Pair-Share routine. Say, "Decide if each shape matches the top shape. Explain your thinking to your partner."

Say:

- "This shape is also round, but it is stretched out." Point to the oval.
- "This shape has a curved part, but it also has a straight part." Point to the semi-circle.
- "This shape matches because it is the same shape, even though it is a different size." Point to the unshaded circle.
- "Let's continue to think about how shapes can be alike and different."

Formalize vocabulary: curved, straight

(optional) **Consider using the Total Physical Response routine** by inviting students to use their arms to make both **curved** and **straight** lines. Invite students to perform these physical actions as you say the terms aloud. **ELPS 1.A, 1.B, 1.C, 1.E**

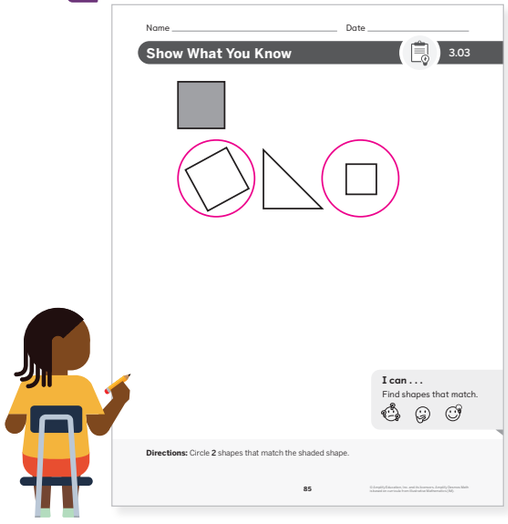
Refer to the *Math Language Development Resources* for a description of this routine and for more vocabulary support.

Invite students to refer to the **Summary** during Practice or anytime during the year.

Show What You Know (Optional)

Independent | 5 min

Show What You Know PDF


Name _____ Date _____

Show What You Know 3.03

I can . . .
Find shapes that match.

Directions: Circle 2 shapes that match the shaded shape.

85

Today's Goals

1. **Goal:** Identify matching shapes shown in different sizes and orientations.
   - In the *Show What You Know*, students identified shapes that are the same in different sizes and orientations.
2. **Language Goal:** Compare two-dimensional shapes using developing geometric language. **(Listening and Speaking)** **ELPS 1.B, 2.B, 2.E**
3. **Language Goal:** Justify that 2 shapes match even if they are shown in different sizes and orientations. **(Listening and Speaking)** **ELPS 1.B, 2.B, 2.E**

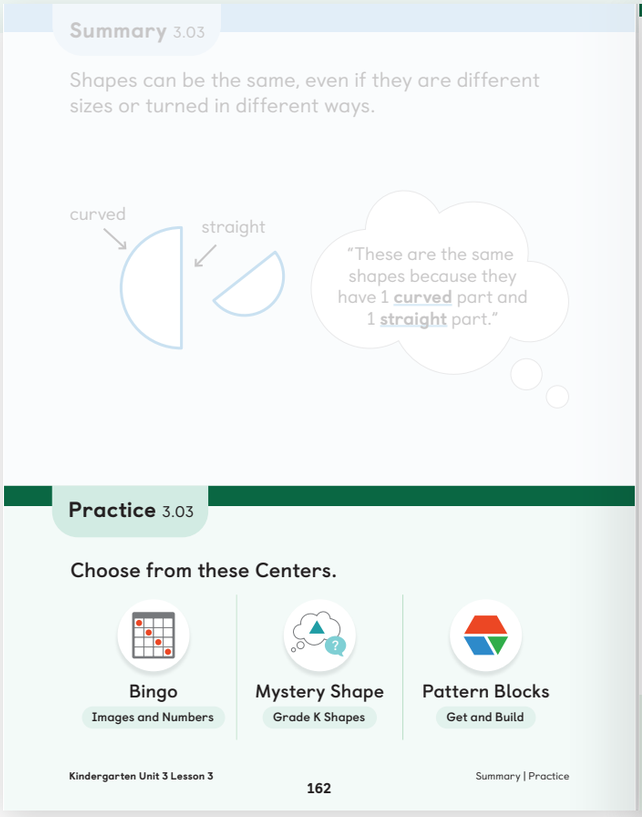
Differentiation See the last page of the lesson for differentiation and Math Language Development support.

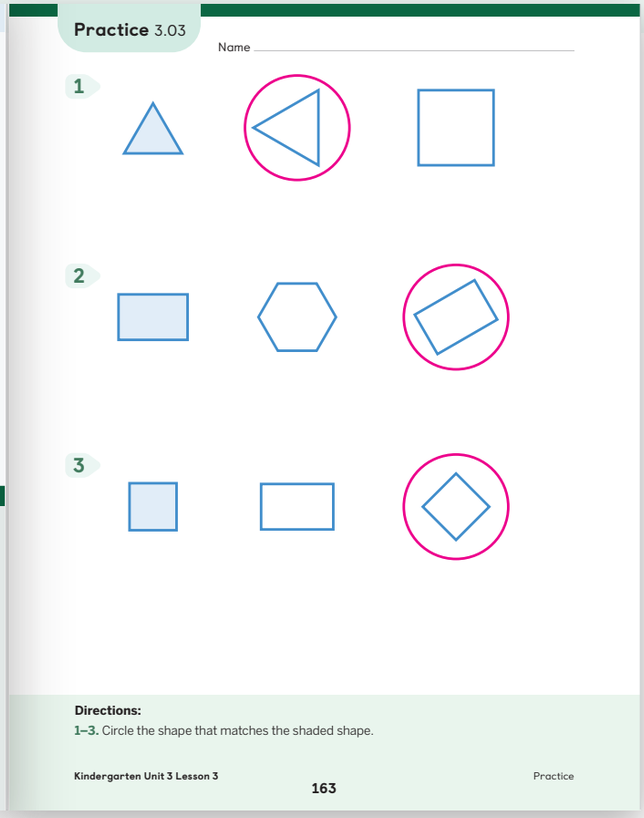
Practice

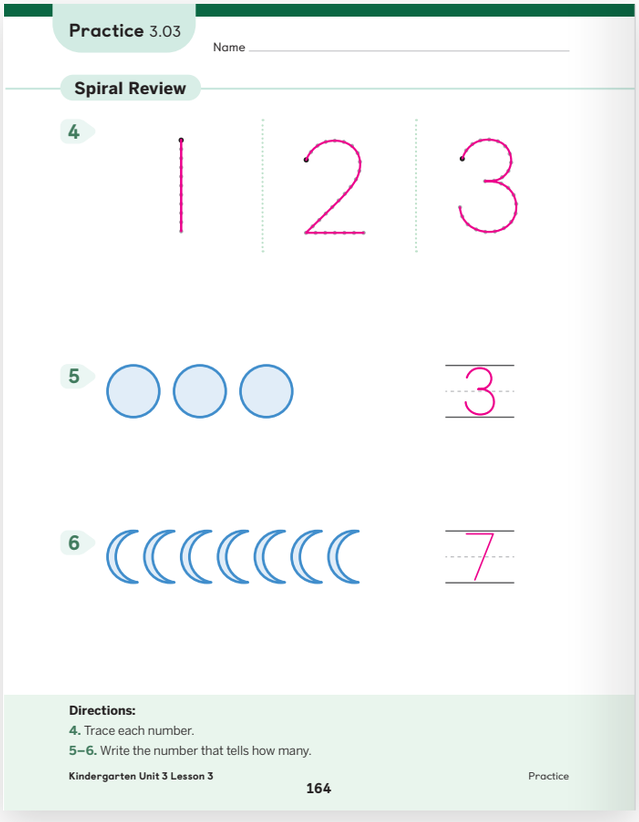
Independent

Provide students with sufficient practice to build and reinforce their conceptual understanding, fluency, and application of mathematical topics, assessment practice, and ongoing spiral review.

Students using print





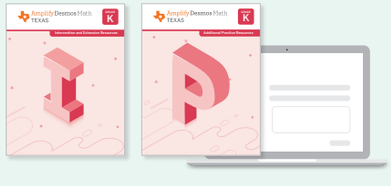


Practice Problem Item Analysis

	Problem(s)	DOK	TEKS
On-Lesson			
	1–3	1	K.6.E
Spiral Review			
	4	1	K.2.B*
Fluency	5, 6	1	K.2.B, K.2.C

*This problem builds toward the standard shown.

Need more Practice?



Additional practice can be found in the **Practice Resources, Intervention and Extension Resources,** and online resources (item banks, Boost Personalized Learning, and Fluency Practice).

Center Choice Time

Purpose: Use this time to support students working in Centers, gather formative assessment data, or work with a small group of students on targeted skills.

Presentation Screen



Short on time? Consider omitting the Center Choice Time.

Bingo

Images and Numbers

Small Groups | 15 min | K.2.B, K.2.C, K.2.D

Students choose a number card and cover the appropriate space on the board with a counter.

Materials

- counters, number cards (1–10) **(Manipulative Kit)**
- Directions, Gameboards (A–D) **(Centers Resources)**

Corresponds with the checklist from Unit 2, Sub-Unit 3.

Mystery Shape

Grade K Shapes

Pairs | 15 min | K.6.D

Students take turns choosing a mystery shape and asking *yes* or *no* questions to figure out the mystery shape.

Materials

- counters **(Manipulative Kit)**
- Directions, Gameboard **(Centers Resources)**

Corresponds with the checklist from Unit 3, Sub-Unit 1.





Use Centers as games to offer fun and engaging ways for students to practice math skills.

GAMES

Pattern Blocks

Get and Build

Independent | 15 min | K.2.B, K.2.E

Students use a specified number of pattern blocks to build a creation of their choice.

Materials

- pattern blocks **(Manipulative Kit)**
- Directions, Cards (A–J), Work Mat **(Centers Resources)**

Corresponds with the checklist from Unit 1, Sub-Unit 3.

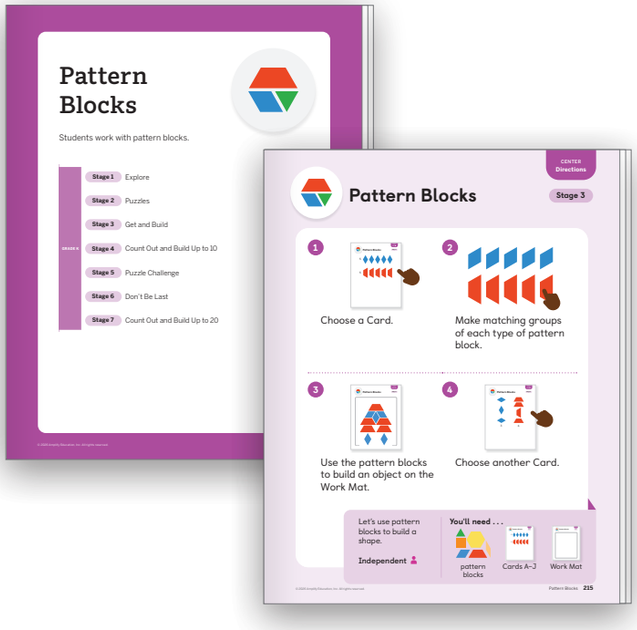
D Differentiation | Teacher Moves

Work with students in their Centers by:

- Reinforcing Center routines and positive interactions.
- Asking probing questions to propel student thinking forward.
- Recording observations using the checklist provided.

Consider pulling a small group of students for:

- Reviewing the lesson's learning goal by using the *Mini-Lesson* or the supports provided in the lesson.
- Reviewing essential skills from prior lessons or units.





Differentiation Use after Lesson 3

Lesson Goal: Identify matching shapes shown in different sizes and orientations.

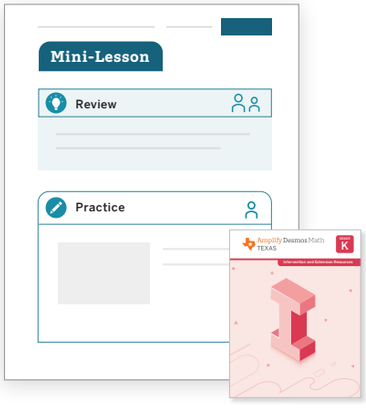
Support

Provide targeted intervention for students by using these resources.

If students identify shapes that do not match:

Respond:

- Assign the *Matching Shapes* Mini-Lesson. | 15 min
- Students will also have more opportunities to develop this concept in future lessons, so intervention is not necessary at this time.



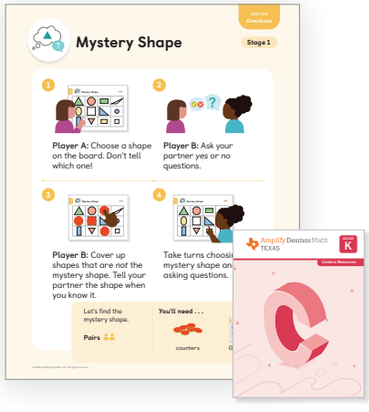
Strengthen

Reinforce students' understanding of the concepts assessed by using these resources.

If students identify the matching shapes shown in the same orientation, same size, or both:

Respond:

- Invite students to play the **Center.** | 15 min
  Mystery Shape: Grade K Shapes
- Have students complete **Lesson 3 Practice.** | 15 min
- **Item Bank**



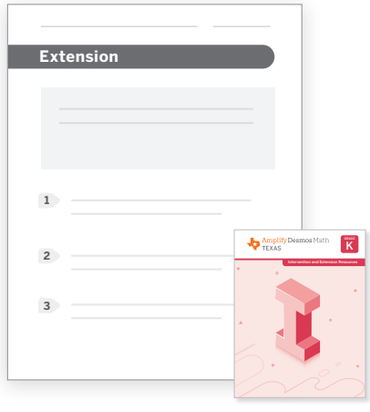
Stretch

Challenge students and extend their learning with these resources.

If students identify all the shapes that match:

Respond:

- Invite students to explore the **Sub-Unit 1 Extension Activities.** | 15 min
- Revisit Activity 1 and invite students to respond to the **Stretch** question from the *Differentiation: Teacher Moves* table. | 5 min



Support, *Strengthen*, and *Stretch* learning by assigning these digital resources that adjust to each student's current level of skill and understanding.
• **Boost Personalized Learning** • **Fluency Practice** • **Math Adventures**

Math Language Development

EB Use the ***Math Language Development Resources*** for further language support with all your students, including those building English proficiency.

- English/Spanish cognates, e.g., **curved/curvo**
- Vocabulary routines



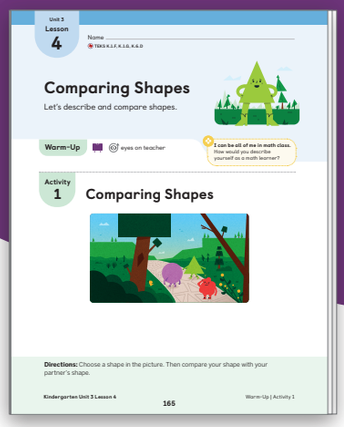


Professional Learning

Outside of math class, what opportunities do you have to encourage students to see and describe different shapes that make up objects in the environment?

Unit 3
Lesson
4

Student Edition pages and Presentation Screens support learning in this lesson.



Comparing Shapes

Describing and Comparing Shapes

Let's describe and compare shapes.

Key Concepts

Today's Goal

1. **Language Goal:** Compare two-dimensional shapes by describing their sides and vertices. **(Listening and Speaking)** ELPS 1.B, 2.B, 2.E

Connections and Coherence

Students describe and compare shapes. They refine their geometric language as they notice and describe defining attributes, such as the number of **sides** and **vertices,** and non-defining attributes, such as size, color, and orientation, to better understand the structures of shapes. **(TEKS K.1.G)**

Prior Learning

In Lesson 3, students identified matching shapes shown in different sizes and orientations.

Future Learning

In Lesson 5, students will sort objects and shapes based on their attributes.

Integrating Rigor in Student Thinking

- Students further their **conceptual understanding** of shapes as they use developing geometric language to describe and compare the attributes of shapes, specifically their sides and vertices.

Vocabulary

New Vocabulary

- side
- vertex/vertices

TEKS

Addressing

K.6.D

Identify attributes of two-dimensional shapes using informal and formal geometric language interchangeably.

Math Process Standards: K.1.F, K.1.G

ELPS: 1.A, 1.B, 1.C, 1.D, 1.E, 2.B, 2.C, 2.D, 2.E, 3.A, 3.E

Building Math Identity

I can be all of me in math class.
How would you describe yourself as a math learner?

Invite students to reflect on this question as they complete this lesson.

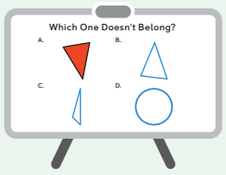
Lesson at a Glance 60 min

TEKS: K.1.F, K.1.G, K.6.D

Warm-Up

Whole Class | 10 min

Students use the **Which One Doesn't Belong?** routine to compare 4 shapes based on their attributes. Students should be encouraged to use developing geometric language as they give reasons for the 1 they chose. **(TEKS K.1.F, K.1.G)**

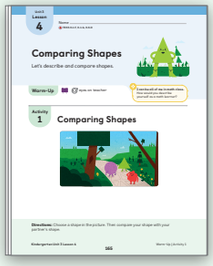


Activity 1

Pairs | 10 min

Students compare the attributes of shapes found in an illustration from the Unit Story. In the Connect, the terms **side** and **vertex** are introduced.

Materials: sticky notes, *Words to Describe Shapes* chart (from prior lessons)



Activity 2

Pairs | 15 min

Students use the **Mix and Mingle** routine to describe and compare shapes represented on shape cards. Students notice that they can describe and compare shapes by naming the number of sides and vertices and by describing what the sides and vertices look like.

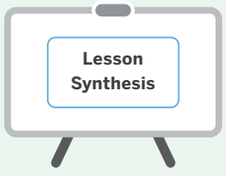
Note: The Student Edition is not required for this activity.
Materials: Lessons 4 & 5 PDF, sticky notes, *Words to Describe Shapes* chart (from prior lessons)
Additional Prep Cut out: Lessons 4 & 5 PDF



Synthesis

Whole Class | 10 min

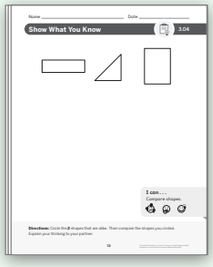
Students review and reflect on how to describe and compare the attributes of shapes as they compare a trapezoid and a square.



Show What You Know (optional)

Independent | 5 min

Students demonstrate their understanding by using developing geometric language to compare 2 shapes.



Center Choice Time

Small Groups | 15 min

Students have an opportunity to revisit these Centers to build counting fluency and practice describing shapes.

- Bingo
- Mystery Shape
- Pattern Blocks



Math Language Development

Emergent Bilinguals

Consider using the *Math Language Development Resources* with the **Activity 2, Monitor** to support math language acquisition.



✓ Visuals ✓ Sentence frames and word bank

ELPS 1.B, 1.E, 2.B, 2.C, 2.D, 2.E, 2.F

Pre-Production	Beginning	Intermediate	High Intermediate	Advanced
Students **listen** to spoken English and **respond** using their primary languages and gestures.	Students **listen** to spoken English and **speak** using their primary languages, gestures, and single words or short phrases.	Students **listen** to spoken English and **speak** using short phrases or simple sentences.	Students **listen** to spoken English and **speak** using a variety of sentence types.	Students **listen** to spoken English and **speak** using longer sentences. Exemplar responses are provided.

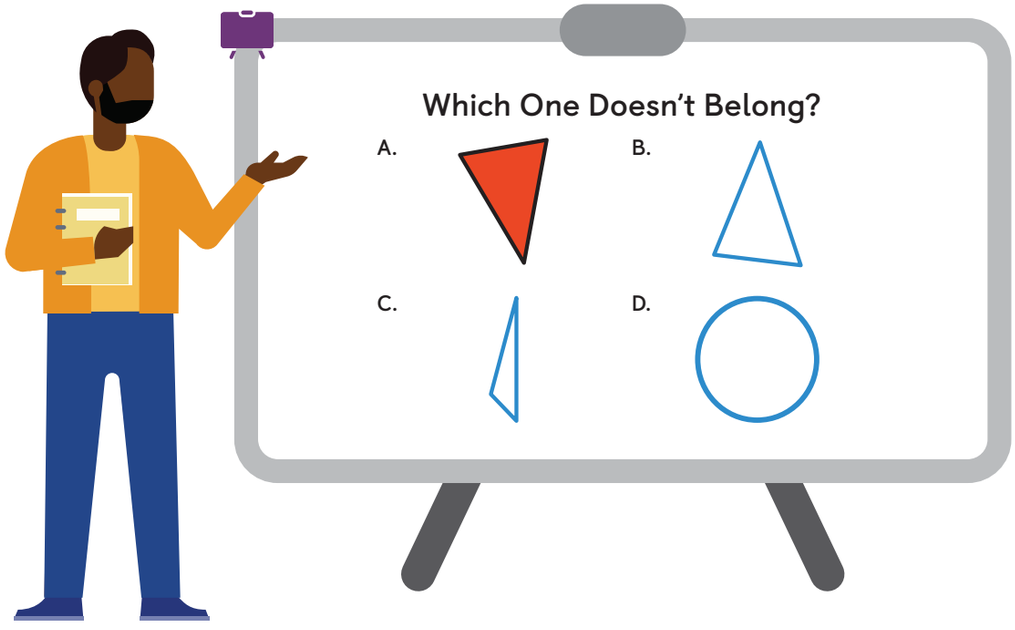
Whole Class | 10 min

Presentation Screen



Warm-Up Which One Doesn't Belong?

Purpose: Students analyze and compare shapes to develop geometric language for describing the attributes of shapes.



1 Launch

Display the 4 shapes.

Use the Which One Doesn't Belong? routine.

Say, "Choose 1 that doesn't belong. Be ready to share your reasoning."

2 Connect

Record students' responses as they share.

Display Shapes A and B.

Ask, "What is alike, or the same, about these shapes? What is different?"

Say, "You can use the words you know about shapes to help you describe what is alike and different about the way the shapes look."



Students might say . . . ELPS 2.C, 2.D, 2.E

A: It is the only one that is shaded.

B: It is the only one that is a different color.

C: It is the only one that is skinny.

D: It is the only one that is curved.

Pairs | 10 min

Activity 1 Comparing Shapes

Purpose: Students describe and compare shapes in the Unit Story to further their understanding of the attributes of shapes.

Presentation Screens



Materials

Classroom materials:

- Display the *Words to Describe Shapes* chart (from prior lessons) during the activity. Use sticky notes to record the terms *sides* and *corners* on the chart during the Connect.

1 Launch



Read aloud page 7 of the Unit Story. ELPS 1.E

Say:

- "Today, you will look for shapes in a picture from the Unit Story. You and your partner will each choose and point to a shape. Then you will compare the shapes by describing how they are alike and different."
- "You will continue choosing shapes and comparing them."

A **Accessibility: Executive Functioning** Ask students to give their partners time between turns to brainstorm words they will use to describe the shape they picked.

2 Monitor



While students complete the activity, refer to the D Differentiation | Teacher Moves table on the following page.

If students need help getting started . . .

- Point to a shape and ask, "How can you describe this shape?"
- Point to the partner's shape and ask, "What parts of this shape can you describe the same way? What parts can you describe differently?"

3 Connect



Ask, "What do you notice about Trina and Skwee? How are their parts alike? How are they different?"

Say:

- Point to the triangle. "Trina and shapes that look like Trina have 3 **sides** and 3 **vertices**, or corners."
- Point to the rectangle. "Skwee and shapes that look like Skwee have 4 sides and 4 vertices"
- "The shapes are alike because they both have sides and vertices. The shapes are different because they have a different number of sides and vertices."

EB **Emergent Bilinguals:** Use gestures, such as tracing a finger along the sides of the shapes or using both arms to show how a vertex is formed, to help students connect the meaning of each term with the shapes' attributes. Invite students to mimic the gestures. ELPS 3.D, 3.F

Record the terms *sides* and *vertices* on the *Words to Describe Shapes* chart. Remind students to continue to refer to and use the chart during class discussions.

Key Takeaway: Say, "One way you can compare shapes is by figuring out how many sides and vertices each shape has."

Student Edition

Unit 3
Lesson 4

Name _____

TEKS K.1.F, K.1.G, K.6.D

Comparing Shapes

Let's describe and compare shapes.



Warm-Up eyes on teacher

I can be all of me in math class.
How would you describe yourself as a math learner?

Activity 1

Comparing Shapes



Directions: Choose a shape in the picture. Then compare your shape with your partner's shape.

Activity 1

Name _____

Comparing Shapes (continued)

1 Discuss

- Our shapes are alike because _____.
- Our shapes are different because _____.

Oral activity: No writing expected. Sample response shown.

Our shapes are alike because they have pointy parts.
Our shapes are different because one has 3 points and the other has 4 points.

Directions: Choose a shape in the picture. Then compare your shape with your partner's shape.

Presentation Screens

D Differentiation | Teacher Moves

Look for students who . . .	For example . . .	Provide support . . .
Almost there Compare objects in the picture.	Skwee and Trina both have feet.	S **Strengthen** Point to a shape in the picture and ask, "What do you notice about the parts of this shape?"
Compare non-defining attributes of the shapes, such as the sizes, colors, or orientations.	Our shapes are alike because they are both blue. or My shape is different because it is bigger.	
Compare defining attributes of the shapes, such as the sides or vertices.	Our shapes are alike because they both have straight parts. They are different because 1 shape has 3 parts and the other shape has 4 parts.	S **Stretch** Ask, "What other shapes in the picture have the same number of parts as your shape?"

Pairs | 15 min

Activity 2 Alike and Different

Purpose: Students further their understanding of shapes as they use developing geometric language to describe and compare the defining attributes of shapes.

Presentation Screens



Materials

Lesson Resources:

- Distribute one card from the Lessons 4 & 5 PDF to each student.

Classroom materials:

- Display the *Words to Describe Shapes* chart (from prior lessons) during the activity. Use sticky notes to record new language on the chart.

1 Launch



Say, "We will play a game to help us think about how shapes are alike and how they are different."

Say, "You and your partner will each have a card. With your partner, look carefully at the 2 shapes and then compare them. Think about the number of sides and vertices and what the sides and vertices look like."

Use the Mix and Mingle routine. After each round, have students trade cards and find a new partner. Repeat 2–3 times.

2 Monitor



While students complete the activity, refer to the Differentiation | Teacher Moves table on the following page.

If students need help getting started . . .

- Ask, "What do you notice about the parts of your shape?"
- Point to the *Words to Describe Shapes* chart and ask, "Are there any words that we have collected that could help you describe how your shape is alike and different from your partner's shape?"

MLR **MLR8: Discussion Supports — Revoicing** ELPS 1.D, 1.E, 2.B, 2.E
As students compare shapes, revoice their ideas in the form of a question using mathematical language or geometric language to invite them to add more detail to their response. For example:

- If a student says, "The sides of your shape are different." . . .
- Revoice their ideas by asking, "The number of sides is the same, but the sides do not look exactly the same. What is different about the sides?"

3 Connect



Display Cards F and H.

Ask:

- "What is alike about these 2 shapes? What is different about them?"
- "How do the sides look different?"
- "How do the vertices, or corners, look different?"

A **Accessibility: Conceptual processing** Encourage students to use gestures or hand motions to help them describe the attributes of the shapes.

Say (if not yet mentioned during discussion):

- "On Shape H, 1 side goes straight up and down, 1 side goes straight across, and 1 side is slanted like a slide."
- "On Shape F, 1 side goes straight across and 2 sides are slanted like a slide."
- "On Shape H, 1 vertex looks like the capital letter L, but the vertices on Shape F look like the letter V."

Record any new language, such as "slanted like a slide" or "looks like a V" on the *Words to Describe Shapes* chart. Draw and annotate images to highlight students' thinking.

Key Takeaway: Say, "Two shapes can be alike if they have the same number of sides and vertices. They can be different if the sides and vertices look different."

Student Edition

Activity 2

Name _____

Alike and Different

Hands-On

2 Discuss

- Our shapes are alike because _____.
- Our shapes are different because _____.

Oral activity: No writing expected. Sample response shown.

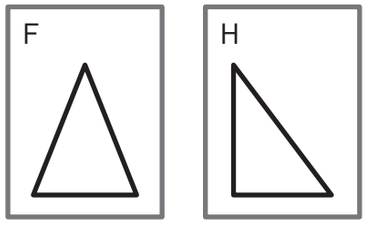
Our shapes are alike because they both have corners.
Our shapes are different because one has only straight sides.

Directions: Compare your shape with your partner's shape.

Kindergarten Unit 3 Lesson 4 167 Activity 2

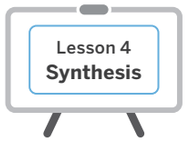
Presentation Screens

D Differentiation | Teacher Moves

Look for students who . . .	For example . . .	Provide support . . .
Almost there Compare shapes.	 *These shapes are alike.*	**Support** Ask, "Which parts of this shape are the same?"
Compare shapes by naming what is alike.	*These shapes are alike because they both have 3 corners.*	**Strengthen** Ask, "What is different about the shapes?"
Compare shapes by naming what is alike and what is different.	*These shapes are alike and different. They both have 3 vertices and 3 straight sides, but the shapes still don't look exactly alike. One looks like pizza and the other looks like a slide.*	**Stretch** Ask, "You compared the shapes by thinking about the number of sides and vertices each shape has and what they look like. How else could you compare shapes?"

Whole Class | 10 min

Presentation Screen



Synthesis

Lesson Takeaway: Two shapes can be compared by explaining the similarities and differences in their attributes.



Say, "Clare says these are the same shape because they both have 4 vertices, or corners, and 4 straight sides."

Use the Think-Pair-Share routine. Ask:

- "Do you agree or disagree with Clare? Why?"
- "What is different about these 2 shapes?"

Say:

- "Even though these shapes have the same number of sides and vertices, they are not exactly the same because the sides and vertices look different."
- "When comparing shapes, we can say what is alike and different about them by counting the number of sides and vertices and thinking about if the sides and vertices look different."

Formalize vocabulary: side, vertex

(optional) **Consider using the Total Physical Response routine** by inviting students to hold up 1 arm to represent a **side** of a shape and then holding up another arm perpendicular to the arm to show where a **vertex** is formed. Invite students to perform this physical action as you say the terms aloud.
ELPS 1.A, 1.B, 1.C, 1.E

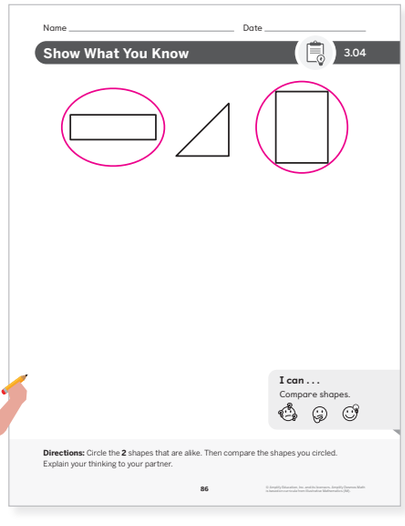
Refer to the *Math Language Development Resources* for a description of this routine and for more vocabulary support.

Invite students to refer to the **Summary** during Practice or anytime during the year.

Show What You Know (Optional)

Independent | 5 min

Show What You Know PDF


Name _____ Date _____

Show What You Know 3.04

I can . . .
Compare shapes.

Directions: Circle the **2** shapes that are alike. Then compare the shapes you circled. Explain your thinking to your partner.

86

Today's Goal

1. **Language Goal:** Compare two-dimensional shapes by describing their sides and vertices. **(Listening and Speaking)** ELPS 1.B, 2.B, 2.E
   - In the *Show What You Know*, students chose 2 shapes that are alike and then compared the shapes by describing their sides and vertices.

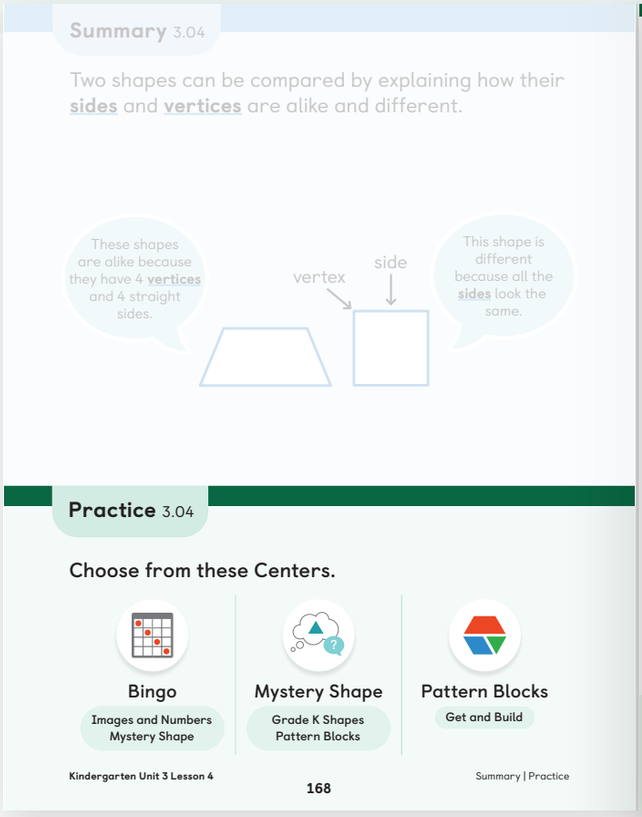
Differentiation See the last page of the lesson for differentiation and Math Language Development support.

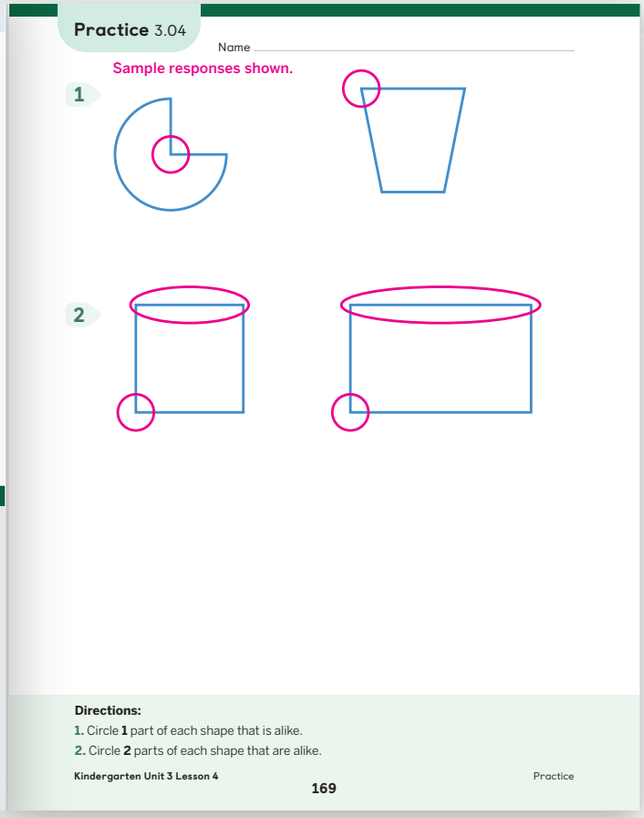
Practice

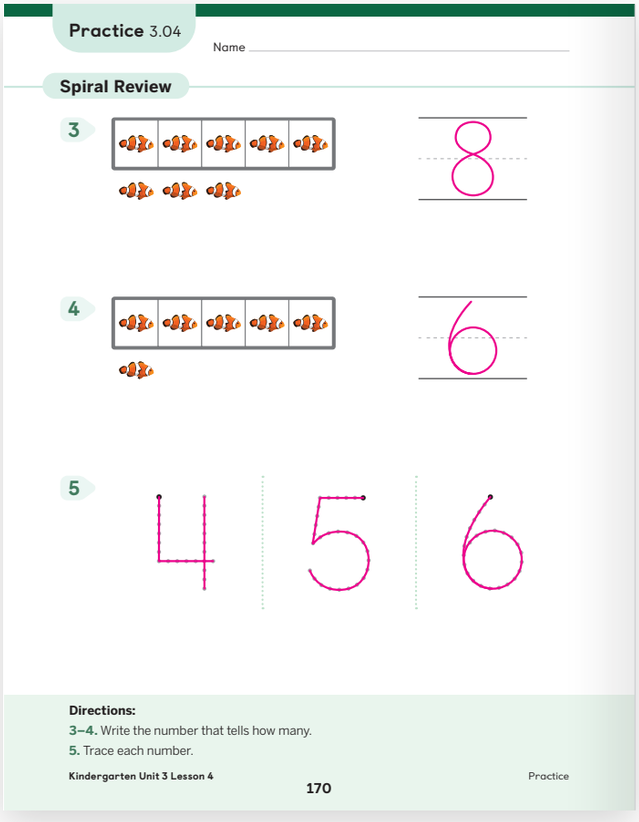
Independent

Provide students with sufficient practice to build and reinforce their conceptual understanding, fluency, and application of mathematical topics, assessment practice, and ongoing spiral review.

Students using print





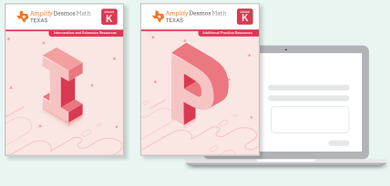


Practice Problem Item Analysis

	Problem(s)	DOK	TEKS
On-Lesson			
	1, 2	2	K.6.D*
Spiral Review			
Fluency	3, 4	1	K.2.B, K.2.C
	5	1	K.2.B*

*These problems build toward the standards shown.

Need more Practice?



Additional practice can be found in the **Practice Resources, Intervention and Extension Resources,** and online resources (item banks, Boost Personalized Learning, and Fluency Practice).

Center Choice Time

Purpose: Use this time to support students working in Centers, gather formative assessment data, or work with a small group of students on targeted skills.

Presentation Screen



Short on time? Consider omitting the Center Choice Time.

Bingo

Images and Numbers

Small Groups | **15 min** | **K.2.B, K.2.C, K.2.D**

Students choose a number card and cover the appropriate space on the board with a counter.

Materials

- counters, number cards (1–10) **(Manipulative Kit)**
- Directions, Gameboards (A–D) **(Centers Resources)**

Corresponds with the checklist from Unit 2, Sub-Unit 3.

Mystery Shape

Grade K Shapes

Pairs | **15 min** | **K.6.D**

Students take turns choosing a mystery shape and asking *yes* or *no* questions to figure out the mystery shape.

Materials

- counters **(Manipulative Kit)**
- Directions, Gameboard **(Centers Resources)**

Corresponds with the checklist from Unit 3, Sub-Unit 1.





Use Centers as games to offer fun and engaging ways for students to practice math skills.

GAMES

Pattern Blocks

Get and Build

Independent | 15 min | K.2.B, K.2.E

Students use a specified number of pattern blocks to build a creation of their choice.

Materials

- pattern blocks **(Manipulative Kit)**
- Directions, Cards (A–J), Work Mat **(Centers Resources)**

Corresponds with the checklist from Unit 1, Sub-Unit 3.

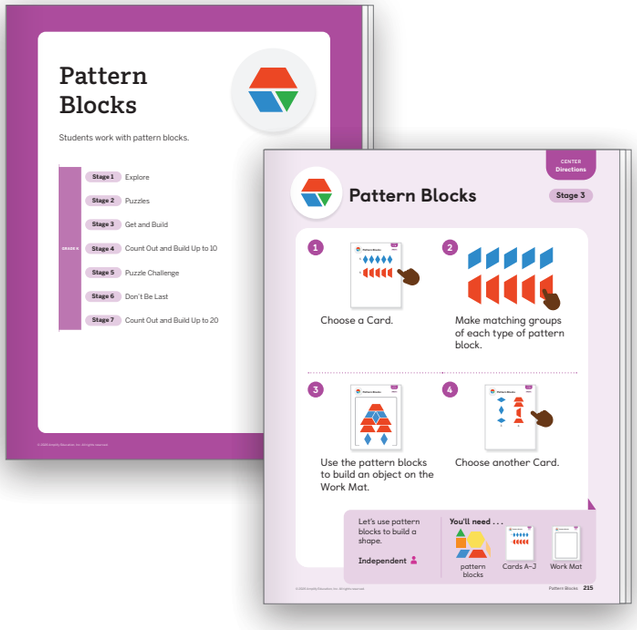
D Differentiation | Teacher Moves

Work with students in their Centers by:

- Reinforcing Center routines and positive interactions.
- Asking probing questions to propel student thinking forward.
- Recording observations using the checklist provided.

Consider pulling a small group of students for:

- Reviewing the lesson's learning goal by using the *Mini-Lesson* or the supports provided in the lesson.
- Reviewing essential skills from prior lessons or units.





Differentiation Use after Lesson 4

Lesson Goal: Compare two-dimensional shapes by describing their sides and vertices.

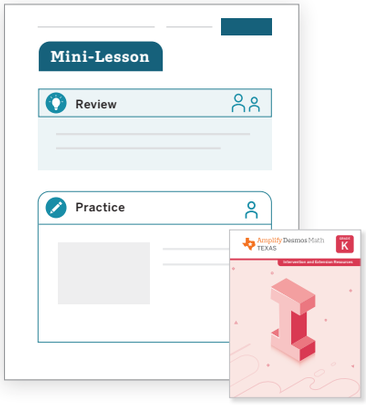
Support

Provide targeted intervention for students by using these resources.

If students compare non-defining attributes of the shapes, such as the sizes, colors, or orientations:

Respond:

- Assign the *Comparing Shapes* Mini-Lesson. | 15 min
- Students will also have more opportunities to develop this concept in future lessons, so intervention is not necessary at this time.



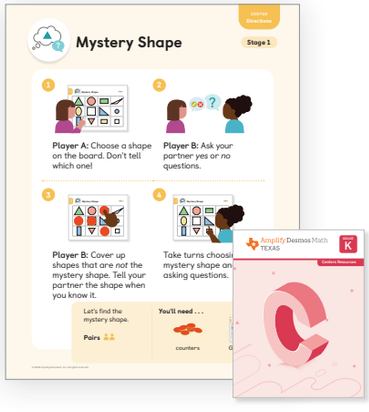
Strengthen

Reinforce students' understanding of the concepts assessed by using these resources.

If students compare shapes by naming defining attributes that are alike:

Respond:

- Invite students to play the **Center. |** 15 min
  Mystery Shape: Grade K Shapes
- Have students complete **Lesson 4 Practice. |** 15 min
- **Item Bank**



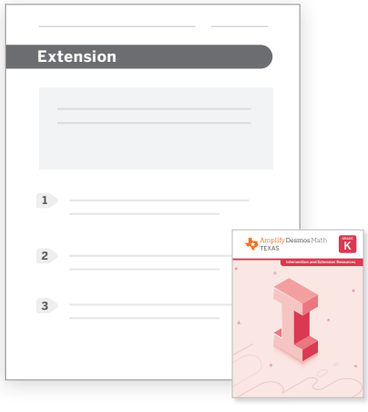
Stretch

Challenge students and extend their learning with these resources.

If students compare shapes by naming defining attributes that are different:

Respond:

- Invite students to explore the **Sub-Unit 1 Extension Activities. |** 15 min
- Revisit Activity 1 and invite students to respond to the **Stretch** question from the *Differentiation: Teacher Moves* table. | 5 min



Support, *Strengthen*, and *Stretch* learning by assigning these digital resources that adjust to each student's current level of skill and understanding.
• **Boost Personalized Learning** • **Fluency Practice** • **Math Adventures**

Math Language Development

EB Use the ***Math Language Development Resources*** for further language support with all your students, including those building English proficiency.

- English/Spanish cognates, e.g., **vertex/vértice**
- Vocabulary routines



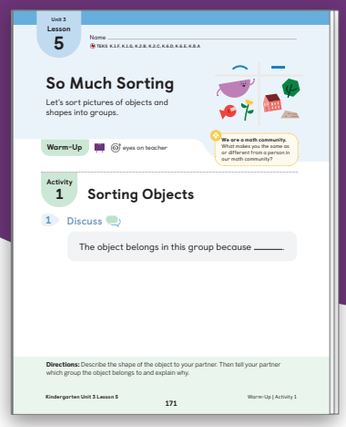


Professional Learning

Students shared their thinking multiple times in this lesson. What have you noticed about the language students use? What supports can you offer students who struggle to communicate their ideas orally?

Unit 3
Lesson
5

Student Edition pages and Presentation Screens support learning in this lesson.



So Much Sorting

Sorting Images of Objects and Shapes

Let's sort pictures of objects and shapes into groups.

Key Concepts

Today's Goals

1. **Goal:** Sort shapes into given categories based on their attributes.
2. **Language Goal:** Compare two-dimensional shapes by describing their attributes using developing geometric language. **(Listening and Speaking)** ELPS 1.B, 2.B, 2.E
3. **Language Goal:** Justify why shapes can be sorted into given categories.. **(Listening and Speaking)** ELPS 1.B, 2.B, 2.E

Connections and Coherence

Students **sort** two-dimensional shapes into given categories based on their attributes for the first time. They describe and compare the attributes of shapes as they justify the category in which a shape belongs. Students use the attributes of their shape to sort images of objects into given categories with some objects already sorted. They then sort shapes in different ways using 3 sets of given categories that prompt students to attend to the number of sides, the number of vertices, and whether a shape has curved parts. **(TEKS K.1.F, K.1.G)**

Prior Learning

In Lesson 4, students described and compared two-dimensional shapes.

Future Learning

In Lessons 6 and 7, students will name and sort circles, triangles, and rectangles.

Integrating Rigor in Student Thinking

- Students build their **conceptual understanding** that shapes can be sorted into given categories based on shared attributes.

Vocabulary

New Vocabulary

sort

TEKS

Addressing

K.6.E

Classify and **sort a variety of regular and irregular two-** and three-dimensional **figures regardless of orientation or size.**

Also Addressing: **K.2.A, K.2.B, K.2.C, K.5.A, K.6.D, K.8.A**

Math Process Standards: K.1.F, K.1.G

ELPS: 1.B, 1.C, 1.D, 1.E, 2.B, 2.C, 2.E, 3.D, 3.F

Building Toward

K.6.A

1.5.A

1.6.A

1.8.A

Building Math Identity

We are a math community.
What makes you the same as or different from a person in our math community?

Invite students to reflect on this question as they complete this lesson.

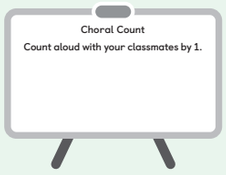
Lesson at a Glance 60 min

TEKS: K.1.F, K.1.G, K.2.A, K.2.B, K.2.C, K.5.A, K.6.D, K.6.E, K.8.A

Warm-Up Fluency

Whole Class | 5 min

Students use the **Choral Count** routine to extend the verbal count sequence to 30. This builds on previous experiences with counting to 20 and is an opportunity to determine whether students are able to recite the count sequence in order.



Activity 1

Pairs | 15 min

Students are shown a partially completed sort. They justify in which group they think the object pictured on a given card belongs. Students are introduced to the term **sort** in the Connect.

Note: The Student Edition is not required for this activity.

Materials: *Words to Describe Shapes* chart (from prior lessons)

Additional Prep Prepare: chart paper with 2 columns. Place Cards A and B in the left column and Cards C–E in the right column.



Activity 2

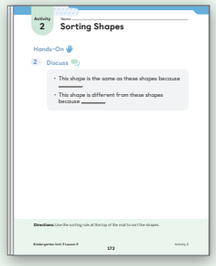
Pairs | 15 min

Students sort shapes into categories based on their attributes. They justify why each shape belongs in a given category and then engage in a **Gallery Tour** to ask and answer questions about the sorted shapes in the Connect.

Note: The Student Edition is not required for this activity.

Materials: Activity 2 PDF, *Sorting Rules Mats*, *Sorting Shapes Cards* PDF (from Lesson 4), *Words to Describe Shapes* chart (from prior lessons)

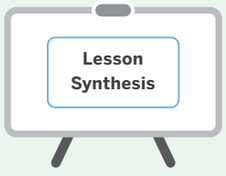
Additional Prep Cut out: Lessons 4 & 5 PDF, Sorting Shapes Cards



Synthesis

Whole Class | 10 min

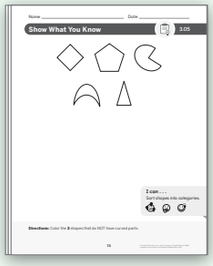
Students review and reflect on how some shapes may belong in 2 categories depending on the sorting rules. Justifying why a shape belongs in 2 categories further develops students' understanding of the attributes of shapes.



Show What You Know (optional)

Independent | 5 min

Students demonstrate their understanding by distinguishing between shapes with and without curved parts.



Center

Pairs | 15 min

Students are introduced to the Center *Counting Collections*, *Sort and Count*, in which they practice sorting objects and strengthen their fluency with counting to 10.



Math Language Development

EB Emergent Bilinguals

Consider using the *Math Language Development Resources* with the **Activity 2, Monitor** to support math language acquisition.



✓ Visuals ✓ Sentence frames and word bank

ELPS 1.B, 1.E, 2.B, 2.C, 2.D, 2.E, 2.F

Pre-Production	Beginning	Intermediate	High Intermediate	Advanced
Students **listen** to spoken English and **respond** using their primary languages and gestures.	Students **listen** to spoken English and **speak** using their primary languages, gestures, and single words or short phrases.	Students **listen** to spoken English and **speak** using short phrases or simple sentences.	Students **listen** to spoken English and **speak** using a variety of sentence types.	Students **listen** to spoken English and **speak** using longer sentences. Exemplar responses are provided.

Whole Class | 10 min

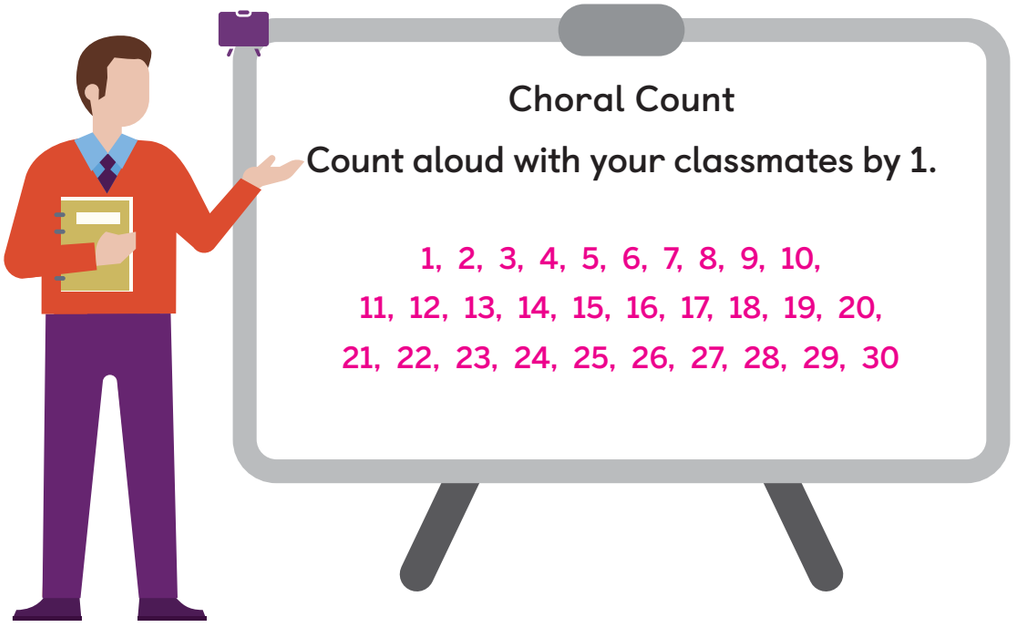
Presentation Screen



Warm-Up Choral Count

Fluency

Purpose: Students count by 1 to 30 to develop fluency with counting to 30.





1 Launch

Use the Choral Count routine. ELPS 2.E

Say, "Let's count by 1, starting at 1 and ending at 30."

Display each number as students count.

2 Connect

Say, "Let's count by 1 again, starting at 1 and ending at 30." Point to the numbers as students count.

Ask, "What number is 1 more than 8?" Point to the number 8.

Say, "With your partner, count by 1, starting at 1 and ending at 9."

Pairs | 15 min

Activity 1 Sorting Objects

Purpose: Students sort images of real-world objects into 2 categories to build an understanding that shapes can be sorted by their shared attributes.

Presentation Screens



Classroom materials:

- Display the *Words to Describe Shapes* chart (from prior lessons) during the activity.

Short on time? Consider sorting fewer images of objects.

1 Launch



Display the sorting chart.

Use the Notice and Wonder routine. ELPS 2.B

Say:

- "We will look at pictures of objects that we often see in our community."
- "When you see each object, you will describe the shape of the object to your partner. Then tell your partner if you think the object belongs in the first group or the second group and explain why." Point to each group on the chart.

Use the Think-Pair-Share routine. Say, "Describe the shape of this object, and say which group you think it belongs with." Repeat the process to sort each image.

2 Monitor



While students complete the activity, refer to the Differentiation | Teacher Moves table on the following page.

If students need help getting started . . .

- Ask, "In your own words, what are you trying to do?"
- Ask, "What do you notice about the shape of the object?"

3 Connect



Use the Think-Pair-Share routine. Ask, "What is the same about the objects in the first group? What is the same about the objects in the second group?"

Say, "The shapes in the first group all have a curved part. The shapes in the second group have all straight sides."

Key Takeaway: Say, "When we put objects into groups based on how they are alike, or the same, it is called **sorting**. We sorted objects with *straight* sides and objects with *curved* parts."

Student Edition

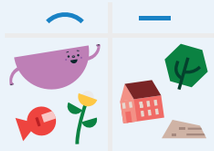
Unit 3
Lesson
5

Name _____

TEKS K.1.F, K.1.G, K.2.B, K.2.C, K.6.D, K.6.E, K.8.A

So Much Sorting

Let's sort pictures of objects and shapes into groups.



Warm-Up eyes on teacher

We are a math community. What makes you the same as or different from a person in our math community?

Activity
1

Sorting Objects

1 Discuss

The object belongs in this group because _____.

Oral activity: No writing expected. Sample response shown.

The object belongs in this group because it has pointy parts like the other shapes in the group.

Directions: Describe the shape of the object to your partner. Then tell your partner which group the object belongs to and explain why.

Kindergarten Unit 3 Lesson 5 171 Warm-Up | Activity 1

Presentation Screens

D Differentiation | Teacher Moves

Look for students who . . .	For example . . .	Provide support . . .
Almost there Sort objects by attending to non-defining attributes.	*I put the leaf with the yellow sign as they both are yellow.*	**Support** Ask, "We need to decide in which group the object belongs. What is the same about all the objects in the first group? What is the same about all the objects in the second group?"
Almost there Sort objects by attending to a geometric attribute within the object.	*I put the wheel with the first group because the wheel has straight lines inside.* or *I put the kite with the second group because the kite has curved parts inside.*	**Support** Trace a finger along the outline of the object and ask, "What do you notice about the shape of this object?"
Sort objects by attending to the geometric attributes of the object's overall shape.	*I put the kite with the first group because it has straight sides and corners like the other objects in the group.*	**Stretch** Ask, "What object in our classroom belongs in the first group? What object in our classroom belongs in the second group?"

Pairs | 15 min

Activity 2 Sorting Shapes

Purpose: Students sort and classify shapes into given categories based on their attributes and then justify their sort.

Presentation Screens



Materials

Lesson Resources:

- Distribute one page from the Activity 2 PDF to each pair during the Launch.
- Distribute one set of cards from the Lessons 4 & 5 PDF to each pair.

Classroom materials:

- Display the *Words to Describe Shapes* chart (from prior lessons) during the activity.

1 Launch



Say, "In the last activity, we sorted shapes into 2 groups: shapes with *curved* parts and shapes with *straight* sides."

Say:

- "Use the sorting rule at the top of the mat to sort the shapes."
- "Some shapes might not belong in either category. If you find a shape that does not belong, talk about why with your partner."
- "When you finish sorting all the shapes, clear your mat and trade mats with another pair who is finished."

MLR **MLR8: Discussion Supports — Sentence Frames** ELPS 1.E, 2.C, 2.E

While students work, display these sentence frames for them to use as they sort the shapes.

- "This shape is the same as these shapes because _____."
- "This shape is different from these shapes because _____."

2 Monitor



While students complete the activity, refer to the D **Differentiation | Teacher Moves** table on the following page.

If students need help getting started . . .

- Point to a shape and ask, "What do you notice about this shape?"
- Point to a group, state the sorting rule, and ask, "Does your shape belong in this group? Why or why not?"

A **Accessibility: Executive functioning:** Vary the task demands by using a think aloud routine to demonstrate sorting 1 shape. Then support students in choosing their next shape.

3 Connect



Say, "We will do a Gallery Tour to look at each other's sorted shapes and ask questions."

Ask, "What questions could you ask about the sorted shapes?"

Say (if not yet mentioned during discussion), "You can ask questions such as 'Why did you put this shape in this group?' or 'Did any shapes not belong in this group? Why?'"

Use the Gallery Tour routine. Say, "Half of the class will stand next to their mat and the other half of the class will walk around, look at each sort, and ask questions about how the shapes were sorted. Then you will switch groups and repeat the Gallery Tour." ELPS 1.B, 1.C

EB **Emergent Bilinguals:** Encourage students to refer to the *Words to Describe Shapes* chart to support them as they answer questions and explain their thinking. ELPS 3.D, 3.F

Key Takeaway: Say, "Shapes can be sorted into groups based on the number of sides, the number of vertices, or how the sides or vertices look."

Student Edition

Activity 2

Name _____

Sorting Shapes

Hands-On

2 Discuss

- This shape is the same as these shapes because _____.
- This shape is different from these shapes because _____.

Oral activity: No writing expected. Sample response shown.

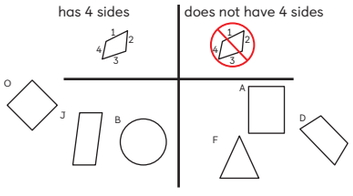
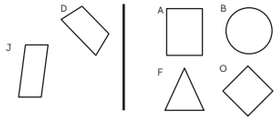
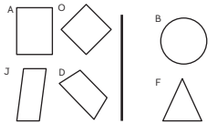
This shape is the same as these shapes because it also has 4 sides.
This shape is different from these shapes because it only has 3 sides.

Directions: Use the sorting rule at the top of the mat to sort the shapes.

Kindergarten Unit 3 Lesson 5 172 Activity 2

Presentation Screens

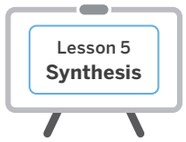
D Differentiation | Teacher Moves

Look for students who . . .	For example . . .	Provide support . . .
Almost there Move shapes into 2 groups.	 *We put some shapes in each group.*	**Support** Point to 1 side of the chart and ask, "What is the sorting rule for this group? Do these shapes belong in this group? How do you know?"
Sort some shapes into categories by attending to their attributes.		**Strengthen** Ask, "What is the sorting rule for the first group? How could you check that all these shapes belong in this group?" Repeat for the second group.
Sort all the shapes into categories by attending to their attributes.		**Stretch** Ask, "What do you notice about the shapes in the group that does not have 4 sides? How are they the same? How are they different?"

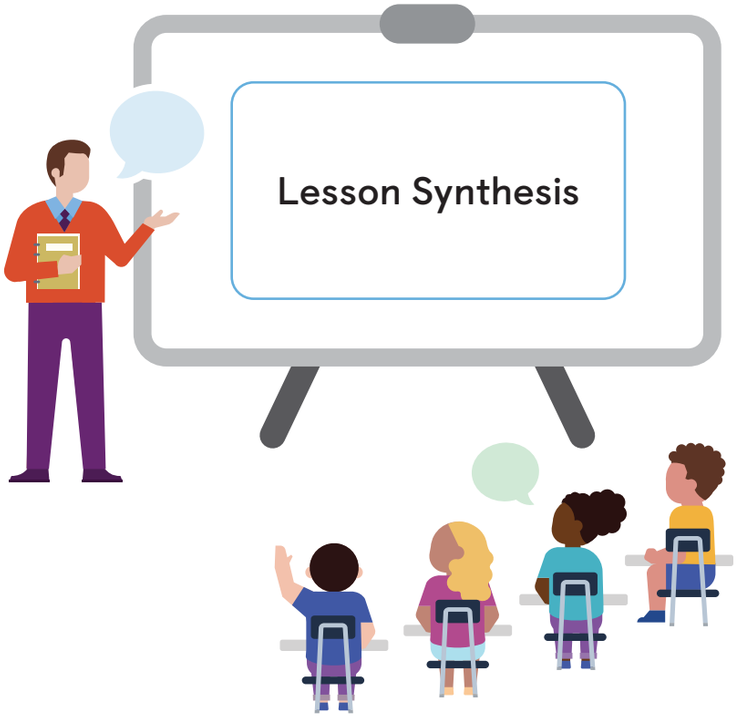
Whole Class | 10 min

Synthesis

Presentation Screen



Lesson Takeaway: Shapes can be **sorted** and classified based on shared attributes.



Display Card K.

Ask, "Which group would you put this shape in? Why does it belong in that group?"

Say, "The shape on this card has a straight side like the shapes in the first group, and it has a curved part like the shapes in the second group. Sometimes, shapes can be sorted into more than 1 group. If you find a shape that belongs in 2 groups, you can think about why."

Say, "Sorting can help us think about what makes a group of shapes alike."

Formalize vocabulary: sort

(optional) **Consider using the Word Connections: Words With Multiple Meanings routine** by reading the sentences and asking, "What does the word **sort** mean in each sentence?" ELPS 1.D, 3.D

- "Let's *sort* out whose turn it is to go on the swings."
- "Can you *sort* the apples into 2 groups: red and green?"

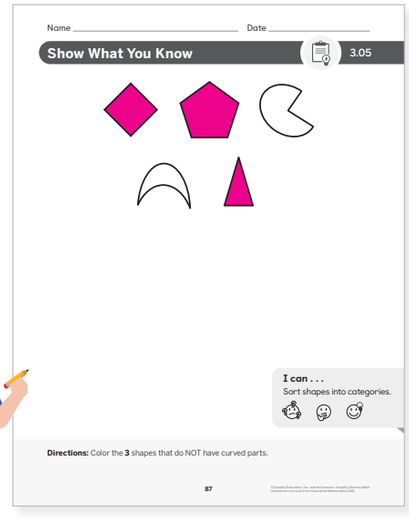
Refer to the *Math Language Development Resources* for a description of this routine and for more vocabulary support.

Invite students to refer to the **Summary** during Practice or anytime during the year.

Show What You Know (Optional)

Independent | 5 min

Show What You Know PDF


Name _____ Date _____

Show What You Know 3.05

I can . . .
Sort shapes into categories.

Directions: Color the **3** shapes that do NOT have curved parts.

87

Today's Goals

1. **Goal:** Sort shapes into given categories based on their attributes.
   - In the *Show What You Know*, students distinguished between shapes that do and do not have curved parts.
2. **Language Goal:** Compare two-dimensional shapes by describing their attributes using developing geometric language. **(Listening and Speaking)** ELPS 1.B, 2.B, 2.E
3. **Language Goal:** Justify why shapes can be sorted into given categories. **(Listening and Speaking)** ELPS 1.B, 2.B, 2.E

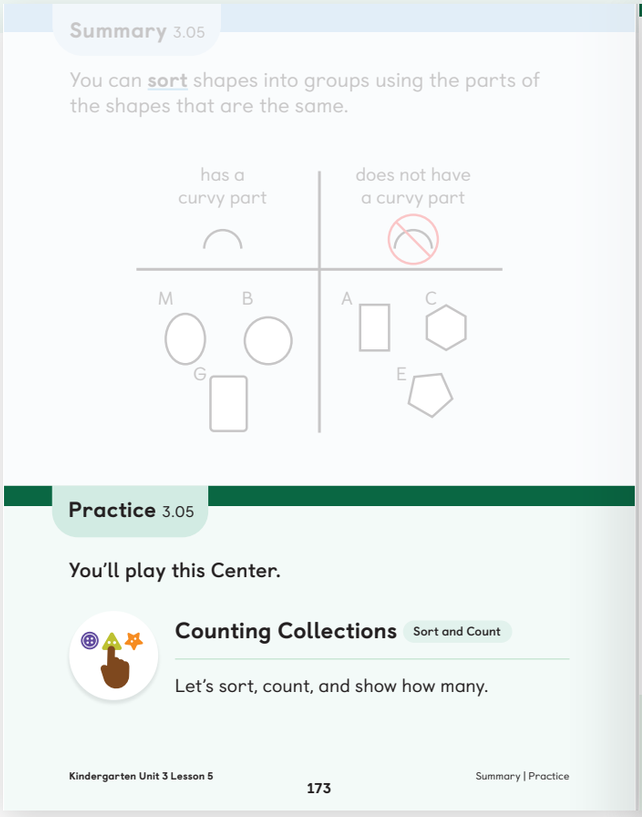
Differentiation See the last page of the lesson for differentiation and Math Language Development support.

Practice

Independent

Provide students with sufficient practice to build and reinforce their conceptual understanding, fluency, and application of mathematical topics, assessment practice, and ongoing spiral review.

Students using print



Summary 3.05

You can **sort** shapes into groups using the parts of the shapes that are the same.

has a curvy part | does not have a curvy part

M B A C G E

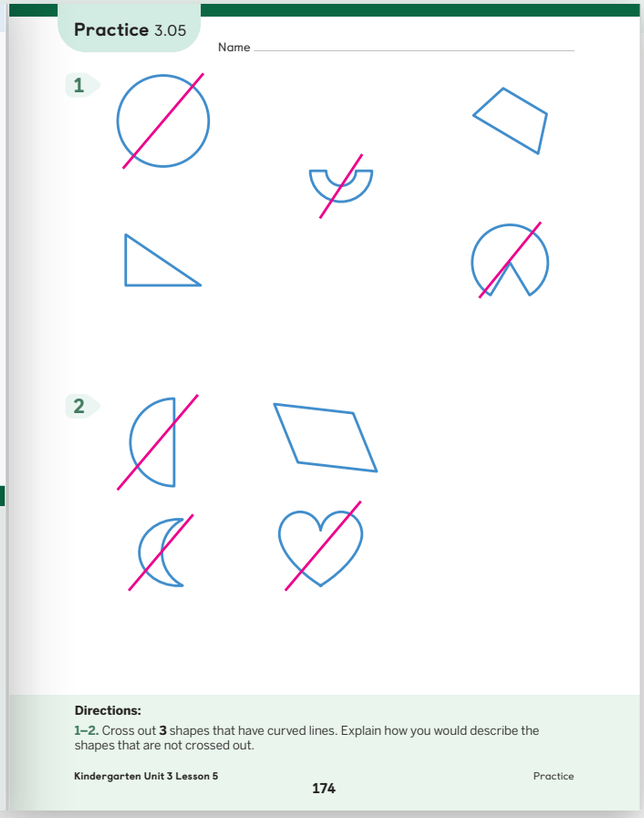
Practice 3.05

You'll play this Center.

Counting Collections Sort and Count

Let's sort, count, and show how many.

Kindergarten Unit 3 Lesson 5 173 Summary | Practice



Practice 3.05

Name _____

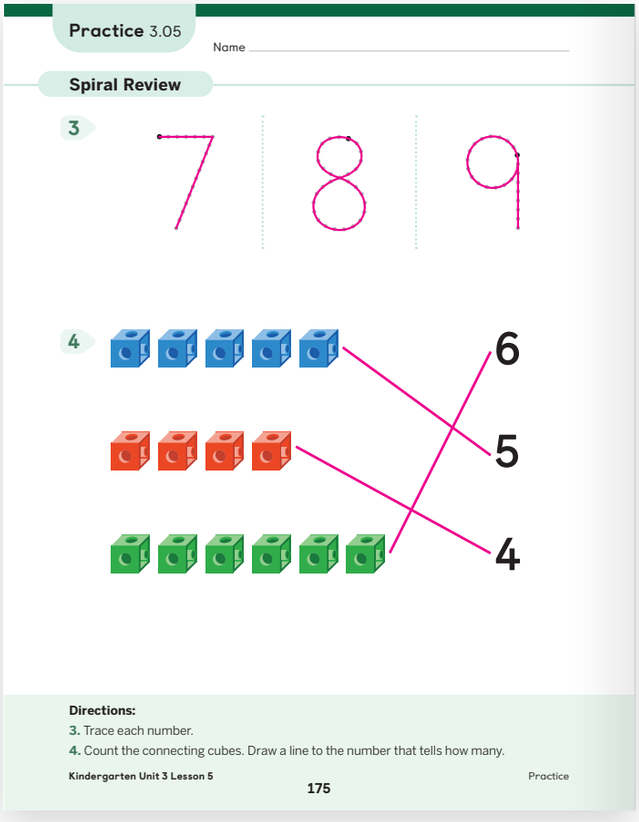
1

2

Directions:

1–2. Cross out **3** shapes that have curved lines. Explain how you would describe the shapes that are not crossed out.

Kindergarten Unit 3 Lesson 5 174 Practice



Practice 3.05

Name _____

Spiral Review

3

4

6 5 4

Directions:

3. Trace each number.

4. Count the connecting cubes. Draw a line to the number that tells how many.

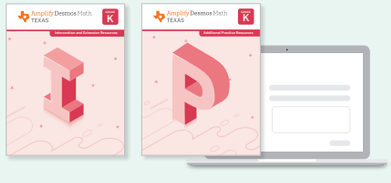
Kindergarten Unit 3 Lesson 5 175 Practice

Practice Problem Item Analysis

	Problem(s)	DOK	TEKS
On-Lesson			
	1, 2	2	K.6.D, K.6.E
Spiral Review			
	3	1	K.2.B*
	4	1	K.2.C

*This problem builds toward the standard shown.

Need more Practice?



Additional practice can be found in the **Practice Resources, Intervention and Extension Resources,** and online resources (item banks, Boost Personalized Learning, and Fluency Practice).

Pairs | 15 min

Introducing the Center
Counting Collections, Sort and Count

Purpose: Students sort and count collections of up to 10 objects to practice sorting and to develop fluency with counting.

Presentation Screen



Materials
Manipulative Kit:

- Distribute 5-frames to each pair.

Classroom materials:

- Distribute collections of up to 10 objects to each pair.

Centers Resources:

- Display the Directions and Recording Sheet.
- Distribute one Recording Sheet to each pair.

1 Launch



Display the Center materials, Directions, and Recording Sheet.

Demonstrate how to play *Counting Collections, Sort and Count*. Monitor to ensure students are able to follow directions with accuracy. **ELPS 1.C**

- **Say**, "You will learn a new Center, *Counting Collections*, today. You will sort objects and then figure out how many are in each group."
- **Display** a collection of assorted objects.
- **Say**, "First, my partner and I talk about how to sort our objects."
- **Use the Think-Pair-Share routine**. Ask, "How could you sort these objects into groups?"
- **Say**, "Let's sort them into groups with the same color." Demonstrate sorting the objects.
- **Say**, "Next, my partner and I figure out how many are in each group and write a number to show how many." Chorally count each group, pausing after each group to record the quantity.
- **Say**, "After you write a number for each group, choose a new collection and play again."

2 Monitor



Observe how students are sorting objects. They might sort by size, color, shape, object type, object use, or other categories depending on the objects in each collection.

3 Connect



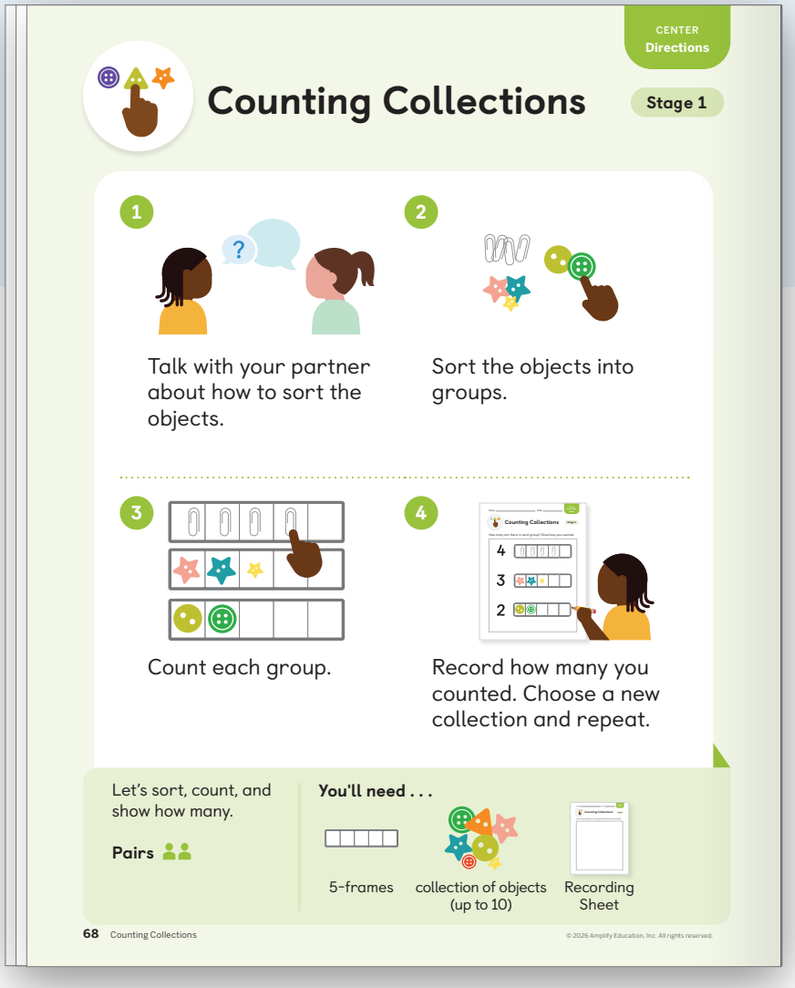
Ask:

- "Did you and your partner have the same or different ideas for how to sort the objects in your collection?"
- "How did you sort your collection?"
- "What other ways could you sort your collection?"

Invite students to share their sorts. Select and sequence their responses in the order shown in Rows 2 and 3 in the *Differentiation* table.

Ask, "What do you notice about how each student sorted?"

Key Takeaway: Say, "There are different ways to sort the same collection of objects."



CENTER Directions

Counting Collections

Stage 1

1. Talk with your partner about how to sort the objects.
2. Sort the objects into groups.
3. Count each group.
4. Record how many you counted. Choose a new collection and repeat.

Let's sort, count, and show how many.

Pairs

You'll need . . .

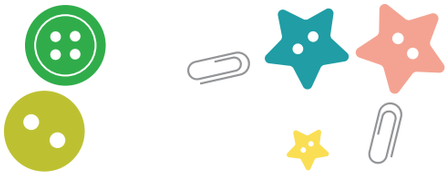
5-frames; collection of objects (up to 10); Recording Sheet

68 Counting Collections

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Presentation Screen

D Differentiation | Teacher Moves

Look for students who . . .	For example . . .	Provide support . . .
Almost there Say the objects are all different.		**Support** Ask, "Is there anything that is the same about these objects? Let's use that information to sort the objects into groups."
Sort the objects by attending to size, color, object type, object use, or another non-defining attribute.	 *There are buttons and paper clips.*	**Strengthen** Ask, "What do you notice about the shapes of these objects?"
Sort the objects by attending to shape.	 *I made 2 groups: objects shaped like a pizza and objects not shaped like a pizza.*	**Strengthen** Ask, "What parts of the shapes helped you sort the objects?"

Differentiation Use after Lesson 5

Lesson Goal: Compare two-dimensional shapes by describing their attributes using developing geometric language.

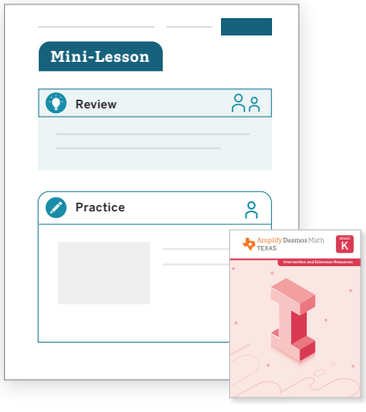
Support

Provide targeted intervention for students by using these resources.

If students attempt to sort shapes into categories:

Respond:

- Assign the *Sorting Shapes Into Categories* Mini-Lesson. | 15 min
- Revisit Lesson 4.



Strengthen

Reinforce students' understanding of the concepts assessed by using these resources.

If students sort some shapes into categories by attending to their attributes:

Respond:

- Invite students to play the **Center.** | 15 min
  Counting Collections: Sort and Count
- Have students complete **Lesson 5 Practice.** | 15 min
- **Item Bank**



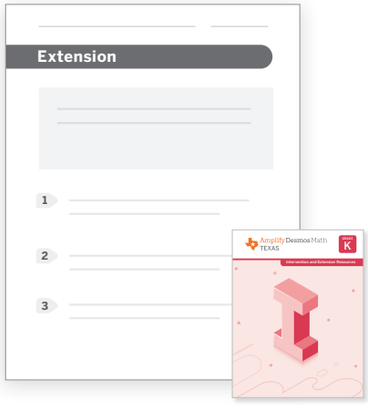
Stretch

Challenge students and extend their learning with these resources.

If students sort all shapes into categories by attending to their attributes:

Respond:

- Invite students to explore the **Sub-Unit 1 Extension Activities.** | 15 min
- Revisit Activity 2 and invite students to respond to the **Stretch** question from the *Differentiation: Teacher Moves* table. | 5 min



Support, *Strengthen*, and *Stretch* learning by assigning these digital resources that adjust to each student's current level of skill and understanding.
• **Boost Personalized Learning** • **Fluency Practice** • **Math Adventures**

Math Language Development

EB Use the ***Math Language Development Resources*** for further language support with all your students, including those building English proficiency.

- English/Spanish cognates
- Vocabulary routines

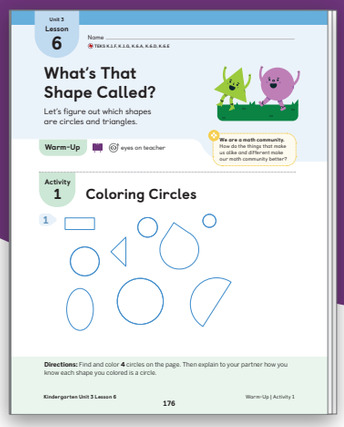


Professional Learning

In Grade 1, students will distinguish between defining attributes and non-defining attributes (e.g., color, orientation, size) of shapes. How does the work of this lesson lay the foundation for the work that students will do in Grade 1?

Unit 3
Lesson
6

Student Edition pages and Presentation Screens support learning in this lesson.



What's That Shape Called?

Identifying Circles and Triangles

Let's figure out which shapes are circles and triangles.

Key Concepts

Today's Goals

1. **Language Goal:** Identify and describe circles and triangles. **(Listening and Speaking)** ELPS 1.B, 2.B, 2.E
2. **Language Goal:** Classify two-dimensional shapes into given categories and justify the classifications. **(Listening and Speaking)** ELPS 1.B, 2.B, 2.E

Connections and Coherence

Students are introduced to the shape categories **circles** and **triangles**. They analyze various examples and non-examples, including variants, clear distractors, and difficult distractors. Variants, such as obtuse and scalene triangles, and difficult distractors, such as shapes with 3 vertices and 3 sides that do not connect, extend students' existing mental images and ideas of shapes and provide important opportunities to strengthen students' conceptual understanding of each shape category. **(TEKS K.1.F, K.1.G)**

Prior Learning

In Lesson 5, students sorted two-dimensional shapes based on their attributes.

Future Learning

In Lesson 7, students will be introduced to the shape category *rectangles* and will compare the lengths of rectangles using the terms *shorter* and *longer*.

Integrating Rigor in Student Thinking

- Students build their **conceptual understanding** that shapes can be classified into given categories based on their shared attributes.

Vocabulary

New Vocabulary

circle

triangle

TEKS

Addressing

K.6.A

Identify two-dimensional shapes, including circles, triangles, rectangles, and squares as special rectangles.

Also Addressing: **K.6.D, K.6.E**

Math Process Standards: K.1.F, K.1.G

ELPS: 1.A, 1.B, 1.E, 2.B, 2.C, 2.D, 2.E, 3.C, 3.D, 3.E, 3.F

Building Toward

1.6.A

Building Math Identity

We are a math community.
How do the things that make us alike and different make our math community better?

Invite students to reflect on this question as they complete this lesson.

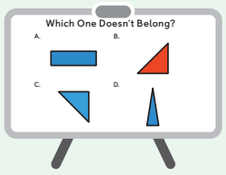
Lesson at a Glance 60 min

TEKS: K.1.F, K.1.G, K.6.A, K.6.D, K.6.E

Warm-Up

Whole Class | 10 min

Students use the **Which One Doesn't Belong?** routine to compare the defining and non-defining attributes of 4 shapes. Display the *Words to Describe Shapes* chart to encourage students to use the geometric vocabulary they have learned as they justify which shape does not belong. **(TEKS K.1.F, K.1.G)**



Activity 1

Pairs | 10 min

Students are introduced to the term **circle** in the Launch. They use developing geometric language as they identify circles within a set of examples and non-examples. In the Connect, students conjecture about the defining attributes of a circle.

Materials: coloring tools, sticky notes, *Words to Describe Shapes* chart (from prior lessons), Visual Display PDF, *Shapes We Know (sample)*

Additional Prep Prepare: *Shapes We Know* chart



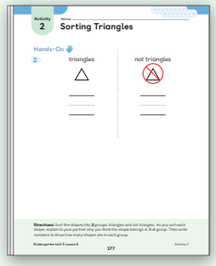
Activity 2

Pairs | 15 min

Students are introduced to the term **triangle** in the Launch. They use developing geometric language as they sort examples and non-examples of triangles. In the Connect, students reason about the attributes of triangles as they justify the classification of 4 shapes to complete a partial sort.

Materials: Activity 2 PDF, *Sorting Triangles Cards*, Activity 2 PDF, *Sorting Triangles Mat*, *Shapes We Know* chart (from Activity 1), sticky notes

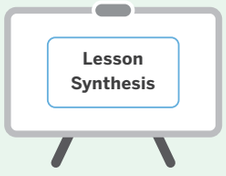
Additional Prep Cut out: Activity 2 PDF, *Sorting Triangles Cards*



Synthesis

Whole Class | 10 min

Students review and reflect on the attributes of triangles by analyzing a set of shapes that includes 1 variant and 4 difficult distractors.

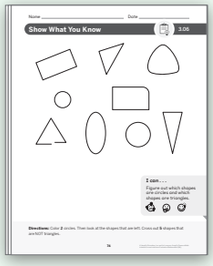


Show What You Know (optional)

Independent | 5 min

Students demonstrate their understanding by identifying circles and triangles.

Materials: *Show What You Know* PDF



Center Choice Time

Small Groups | 15 min

Students have an opportunity to revisit these Centers to build counting fluency and practice describing shapes and sorting objects:

- Bingo
- Counting Collections
- Mystery Shape



Math Language Development

Emergent Bilinguals

Consider using the *Math Language Development Resources* with the **Activity 2, Monitor** to support math language acquisition.



✓ Cognates
✓ Visuals
✓ Sentence frames and word bank

ELPS 1.B, 1.E, 2.B, 2.C, 2.D, 2.E, 2.F

Pre-Production	Beginning	Intermediate	High Intermediate	Advanced
Students **listen** to spoken English and **respond** using their primary languages and gestures.	Students **listen** to spoken English and **speak** using their primary languages, gestures, and single words or short phrases.	Students **listen** to spoken English and **speak** using short phrases or simple sentences.	Students **listen** to spoken English and **speak** using a variety of sentence types.	Students **listen** to spoken English and **speak** using longer sentences. Exemplar responses are provided.

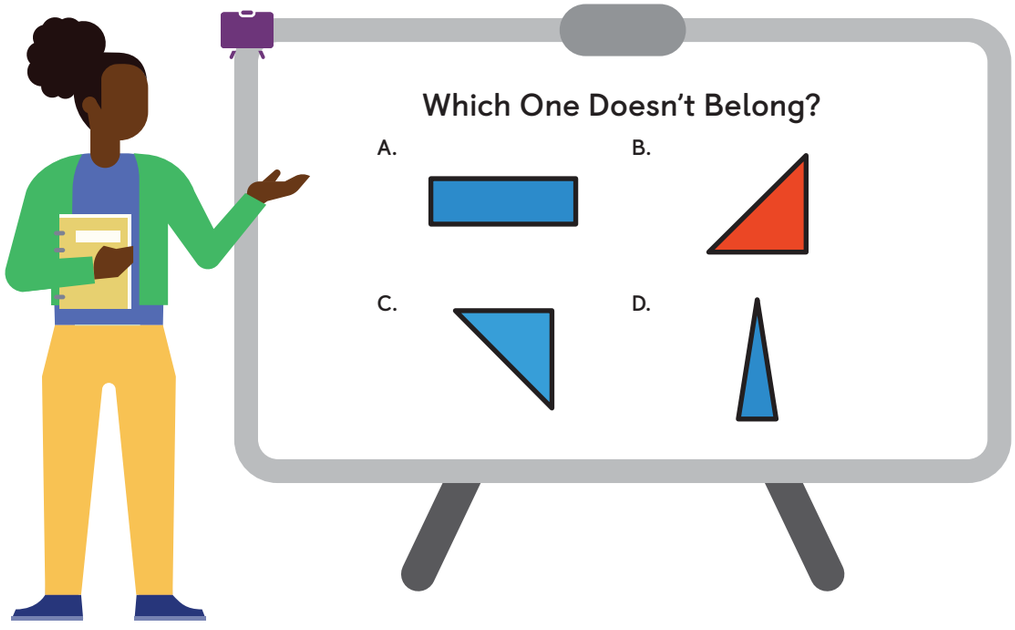
Whole Class | 10 min

Presentation Screen



Warm-Up Which One Doesn't Belong?

Purpose: Students analyze and compare shapes to continue to develop geometric language to describe the attributes of shapes.





1 Launch

Display the 4 shapes.

Use the Which One Doesn't Belong? routine.

Say, "Choose 1 that doesn't belong. Be ready to share your reasoning."

2 Connect

Record students' responses as they share.

Ask, "Are any of these the same shape? How do you know?"

Say, "Let's continue thinking about what makes a shape the same as another shape."

Students might say . . . ELPS 2.C, 2.D, 2.E

A: *It is the only one with 4 sides.*

B: *It is the only one that isn't blue.*

C: *It is the only one that isn't flat on the bottom.*

D: *It is the only one that isn't wide. It is really skinny.*

Pairs | 10 min

Activity 1 Coloring Circles

Purpose: Students examine a set of shapes and identify the circles to develop their understanding of the defining attributes of a circle.

Presentation Screens



Materials

Classroom materials:

- Use chart paper, markers, and the Visual Display PDF, *Shapes We Know* (sample) (**Lesson Resources**) to create the *Shapes We Know* chart before the activity. Display the chart during the Launch.
- Use sticky notes to add new language to the chart.
- Display the *Words to Describe Shapes* chart (from prior lessons) during the activity.
- Distribute coloring tools to each pair.

1 Launch



MLR This activity is structured using the *MLR2: Collect and Display* routine. ELPS 3.C, 3.D, 3.E, 3.F

Read aloud page 6 of the Unit Story. ELPS 1.E

Display the teacher-made *Shapes We Know* chart. Draw 3 circles labeled "circle."

Say, "All the shapes in this group are called **circles**."

Use the Think-Pair-Share routine. Ask, "What do you think makes a shape a circle?"

Record the language students use on the *Shapes We Know* chart and show connections with other words on the *Words to Describe Shapes* chart. Remind students to continue to refer to and use the charts.

EB **Emergent Bilinguals:** As students share, gesture to attributes on the drawn circles. For example, trace a finger around the circle to show that there are no corners. ELPS 3.D, 3.F

Say, "Find and color the 4 circles on the page. Then explain to your partner how you know each shape you colored is a circle."

2 Monitor



While students complete the activity, refer to the D Differentiation | Teacher Moves table on the following page.

If students need help getting started . . .

- Ask, "What did you notice about the circles on the chart? Which of these shapes look like a circle?"
- Invite the student to trace a finger around each circle on the chart. Ask, "What do you notice about the circles now? How can you use what you noticed to find the circles on the page?"

3 Connect



Display the image from the Student Edition and point to the oval.

Ask, "Is this shape a circle? Why or why not?"

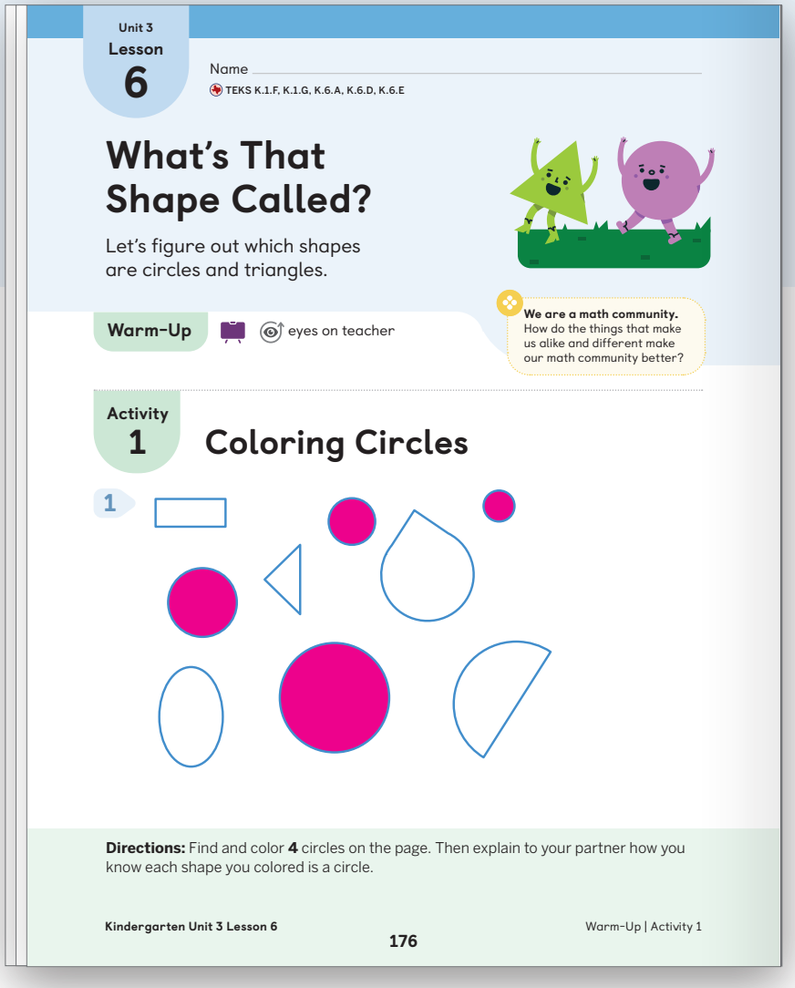
A **Accessibility: Visual-spatial processing** Guide visualization by drawing a circle on top of the oval to show how they do not match.

Ask, "What can you say about shapes that are circles? Is this always true, sometimes true, or never true?"

Record any new language, such as "round," "no straight sides," or "no vertices," on the *Shapes We Know* chart. Remind students to continue to refer to and use the chart during class discussions.

Key Takeaway: Say, "**Circles** are round. They have no vertices and no straight sides. Circles look the same no matter how you turn them."

Student Edition


Unit 3
Lesson 6

Name

TEKS K.1.F, K.1.G, K.6.A, K.6.D, K.6.E

What's That Shape Called?

Let's figure out which shapes are circles and triangles.

Warm-Up eyes on teacher

We are a math community. How do the things that make us alike and different make our math community better?

Activity 1 Coloring Circles

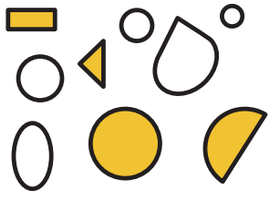
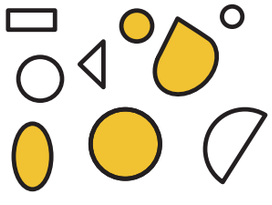
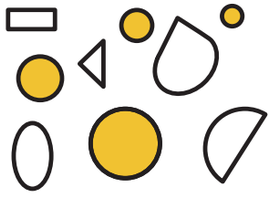
1

Directions: Find and color 4 circles on the page. Then explain to your partner how you know each shape you colored is a circle.

Kindergarten Unit 3 Lesson 6 176 Warm-Up | Activity 1

Presentation Screens

D Differentiation | Teacher Moves

Look for students who . . .	For example . . .	Provide support . . .
Almost there Color some circles and some clear distractors.		**Support** Ask, "What do you notice about the circles on the chart? What do you notice about the shapes you colored?"
Almost there Color some circles and some difficult distractors.		**Support** Point to 2 circles and ask, "How are these 2 circles alike?" Point to a distractor and ask, "How is this shape the same as a circle? How is it different?"
Color all the circles.		**Stretch** Point to the oval and ask, "Why is this shape not a circle? What must be true about circles?"

Pairs | 15 min

Activity 2 Sorting Triangles

Purpose: Students identify and sort examples and non-examples of triangles to develop their understanding of the attributes of a triangle.

Presentation Screens



Materials

Lesson Resources:

- Distribute one Activity 2 PDF, *Sorting Triangles Mat* to each pair.
- Distribute one set of cards from the Activity 2 PDF, *Sorting Triangles Cards* to each pair.

Classroom materials:

- Display the *Shapes We Know* chart (from Activity 1) and the *Words to Describe Shapes* chart (from prior lessons) during the Launch.
- Use sticky notes and refer to the Visual Display PDF, *Shapes We Know* (sample) (**Lesson Resources**) to add new language to the chart.

Short on time? Consider having pairs share their work verbally instead of using a **Gallery Tour.**

1 Launch



Read aloud page 4 of the Unit Story. ELPS 1.E

Display the teacher-made *Shapes We Know* chart. Draw 3 triangles labeled "triangle."

Say, "All the shapes in this group are called **triangles**."

Use the Think-Pair-Share routine. Ask, "What do you think makes a shape a triangle?"

Record the language students use on the *Shapes We Know* chart and show connections to other words on the *Words to Describe Shapes* chart. Remind students to continue to refer to and use the charts.

Say, "Sort the shapes into 2 groups: triangles and not triangles. As you sort each shape, tell your partner why you think the shape belongs in that group. Then write numbers to show how many shapes are in each group."

A **Accessibility: Conceptual processing** Provide students with a set of partially sorted triangles and non-triangles.

2 Monitor



While students complete the activity, refer to the D **Differentiation | Teacher Moves** table on the following page.

If students need help getting started . . .

- Ask, "What did you notice about the triangles on the chart? Which of these shapes look like a triangle?"
- Invite the student to trace a finger around each triangle on the chart. Ask, "What do you notice about the triangles now? How can you use what you noticed to find the cards with triangles?"

3 Connect



Display Shawn's Sort and Cards E, H, K, and M.

Use the Think-Pair-Share routine. Say, "Shawn sorted some shapes but was unsure how to sort these shapes. Tell your partner if each shape belongs in the triangle group or the not triangle group and explain how you know."

Say (pointing to each card), "Shapes H and M do not have 3 straight sides. Shape E has straight sides, but the sides are not all connected. Shape K has 3 straight sides and 3 vertices. Shape K is the only triangle in this group."

Ask, "How do you know Shape K is a triangle?"

Record any new language, such as "3 straight sides," "3 vertices," or "connected sides," on the *Shapes We Know* chart. Remind students to continue to refer to and use the chart during class discussions.

Key Takeaway: Say, "**Triangles** are shapes with 3 straight sides and 3 vertices. All of the sides connect."

Student Edition

Activity 2

Name _____

Sorting Triangles

Hands-On

2

triangles	not triangles
	
6	10
Cards A, C, G, I, K, O	Cards B, D, E, F, H, J, L, M, N, P

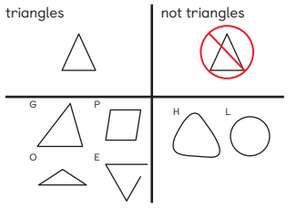
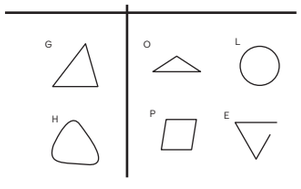
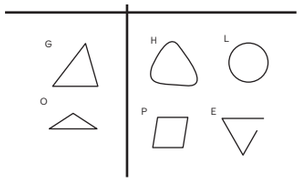
Directions: Sort the shapes into **2** groups: triangles and not triangles. As you sort each shape, explain to your partner why you think the shape belongs in that group. Then write numbers to show how many shapes are in each group.

Kindergarten Unit 3 Lesson 6 Activity 2

177

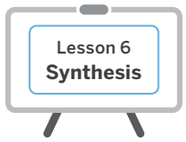
Presentation Screens

D Differentiation | Teacher Moves

Look for students who . . .	For example . . .	Provide support . . .
Almost there Identify all shapes that share 1 attribute with triangles, such as straight sides.		**S Support** Ask, "What do you notice about the triangles on the chart? Which of these shapes have the same parts as the triangles? Which shapes do not?"
Sort some triangles into a group.		**S Strengthen** Point to 2 triangles and ask, "How are these 2 triangles alike?" Point to a distractor and ask, "How is this shape the same as a triangle? How is it different from a triangle?"
Sort all triangles into a group.		**S Strengthen** Ask, "Are any of these shapes a circle? How are triangles and circles different?"

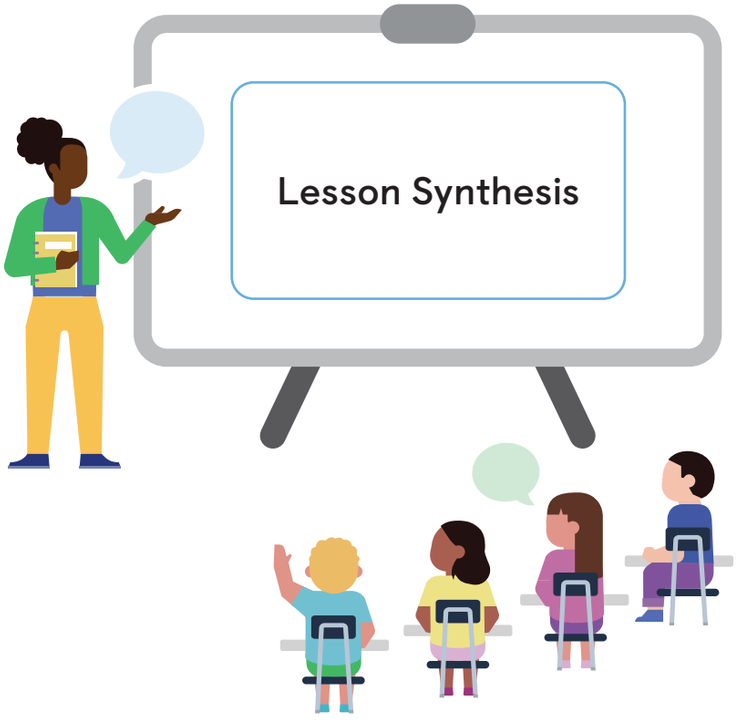
Whole Class | 10 min

Presentation Screen



Synthesis

Lesson Takeaway: Circles and triangles can be identified, described, and compared by their attributes.



Use the Think-Pair-Share routine. Say, "Here are 5 more shapes. Decide with your partner if each shape is a triangle or not a triangle."

Ask, "Were there any shapes you and your partner did not agree on? Why did you disagree?"

Say, "Sometimes, shapes can look very similar and it can be tricky to figure out what shape they are. We have to look closely at the shapes' sides and vertices."

Say, "Let's continue to think about what every shape has to have."

Formalize vocabulary: circle, triangle

(optional) **Consider using the Total Physical Response routine** by inviting students to work with a partner to create a **circle** and then a **triangle** using their arms. Invite students to perform these physical actions as you say the terms aloud.
ELPS 1.A, 1.B, 1.C, 1.E

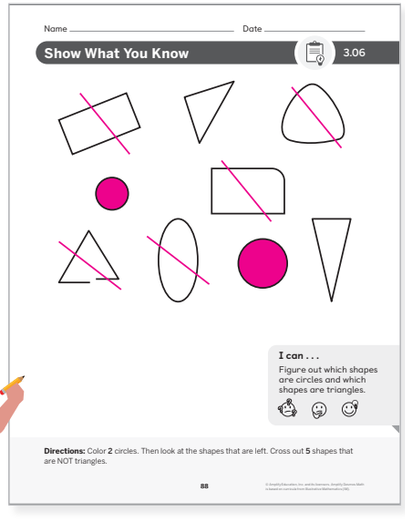
Refer to the *Math Language Development Resources* for a description of this routine and for more vocabulary support.

Invite students to refer to the **Summary** during Practice or anytime during the year.

Show What You Know (Optional)

Independent | 5 min

Show What You Know PDF


Name _____ Date _____

Show What You Know 3.06

I can . . .
Figure out which shapes are circles and which shapes are triangles.

Directions: Color **2** circles. Then look at the shapes that are left. Cross out **5** shapes that are NOT triangles.

Today's Goals

1. **Language Goal:** Identify and describe circles and triangles. **(Listening and Speaking)** ELPS 1.B, 2.B, 2.E
   - In the *Show What You Know*, students colored circles and crossed out shapes that are not triangles.
2. **Language Goal:** Classify two-dimensional shapes into given categories and justify the classifications. **(Listening and Speaking)** ELPS 1.B, 2.B, 2.E

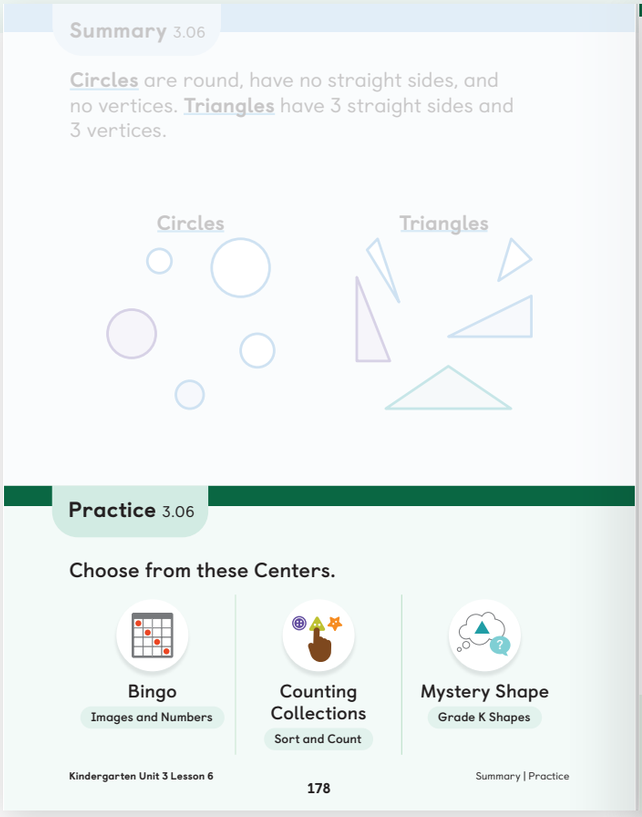
Differentiation See the last page of the lesson for differentiation and Math Language Development support.

Practice

Independent

Provide students with sufficient practice to build and reinforce their conceptual understanding, fluency, and application of mathematical topics, assessment practice, and ongoing spiral review.

Students using print



Summary 3.06

Circles are round, have no straight sides, and no vertices. Triangles have 3 straight sides and 3 vertices.

Circles

Triangles

Practice 3.06

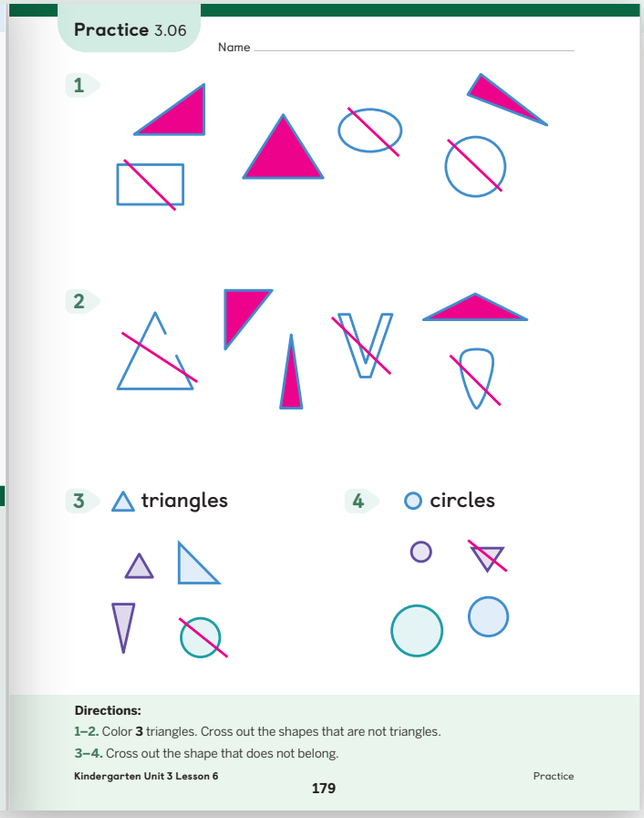
Choose from these Centers.

Bingo
Images and Numbers

Counting Collections
Sort and Count

Mystery Shape
Grade K Shapes

Kindergarten Unit 3 Lesson 6 178 Summary | Practice



Practice 3.06

Name _____

1

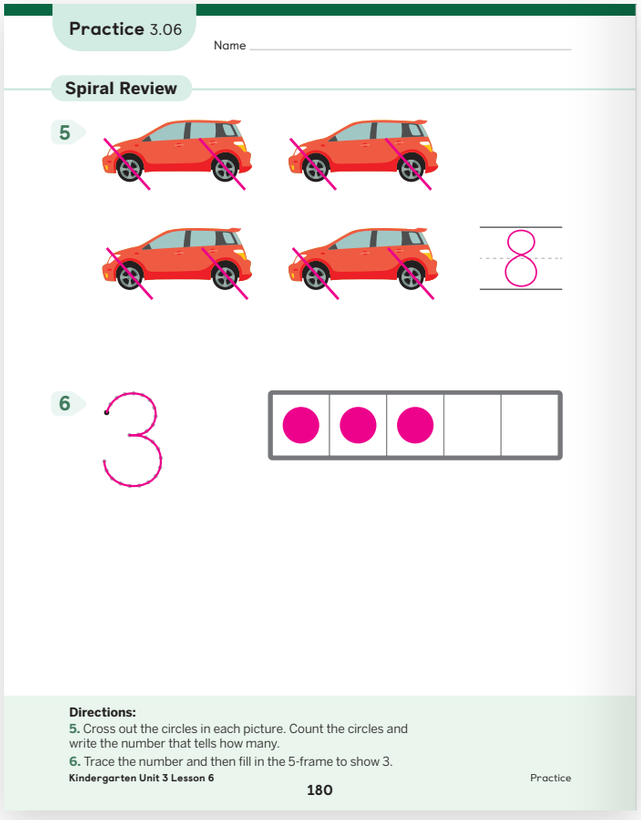
2

3 triangles

4 circles

Directions:
1–2. Color 3 triangles. Cross out the shapes that are not triangles.
3–4. Cross out the shape that does not belong.

Kindergarten Unit 3 Lesson 6 179 Practice



Practice 3.06

Name _____

Spiral Review

5

6

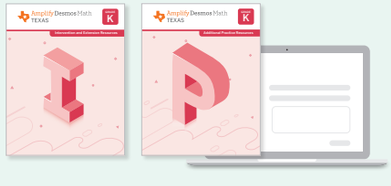
Directions:
5. Cross out the circles in each picture. Count the circles and write the number that tells how many.
6. Trace the number and then fill in the 5-frame to show 3.

Kindergarten Unit 3 Lesson 6 180 Practice

Practice Problem Item Analysis

	Problem(s)	DOK	TEKS
On-Lesson			
	1, 2	1	K.6.A
	3, 4	2	K.6.E
Spiral Review			
	5, 6	1	K.2.B, K.2.C

Need more Practice?



Additional practice can be found in the **Practice Resources, Intervention and Extension Resources,** and online resources (item banks, Boost Personalized Learning, and Fluency Practice).

Center Choice Time

Presentation Screen



Purpose: Use this time to support students working in Centers, gather formative assessment data, or work with a small group of students on targeted skills.

Bingo

Images and Numbers

Small Groups | 15 min | K.2.B, K.2.C, K.2.D

Students choose a number card and cover the appropriate space on the board with a counter.

Materials

- counters, number cards (1–10) **(Manipulative Kit)**
- Directions, Gameboards (A–D) **(Centers Resources)**

Corresponds with the checklist from Unit 2, Sub-Unit 3.

Counting Collections

Sort and Count

Pairs | 15 min | K.2.B, K.2.C

Students sort and count collections of up to 10 objects to practice sorting and to develop fluency with counting.

Materials

- 5-frames **(Manipulative Kit)**
- collections of objects (up to 10) **(Classroom materials)**
- Directions, Recording Sheet **(Centers Resources)**

Corresponds with the checklist from Unit 3, Sub-Unit 1.





Use Centers as games to offer fun and engaging ways for students to practice math skills.

GAMES

Mystery Shape

Grade K Shapes

Pairs | 15 min | K.6.D

Students take turns choosing a mystery shape and asking *yes* or *no* questions to figure out the mystery shape.

Materials

- counters **(Manipulative Kit)**
- Directions, Gameboard **(Centers Resources)**

Corresponds with the checklist from Unit 3, Sub-Unit 1.

D Differentiation | Teacher Moves

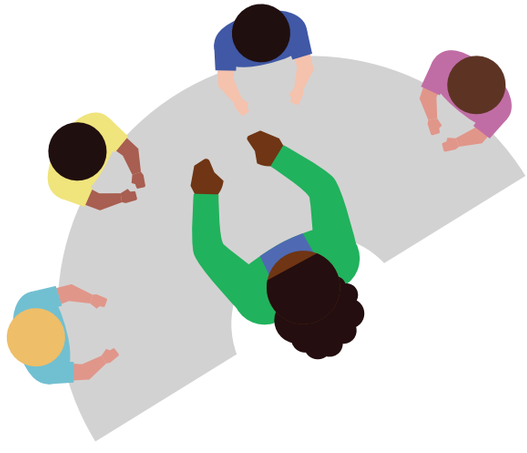
Work with students in their Centers by:

- Reinforcing Center routines and positive interactions.
- Asking probing questions to propel student thinking forward.
- Recording observations using the checklist provided.

Consider pulling a small group of students for:

- Reviewing the lesson's learning goal by using the *Mini-Lesson* or the supports provided in the lesson.
- Reviewing essential skills from prior lessons or units.





Differentiation Use after Lesson 6

Lesson Goal: Identify and describe circles and triangles.

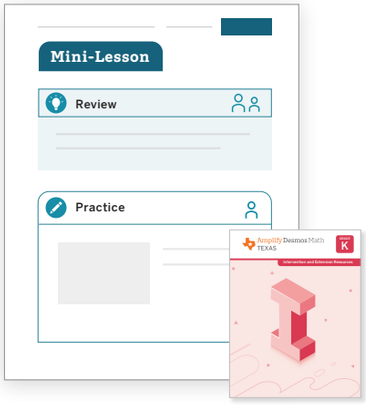
Support

Provide targeted intervention for students by using these resources.

If students identify some circles and triangles and some distractors:

Respond:

- Assign the *Identifying Circles and Triangles* Mini-Lesson. | 15 min
- Students will also have more opportunities to develop this concept in future lessons, so intervention is not necessary at this time.



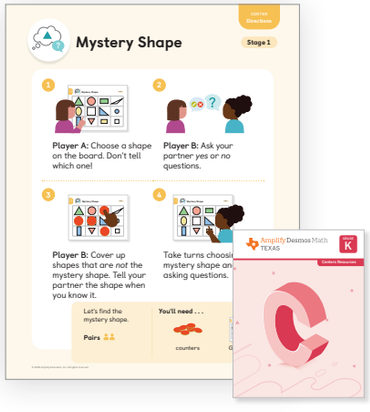
Strengthen

Reinforce students' understanding of the concepts assessed by using these resources.

If students identify all circles and triangles:

Respond:

- Invite students to play the **Center. |** 15 min
  Mystery Shape: Grade K Shapes
- Have students complete **Lesson 6 Practice. |** 15 min
- **Item Bank**



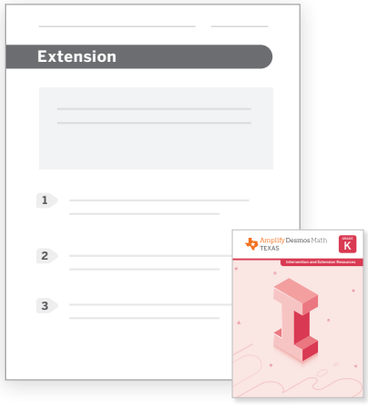
Stretch

Challenge students and extend their learning with these resources.

If students identify all circles and triangles, and justify the classifications:

Respond:

- Invite students to explore the **Sub-Unit 1 Extension Activities. |** 15 min
- Revisit Activity 1 and invite students to respond to the **Stretch** question from the *Differentiation: Teacher Moves* table. | 5 min



Support, *Strengthen*, and *Stretch* learning by assigning these digital resources that adjust to each student's current level of skill and understanding.
• **Boost Personalized Learning** • **Fluency Practice** • **Math Adventures**

Math Language Development

EB Use the ***Math Language Development Resources*** for further language support with all your students, including those building English proficiency.

- English/Spanish cognates, e.g., **circle/círculo**, **triangle/triángulo**
- Vocabulary routines



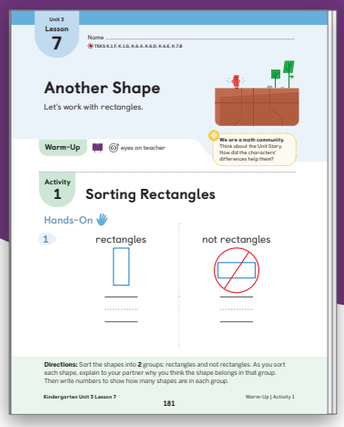


Professional Learning

How did students think of triangles as they came into the lesson? In what ways did their understanding of triangles change upon completion of the lesson?

Unit 3
Lesson
7

Student Edition pages, Manipulatives, and Presentation Screens support learning in this lesson.



Another Shape

Identifying Rectangles and Comparing Their Lengths

Let's work with rectangles.

Key Concepts

Today's Goals

1. **Goal:** Compare the lengths of rectangles.
2. **Language Goal:** Identify and describe rectangles. **(Listening and Speaking)** ELPS 1.B, 2.B, 2.E
3. **Language Goal:** Classify two-dimensional shapes into given categories and justify the classifications. **(Listening and Speaking)** ELPS 1.B, 2.B, 2.E

Connections and Coherence

Students are introduced to the shape category **rectangles**. They analyze and sort various examples and non-examples to attend to and describe the defining attributes of a rectangle, including the number of sides and vertices and what the vertices look like. Students extend their understanding of the defining attributes of shapes to include measurable attributes. They compare the side lengths of rectangles and develop precise language to describe the relative lengths as **longer**, **shorter**, or the same length.**(TEKS K.1.F, K.1.G)**

Prior Learning

In Lesson 6, students identified and described circles and triangles.

Future Learning

In Lesson 8, students will continue to compare lengths as they build shapes with straws.

Integrating Rigor in Student Thinking

- Students further their **conceptual understanding** that shapes can be classified into given categories based on their shared attributes.
- Students build their **conceptual understanding** of measurable attributes as they compare the lengths of rectangles using the terms *longer* and *shorter*.

Vocabulary

New Vocabulary

longer

rectangle

shorter

TEKS

Addressing

K.6.A

Identify two-dimensional shapes, including circles, triangles, **rectangles,** and squares as special rectangles.

Also Addressing: **K.6.D, K.6.E, K.7.B**

Math Process Standards: K.1.F, K.1.G

ELPS: 1.A, 1.B, 1.C, 1.E, 1.F, 2.B, 2.C, 2.D, 2.E, 2.F, 3.D, 3.F

Building Toward

1.6.A

Building Math Identity

We are a math community.
Think about the Unit Story. How did the characters' differences help them?

Invite students to reflect on this question as they complete this lesson

Lesson at a Glance 60 min

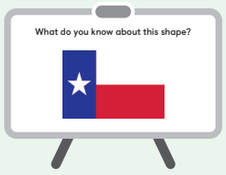
TEKS: K.1.F, K.1.G, K.6.A, K.6.D, K.6.E, K.7.B

Warm-Up

Whole Class | 10 min

Students use the **What Do You Know About ____?** routine, which provides an opportunity to hear the knowledge they already have about rectangles and allows all students to contribute to the discussion. Students are introduced to the term **rectangle** in the Connect.

Note: The *Shapes We Know* chart (from Lesson 6) is needed.



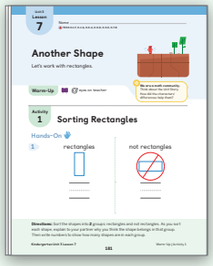
Activity 1

Small Groups | 15 min

Students use developing geometric language as they sort examples and non-examples of rectangles. In the Connect, students reason about the shared attributes of rectangles.

Materials: Activity 1 PDF, *Sorting Rectangles Cards*, Activity 1 PDF, *Sorting Rectangles Mat*, *Shapes We Know* chart (from Lesson 6), sticky notes, *Words to Describe Shapes* chart (from prior lessons)

Additional Prep Cut out: Activity 1 PDF, *Sorting Rectangles Cards*



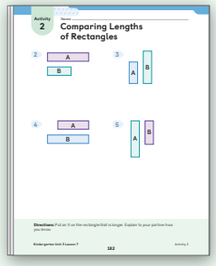
Activity 2

Pairs | 10 min

Students are introduced to the terms **longer** and **shorter**. They describe and compare rectangles as they develop their understanding that length is an attribute that can be compared.

Materials: Activity 1 PDF, *Sorting Rectangles Cards*, *Words to Describe Shapes* chart (from prior lessons)

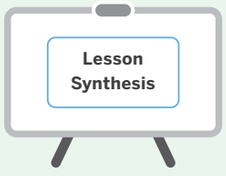
Additional Prep Display: pre-cut Cards I and N



Synthesis

Whole Class | 10 min

Students review and reflect on the importance of looking at both endpoints of rectangles when comparing their lengths.



Show What You Know (optional)

Independent | 5 min

Students demonstrate their understanding by classifying shapes as rectangles and not rectangles.

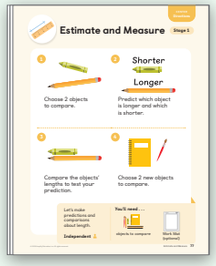
Materials: *Show What You Know* PDF



Center

Pairs | 15 min

Students are introduced to the Center *Estimate and Measure*, *Predict and Compare*, in which they predict the lengths of 2 objects and then compare the lengths by describing which is *longer* and *shorter*.



Math Language Development

Emergent Bilinguals

Consider using the *Math Language Development Resources* with the **Activity 1, Monitor** to support math language acquisition.



- ✓ Cognates
- ✓ Visuals
- ✓ Sentences frames and word bank

ELPS 1.B, 1.E, 2.B, 2.C, 2.D, 2.E, 2.F

Pre-Production	Beginning	Intermediate	High Intermediate	Advanced
Students **listen** to spoken English and **respond** using their primary languages and gestures.	Students **listen** to spoken English and **speak** using their primary languages, gestures, and single words or short phrases.	Students **listen** to spoken English and **speak** using short phrases or simple sentences.	Students **listen** to spoken English and **speak** using a variety of sentence types.	Students **listen** to spoken English and **speak** using longer sentences. Exemplar responses are provided.

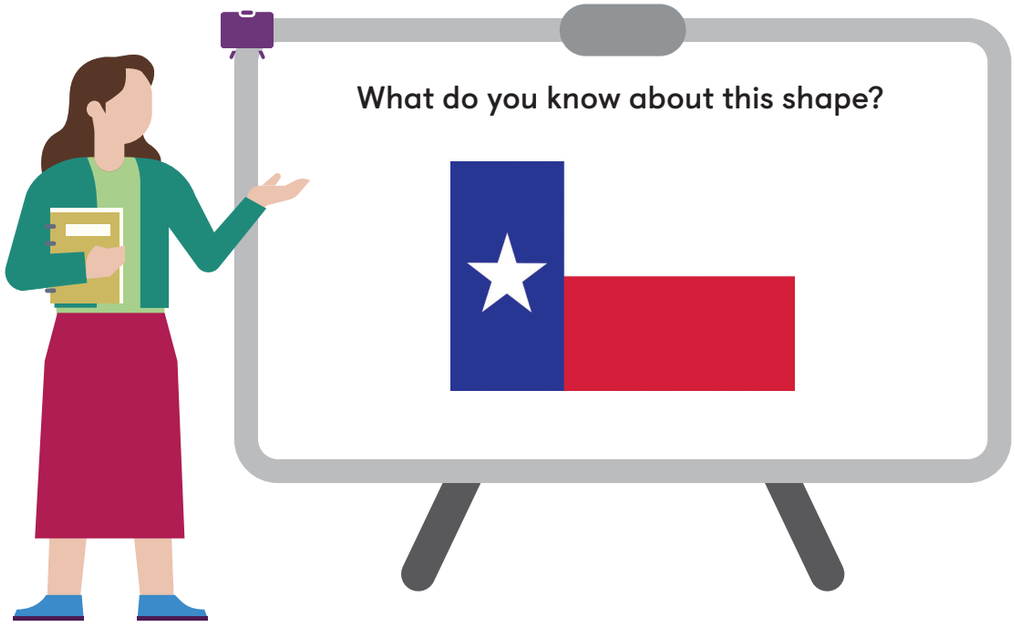
Whole Class | 10 min

Presentation Screens



Warm-Up What Do You Know About ___?

Purpose: Students share ideas about rectangles to honor what students already know about the defining attributes of rectangles and to prepare for learning more about rectangles.





1 Launch

Display the question and the teacher-made *Shapes We Know* chart.

Use the What Do You Know About ___? routine.

Ask, "What do you know about this picture? What do you know about the shape of this flag?"

Invite students to share their responses.

Record language students use, such as "4 straight sides" or "4 corners," on the *Shapes We Know* chart. Draw 3 rectangles of different sizes and orientations labeled "rectangle."

Students might say . . . ELPS 1.E, 2.C, 2.D, 2.F

It looks like a box.

It has 4 sides and 4 corners.

I know all the sides are straight.

The American flag is shaped like a rectangle.

2 Connect

Say, "All the shapes in this group are called **rectangles**."

Ask, "What do you think makes a shape a rectangle? Do you know of other flags with a rectangular shape?"

Say, "In Activity 1, you will think about if a shape is a rectangle or not a rectangle as you sort shapes."

Small Groups | 15 min

Activity 1 Sorting Rectangles

Purpose: Students identify and sort examples and non-examples of rectangles to develop their understanding of the attributes of a rectangle.

Presentation Screens



Materials

Lesson Resources:

- Distribute one set of cards from the Activity 1 PDF, *Sorting Rectangles Cards* to each group.
- Distribute one Activity 1 PDF, *Sorting Rectangles Mat* to each group.

Classroom materials:

- Display the *Shapes We Know* chart (from Lesson 6) and the *Words to Describe Shapes* chart (from prior lessons) during the activity.
- Use sticky notes to add language to the *Shapes We Know* chart during the Connect.

Short on time? Consider sorting the cards as a class.

1 Launch



Display the Activity 1 PDF, *Sorting Rectangles Mat*.

Say, "Sort the shapes into 2 groups: rectangles and not rectangles. As you sort each shape, tell your partners why you think the shape belongs in that group. Then write numbers to show how many shapes are in each group."

A **Accessibility: Conceptual processing**
Provide students with a set of partially sorted rectangles and non-rectangles.

2 Monitor



While students complete the activity, refer to the D **Differentiation | Teacher Moves** table on the following page.

If students need help getting started . . .

- Ask, "What do you notice about the rectangles on the chart? Which of these shapes look like a rectangle?"
- Invite the student to trace a finger around the rectangle at the top of their mat. Ask, "What do you notice about rectangles now? How can you use what you noticed to find the cards with rectangles?"

3 Connect



MLR This Connect is structured using the *MLR8: Discussion Supports- Make a Conjecture* routine. **ELPS 2.B, 2.C, 2.D, 2.E**

Have a group explain how they completed their sort as shown in Row 3 in the *Differentiation* table.

Ask:

- "What do you think is true about all rectangles?"
- "Where do you see that in these rectangles?" Point to the column of sorted rectangles.
- "Are there any examples you can think of that show this is not always true?"

EB **Emergent Bilinguals** As students explain their thinking, use gestures such as tracing a finger along the sides of the shape or using both arms to emphasize the shape of the vertex. **ELPS 3.D, 3.F**

Record any new language, such as "all vertices look the same," on the *Shapes We Know* chart. Draw and annotate images to highlight students' thinking.

Key Takeaway: Say, "Rectangles are shapes with 4 straight sides and 4 vertices. All the sides connect and all the vertices look the same."

Student Edition

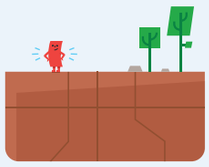
Unit 3
Lesson 7

Name _____

TEKS K.1.F, K.1.G, K.6.A, K.6.D, K.6.E, K.7.B

Another Shape

Let's work with rectangles.



Warm-Up eyes on teacher

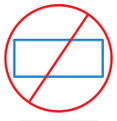
We are a math community. Think about the Unit Story. How did the characters' differences help them?

Activity 1

Sorting Rectangles

Hands-On

1

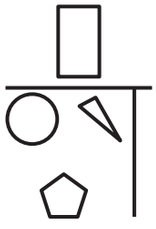
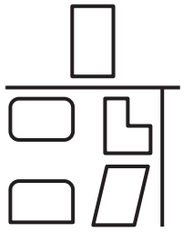
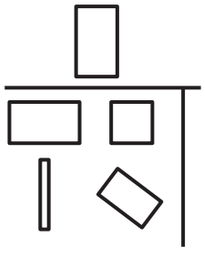
rectangles	not rectangles
	
Cards A, F, H, I, K, M, N, P	Cards B, C, D, E, G, J, L, O

Directions: Sort the shapes into **2** groups: rectangles and not rectangles. As you sort each shape, explain to your partner why you think the shape belongs in that group. Then write numbers to show how many shapes are in each group.

Kindergarten Unit 3 Lesson 7 181 Warm-Up | Activity 1

Presentation Screens

D Differentiation | Teacher Moves

Look for students who . . .	For example . . .	Provide support . . .
Almost there Place clear distractors in the rectangle group.		**Support** Point to the distractors and ask, "How did you decide which group to put these shapes in?"
Almost there Place difficult distractors in the rectangle group.		**Support** Ask, "What do you notice about the rectangle at the top of the mat? Which of these shapes has the same parts as rectangles? Which ones do not?"
Accurately sort the shapes.		**Strengthen** Point to the rectangles and ask, "What is alike, or the same, about all the shapes in this group?"

Pairs | 10 min

Activity 2 Comparing Lengths of Rectangles

Purpose: Students develop an understanding of the measurable attributes of objects as they compare the side lengths of rectangles.

Presentation Screens



Materials

Classroom materials:

- Display pre-cut Cards I and N (from Activity 1) during the Launch.
- Display the *Words to Describe Shapes* chart (from prior lessons) during the Connect.

1 Launch



Display Cards I and N from Activity 1.

Use the Notice and Wonder routine. ELPS 2.B

Ask, "What is different about these shapes?"

Say:

- "The first shape is **longer** than the second shape."
- "Compare the lengths of each pair of rectangles. Put an X on the rectangle that is longer. Then explain to your partner how you know."

2 Monitor



After students have completed **Problem 3**, refer to the Differentiation | Teacher Moves table on the following page.

If students need help getting started . . .

- Ask, "What do you notice about the rectangles?"
- Point to a pair of rectangles and ask, "Which rectangle is longer?"

MLR **MLR8: Discussion Supports — Pressing for Details** ELPS 2.E

Press for details in student reasoning as they explain which rectangles are longer. For example:

- If a student says, "Rectangle B is *longer than* Rectangle A." . . .
- Press for details by asking, "How did you figure out which rectangle is longer?

3 Connect



Display Problem 2.

Ask:

- "Which rectangle is longer?"
- "The other rectangle is **shorter**. What do you think shorter means?"

Say, "Use the phrase *shorter than* to describe the rectangles."

Display Problem 3.

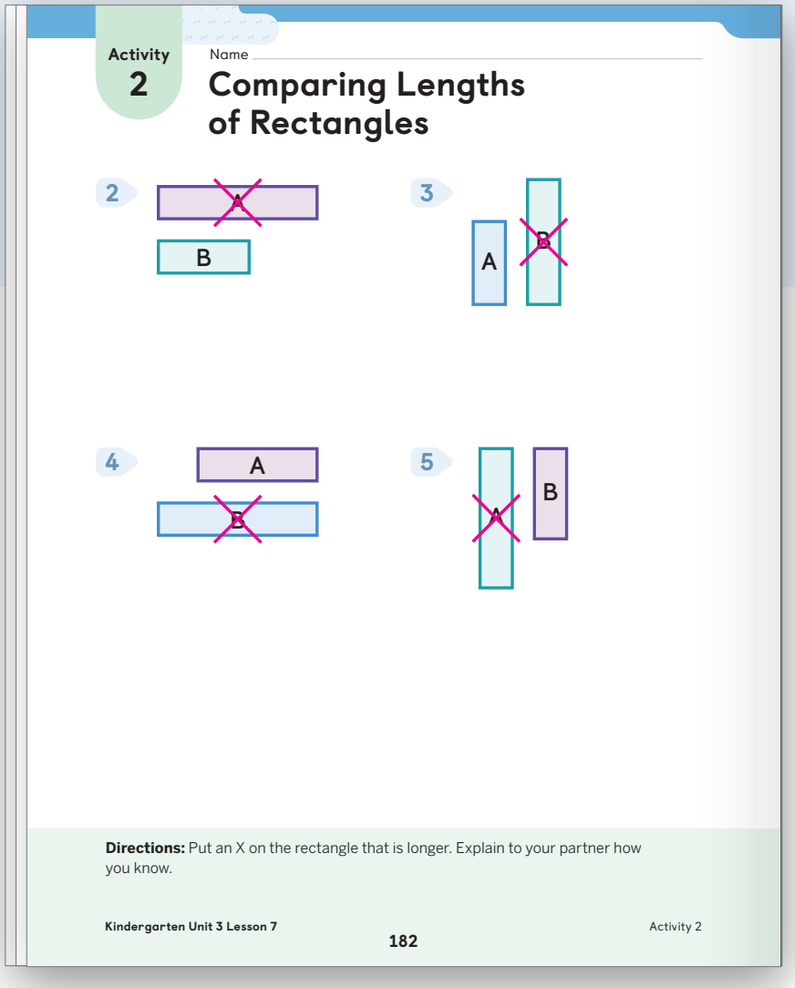
Say, "Use the phrase *shorter than* to describe the rectangles and explain how you know." Repeat with Problems 4 and 5.

EB **Emergent Bilinguals** Use hand gestures, such as spacing hands close together for *shorter* or farther apart for *longer*, to support visualization as students share their strategies. ELPS 3.D, 3.F

Record the terms *longer* and *shorter* on the *Words to Describe Shapes* chart. Remind students to continue to refer to and use the chart during class discussions.

Key Takeaway: Say, "We can compare the lengths of rectangles by figuring out which rectangle is longer or shorter."

Student Edition


Activity 2

Name

Comparing Lengths of Rectangles

2 A B

3 A B

4 A B

5 A B

Directions: Put an X on the rectangle that is longer. Explain to your partner how you know.

Kindergarten Unit 3 Lesson 7 182 Activity 2

Presentation Screens

D Differentiation | Teacher Moves

Look for students who . . .	For example . . .	Provide support . . .
Almost there Compare non-defining attributes of the rectangles, such as color.	*The rectangles are different because 1 is orange and 1 is blue.*	**Support** Ask, "Which shape is longer?"
Compare the sizes of the rectangles.	*Rectangle B is bigger than Rectangle A.*	**Strengthen** Ask, "How did you figure out which rectangle was longer?"
Compare the lengths of the rectangles.	*Rectangle B is longer than Rectangle A.*	**Stretch** Say, "Find an object that is longer than Rectangle B."

Whole Class | 10 min

Presentation Screen



Synthesis

Lesson Takeaway: Rectangles can be identified, described, and compared by their attributes, including describing their side lengths as **longer** or **shorter**.



Ask, "Which rectangle is shorter?"

Say, "Han was thinking about which shape was longer, and he thinks that Rectangles A and B are the same length because, when he looks at this side, both shapes end at the same point." Point to the endpoints on the right-hand side.

Use the Think-Pair-Share routine. Ask, "Do you agree or disagree with Han? Why?"

Play the animation. ELPS 1.F

Say:

- "Rectangle B is longer than Rectangle A. Even though the rectangles are lined up on 1 side, Rectangle B sticks out much farther on the other side, which makes it longer than Rectangle A. When comparing 2 shapes, it is important to look at both ends of each shape."
- "We will continue describing shapes by thinking about how long or short their sides are."

Formalize vocabulary: longer, shorter, rectangle

(optional) **Consider using the Total Physical Response routine** by inviting students to use their hands to show **shorter** and **longer**. Invite students to perform these physical actions as you say the terms aloud. ELPS 1.A, 1.B, 1.C, 1.E

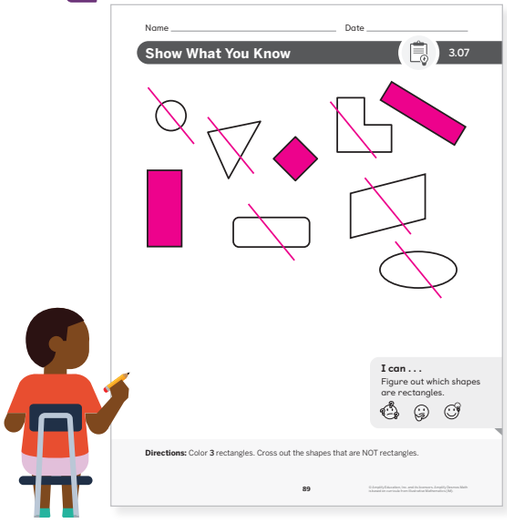
Refer to the *Math Language Development Resources* for a description of this routine and for more vocabulary support.

Invite students to refer to the **Summary** during Practice or anytime during the year.

Show What You Know (Optional)

Independent | 5 min

Show What You Know PDF


Name _____ Date _____

Show What You Know 3.07

I can . . .
Figure out which shapes are rectangles.

Directions: Color 3 rectangles. Cross out the shapes that are NOT rectangles.

89

Today's Goals

1. **Goal:** Compare the lengths of rectangles.
2. **Language Goal:** Identify and describe rectangles. **(Listening and Speaking)** ELPS 1.B, 2.B, 2.E
   - In the *Show What You Know*, students identified rectangles.
3. **Language Goal:** Classify two-dimensional shapes into given categories and justify the classifications. **(Listening and Speaking)** ELPS 1.B, 2.B, 2.E
   - In the *Show What You Know*, students classified shapes as rectangles and not rectangles.

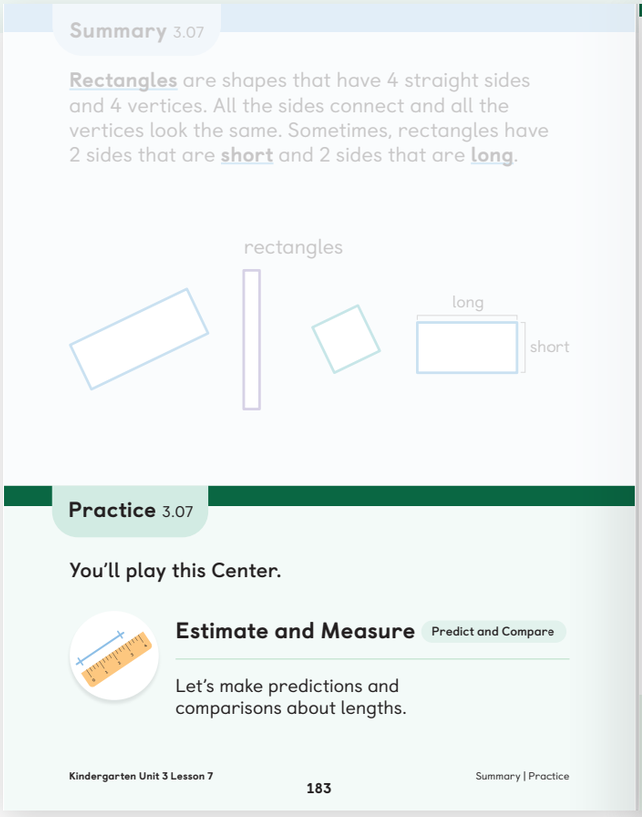
D **Differentiation** See the last page of the lesson for differentiation and Math Language Development support.

Practice

Independent

Provide students with sufficient practice to build and reinforce their conceptual understanding, fluency, and application of mathematical topics, assessment practice, and ongoing spiral review.

Students using print



Summary 3.07

Rectangles are shapes that have 4 straight sides and 4 vertices. All the sides connect and all the vertices look the same. Sometimes, rectangles have 2 sides that are **short** and 2 sides that are **long**.

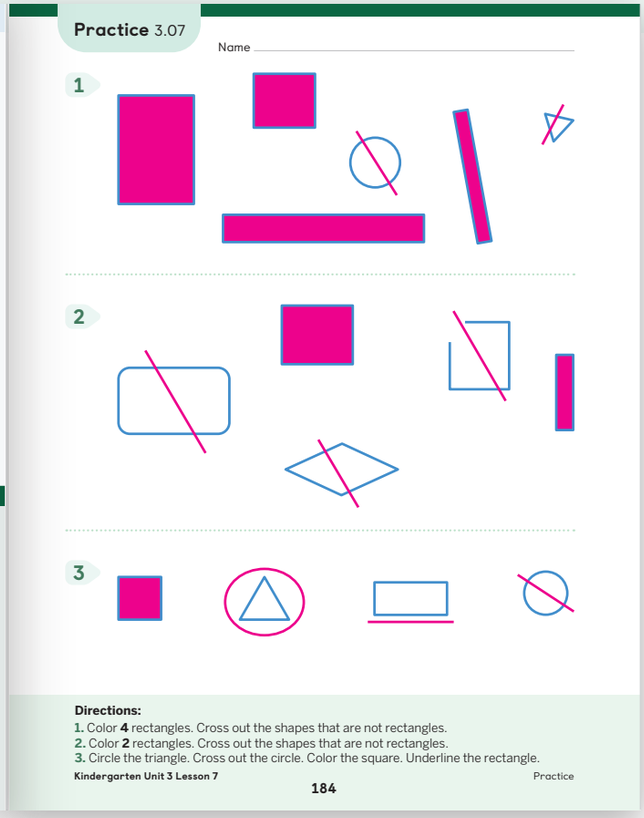
Practice 3.07

You'll play this Center.

Estimate and Measure Predict and Compare

Let's make predictions and comparisons about lengths.

Kindergarten Unit 3 Lesson 7 183 Summary | Practice



Practice 3.07

Name _____

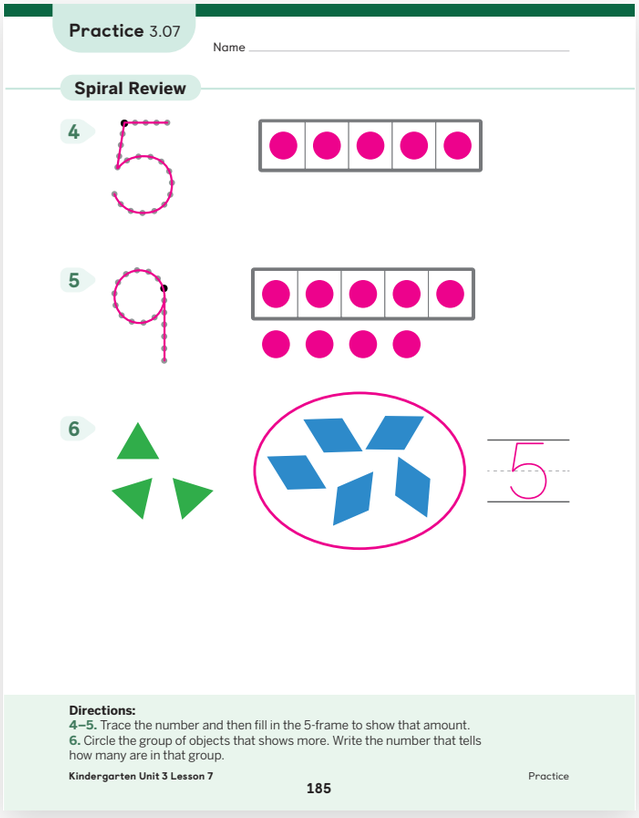
1

2

3

Directions:
1. Color **4** rectangles. Cross out the shapes that are not rectangles.
2. Color **2** rectangles. Cross out the shapes that are not rectangles.
3. Circle the triangle. Cross out the circle. Color the square. Underline the rectangle.

Kindergarten Unit 3 Lesson 7 184 Practice



Practice 3.07

Name _____

Spiral Review

4

5

6

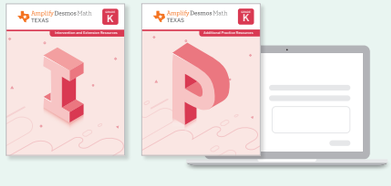
Directions:
4–5. Trace the number and then fill in the 5-frame to show that amount.
6. Circle the group of objects that shows more. Write the number that tells how many are in that group.

Kindergarten Unit 3 Lesson 7 185 Practice

Practice Problem Item Analysis

	Problem(s)	DOK	TEKS
On-Lesson			
	1, 2	1	K.6.A, K.6.E
	3	1	K.6.A
Spiral Review			
	4, 5	1	K.2.B
	6	2	K.2.B, K.2.G

Need more Practice?



Additional practice can be found in the **Practice Resources, Intervention and Extension Resources,** and online resources (item banks, Boost Personalized Learning, and Fluency Practice).

Pairs | 15 min

Introducing the Center Estimate and Measure, Predict and Compare

Purpose: Students further their understanding of the measurable attributes of objects as they make predictions about and compare the lengths of 2 objects.

Presentation Screen



Materials

Classroom materials:

- Distribute objects of various lengths to each pair.

Centers Resources:

- Display the Directions and Work Mat.
- Provide each student with access to a Work Mat (optional).

1 Launch



Display the Center materials, Directions, Work Mat, and 2 objects, such as a notebook and pencil.

Demonstrate how to play *Estimate and Measure, Predict and Compare*. Monitor to ensure students are able to follow directions with accuracy. ELPS 1.C

- **Say**, "You will play *Estimate and Measure*."
- **Say**, "My partner and I will each choose 2 objects to compare."
- **Say**, "My partner and I will predict which object is longer and which object is shorter."
- **Use the Think-Pair-Share routine.** Ask, "Which object do you think is longer? Which object do you think is shorter?"
- **Say**, "Then my partner and I will compare the objects' lengths to test your prediction." Line up the notebook and pencil on the Work Mat so that they begin at the same endpoint.
- **Say**, "We can see that the notebook is longer."
- **Say**, "When my partner and I are done comparing the objects, we choose 2 new objects to compare."

2 Monitor



Observe how students manipulate the objects to compare them.

3 Connect



Display 2 objects of equal length in different orientations.

Say, "Jada says that this object is longer." Point to 1 of the objects.

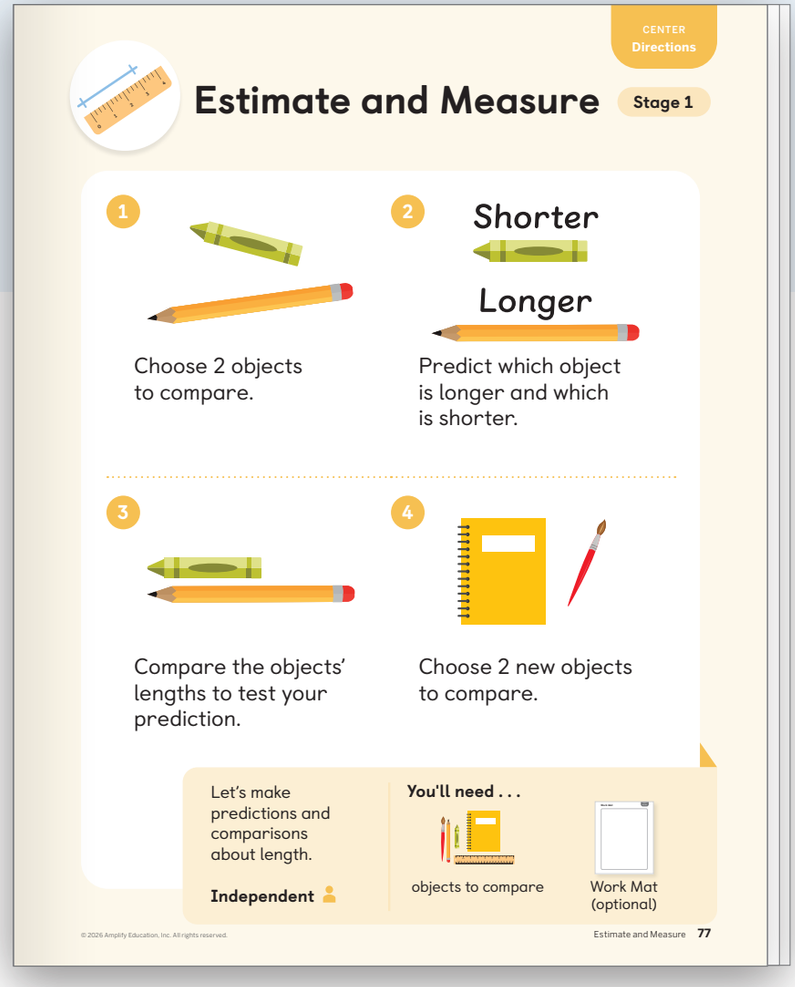
Ask, "Do you agree or disagree with Jada? Why?"

Demonstrate lining up both objects at the same point.

Say, "These objects are the same length."

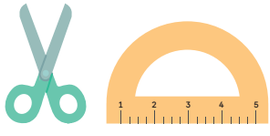
Key Takeaway: Say, "When comparing the lengths of 2 objects, it is helpful to line both objects up at 1 end."

Centers Resource Book



Presentation Screen

D Differentiation | Teacher Moves

Look for students who . . .	For example . . .	Provide support . . .
Almost there Attend to the heights of the objects when comparing the objects.	 *The block goes up higher, so I think it is longer.*	**Support** Adjust the objects so that both of the longer sides are being compared and ask, "Which object would you say is longer now?"
Almost there Compare the shorter side of 1 object to the longer side of the other object.	 *The scissors are longer.*	
Compare the longer side of each object.		**Stretch** Say, "Find an object that is longer than the marker."

Differentiation Use after Lesson 7

Lesson Goal: Identify and describe rectangles.

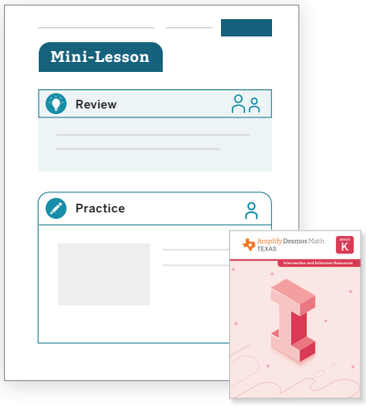
Support

Provide targeted intervention for students by using these resources.

If students place distractors in the rectangle group:

Respond:

- Assign the *Identifying and Comparing Rectangles* Mini-Lesson. | 15 min
- Students will also have more opportunities to develop this concept in future lessons, so intervention is not necessary at this time.



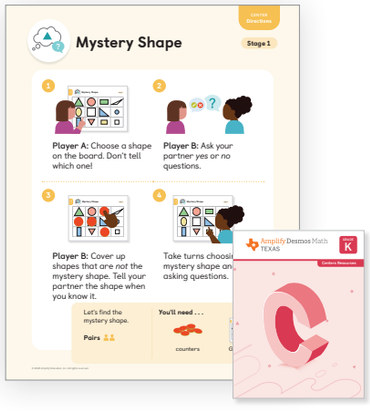
Strengthen

Reinforce students' understanding of the concepts assessed by using these resources.

If students accurately sort the shapes:

Respond:

- Invite students to play the **Center. |** 15 min
  Mystery Shape: Grade K Shapes
- Have students complete **Lesson 7 Practice. |** 15 min
- **Item Bank**



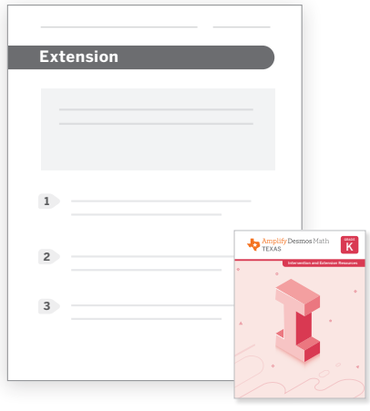
Stretch

Challenge students and extend their learning with these resources.

If students accurately sort the shapes and justify the classifications:

Respond:

- Invite students to explore the **Sub-Unit 1 Extension Activities. |** 15 min
- Revisit Activity 1 and invite students to respond to the **Stretch** question from the *Differentiation: Teacher Moves* table. | 5 min



Support, *Strengthen*, and *Stretch* learning by assigning these digital resources that adjust to each student's current level of skill and understanding.
• **Boost Personalized Learning** • **Fluency Practice** • **Math Adventures**

Math Language Development

EB Use the ***Math Language Development Resources*** for further language support with all your students, including those building English proficiency.

- English/Spanish cognates, e.g., **rectangle/rectángulo**
- Vocabulary routines



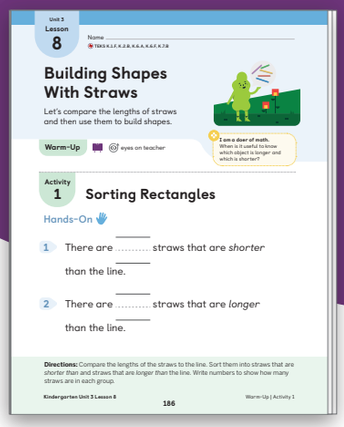


Professional Learning

Reflect on how comfortable your students are asking questions of you and of each other. What can you do to encourage students to ask questions?

Unit 3
Lesson
8

Student Edition pages, Manipulatives, and Presentation Screens support learning in this lesson.



Building Shapes With Straws

Building Shapes and Comparing Side Lengths

Let's compare the lengths of straws and then use them to build shapes.

Key Concepts

Today's Goals

1. **Goal:** Build two-dimensional shapes.
2. **Goal:** Compare the lengths of 2 objects.
3. **Language Goal:** Describe two-dimensional shapes using developing geometric language. **(Listening and Speaking)** ELPS 1.B, 2.B, 2.E

Connections and Coherence

Students compare the lengths of straws to determine which straw is longer or shorter. They discuss why they must attend to the endpoints of each object to accurately compare the lengths. Students then use the straws to build shapes and describe the shapes they build. They use their understanding of length to analyze and identify **squares** and classify them as a special type of rectangle. **(TEKS K.1.F)**

Prior Learning

In Lesson 7, students used comparative language, such as *longer than* and *shorter than*, to compare the lengths of the sides of rectangles that were lined up.

Future Learning

In Lesson 9, students will explore rectangles and squares further by sorting shapes into categories and subcategories based on their attributes and classifications.

Integrating Rigor in Student Thinking

- Students compare the lengths of 2 straws to further their **conceptual understanding** of measurable attributes of objects.
- Students analyze the attributes of rectangles and squares to further their **conceptual understanding** of shapes.
- Students **apply** their understanding of shape attributes as they build shapes from components.

Vocabulary

New Vocabulary

square

Review Vocabulary

longer

rectangle

shorter

TEKS

Addressing

K.7.B

Compare two objects with a common measurable attribute to see which object has more of/less of the attribute and describe the difference.

Also Addressing: **K.2.A, K.2.B, K.5.A, K.6.A, K.6.F**

Math Process Standard: K.1.F

ELPS: 1.A, 1.B, 1.C, 1.E, 2.B, 2.D, 2.E, 3.D, 3.F

Building Toward

1.5.A

1.6.C

1.6.F

Building Math Identity

I am a doer of math.

When is it useful to know which object is longer and which is shorter?

Invite students to reflect on this question as they complete this lesson.

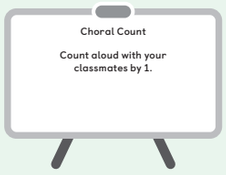
Lesson at a Glance 60 min

TEKS: K.1.F, K.2.A, K.2.B, K.5.A, K.6.A, K.6.F, K.7.B

Warm-Up Fluency

Whole Class | 10 min

Students use the **Choral Count** routine, in which they count as a class by 1 from 1 to 30. After the count is recorded, students may notice patterns that help them answer questions about which number comes next in the count sequence.



Activity 1

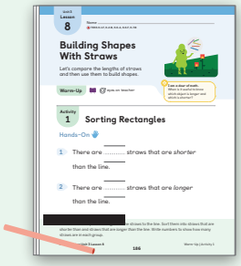
Pairs | 15 min

Students compare the lengths of straws to the length of a line and sort the straws into 2 groups They then determine and record the quantity of straws in each group. Students notice the need to line up the straws by their endpoints to accurately compare their lengths.

Manipulative Kit: straws

Materials: Activity 1 PDF, *Sorting Straws*, paper bags, straws, straightedges (as needed)

Additional Prep Prepare: bags of at least 6 straws of each size: 2 in., 3 in., 4 in., 5 in., and 6 in., one bag of straws per pair



Activity 2

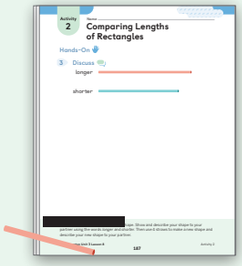
Pairs | 15 min

Students use the straws from Activity 1 to build four-sided shapes and describe them using the terms *longer* and *shorter*. In the Connect, students compare a rectangle and a square using their understanding of length to build an understanding of the attributes of a square.

Note: The Student Edition is not required for this activity.

Manipulative Kit: straws

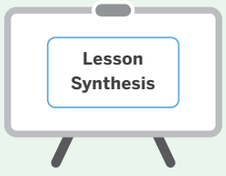
Materials: bags of straws (from Activity 1), clay, *Shapes We Know* chart (from prior lessons), *Words to Describe Shapes* chart (from prior lessons)



Synthesis

Whole Class | 10 min

Students review and reflect on language used to describe and compare shapes based on their side lengths.

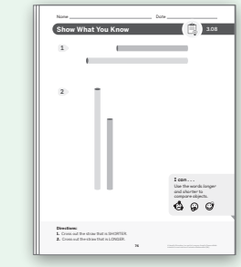


Show What You Know (optional)

Independent | 5 min

Students demonstrate their understanding by comparing straws and identifying which is longer and which is shorter.

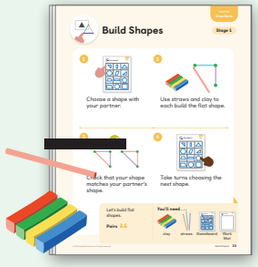
Materials: *Show What You Know* PDF



Center

Pairs | 10 min

Students are introduced to the Center *Build Shapes*, *Match the Flat Shape*, in which they use straws to build a shape that matches the shape they selected on their Gameboard.



Math Language Development

EB Emergent Bilinguals

Consider using the *Math Language Development Resources* with the **Activity 2, Monitor** to support math language acquisition.



✓Cognates ✓Sentence frames and word bank
✓Visuals

ELPS 1.B, 1.E, 2.B, 2.C, 2.D, 2.E, 2.F

Pre-Production	Beginning	Intermediate	High Intermediate	Advanced
Students **listen** to spoken English and **respond** using their primary languages and gestures.	Students **listen** to spoken English and **speak** using their primary languages, gestures, and single words or short phrases.	Students **listen** to spoken English and **speak** using short phrases or simple sentences.	Students **listen** to spoken English and **speak** using a variety of sentence types.	Students **listen** to spoken English and **speak** using longer sentences. Exemplar responses are provided.

Whole Class | 10 min

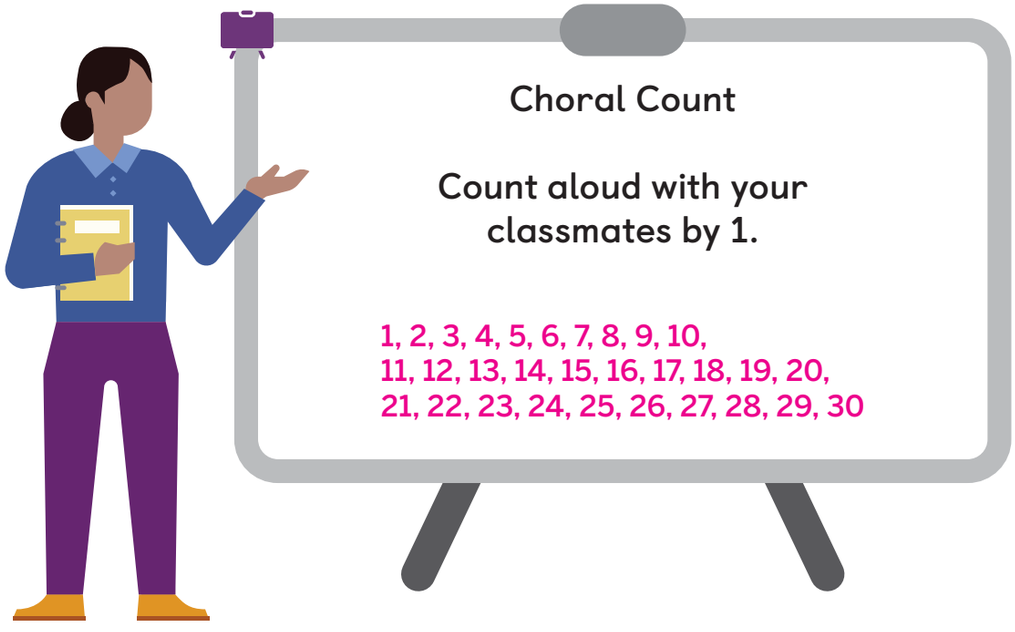
Presentation Screen



Warm-Up Choral Count

Fluency

Purpose: Students count by 1 to develop fluency with counting to 30.





1 Launch

Use the Choral Count routine. ELPS 2.E

Say, "Let's count by 1, starting at 1 and ending at 30."

Display each number as students count.

2 Connect

Say, "Now let's count by 1, starting at 1 and ending at 9."

Ask, "What number comes next when we count?"

Repeat the steps when counting aloud by 1, starting at 1 and ending at 19 and then ending at 29.

Pairs | 15 min

Activity 1 Shorter or Longer?

Purpose: Students compare the lengths of straws to further their understanding of the measurable attributes of objects.

Presentation Screens



Materials

Lesson Resources:

- Distribute one Activity 1 PDF, *Sorting Straws* to each pair.

Manipulative Kit:

- Prepare paper bags of straws (Classroom materials), with at least six straws of each size: 2 in., 3 in., 4 in., 5 in., 6 in., for each pair before the activity.

Classroom materials:

- Provide students with access to straightedges (as needed).

1 Launch



Say:

- "Let's think about the lengths of the straws by figuring out which straws are *shorter* than the line and which straws are *longer* than the line."
- "Compare each straw to the line to figure out if it is shorter or longer than the line."
- "Sort the straws into 2 groups: straws that are shorter than the line and straws that are longer than the line. Write numbers to show how many straws are in each group."

A **Accessibility: Visual-spatial processing** Guide visualization by having students place their hand or a straightedge perpendicular to the start of the line to help them precisely line up 1 end of the straws.

2 Monitor



While students complete the activity, refer to the D **Differentiation | Teacher Moves** table on the following page.

If students need help getting started . . .

- Ask, "In your own words, what are you trying to figure out?"
- Pick up a straw, point to the line, and ask, "What ideas do you have for how to figure out if this straw is longer or shorter than the line?"

3 Connect



Display the Activity 1 PDF, *Comparing the Lengths of Straws*.

Say, "Shawn says that the straw is shorter than the line because it does not go past the end of the line. Diego says that the straw is longer than the line because it does go past the end of the line."

Use the Think-Pair-Share routine. Ask, "Is Shawn correct or is Diego correct? How do you know?"

Ask:

- "Why did Shawn think the straw was shorter?"
- "What could Shawn do next time to accurately compare the lengths of 2 objects?"

Key Takeaway: Say, "When deciding which of 2 shapes is longer or shorter, it is helpful to look at the ends of each shape."

Student Edition

Unit 3
Lesson
8

Name

TEKS K.1.F, K.2.B, K.6.A, K.6.F, K.7.B

Building Shapes With Straws

Let's compare the lengths of straws and then use them to build shapes.



I am a doer of math.
When is it useful to know which object is longer and which is shorter?

Warm-Up eyes on teacher

Activity
1

Shorter or Longer?

Hands-On Sample responses shown.

1 There are 5 straws that are *shorter* than the line.

2 There are 7 straws that are *longer* than the line.

Directions: Compare the lengths of the straws to the line. Sort them into straws that are *shorter than* and straws that are *longer than* the line. Write numbers to show how many straws are in each group.

Kindergarten Unit 3 Lesson 8 186 Warm-Up | Activity 1

Presentation Screens

D Differentiation | Teacher Moves

Look for students who . . .	For example . . .	Provide support . . .
Almost there Make guesses about the length of the straw.	 *I think the straw is longer than the line.*	**Support** Say, "Show me how you know that the straw is longer."
Almost there Attend to 1 endpoint when comparing the straw to the line.	 *The straw is shorter because the end of the straw doesn't go past the end of the line.*	**Support** Ask, "What do you notice about the other end of the straw? How could you move the straw to figure out if the straw is longer or shorter than the line?"
Attend to both endpoints when comparing the straw to the line.	 *The straw is longer because it goes past the end of the line.*	**Stretch** Say, "Find an object in the classroom that is longer than the line. Find an object that is shorter than the line."

Pairs | 15 min

Activity 2 Comparing Lengths of Rectangles

Purpose: Students further their understanding of the attributes of shapes as they build four-sided shapes with different lengths of straws and describe the side lengths using the terms *longer* and *shorter*.

Presentation Screens



Materials

Manipulative Kit:

- Display 2 straws and clay during the Launch.
- Distribute clay to each pair.

Classroom materials:

- Display the *Shapes We Know* chart (from prior lessons) during the activity. Use sticky notes to add new language to the chart during the Connect.
- Distribute bags of straws (from Activity 1) to each pair.
- Provide access to the *Words to Describe Shapes* chart (from prior lessons, as needed).

Short on time? Consider having students build 1 shape rather than multiple shapes.

1 Launch



Display 2 straws and clay.

Demonstrate how to connect 2 straws using clay. ELPS 1.C

Say, "Use 4 straws to make a shape. Show and describe your shape to your partner using the words *longer* and *shorter*. Then use 4 straws to make a new shape and describe your new shape to your partner."

A **Accessibility: Fine motor skills** Prepare balls of clay and help students use them to connect the straws.

2 Monitor



While students complete the activity, refer to the D Differentiation | Teacher Moves table on the following page.

If students need help getting started . . .

- Ask, "Choose 4 straws. How could you connect these straws to make a shape?"
- Connect 2 of the straws and ask, "How could you connect the other 2 straws to these straws to make a shape?"

3 Connect



MLR This Connect is structured using the *MLR7: Compare and Connect* routine. ELPS 1.B, 1.E, 2.B, 2.D, 2.E

Display 2 shapes made of straws: a square and a rectangle in which all 4 sides are not equal.

Ask:

- "What is the same about these shapes?"
- "What is different about these shapes?"

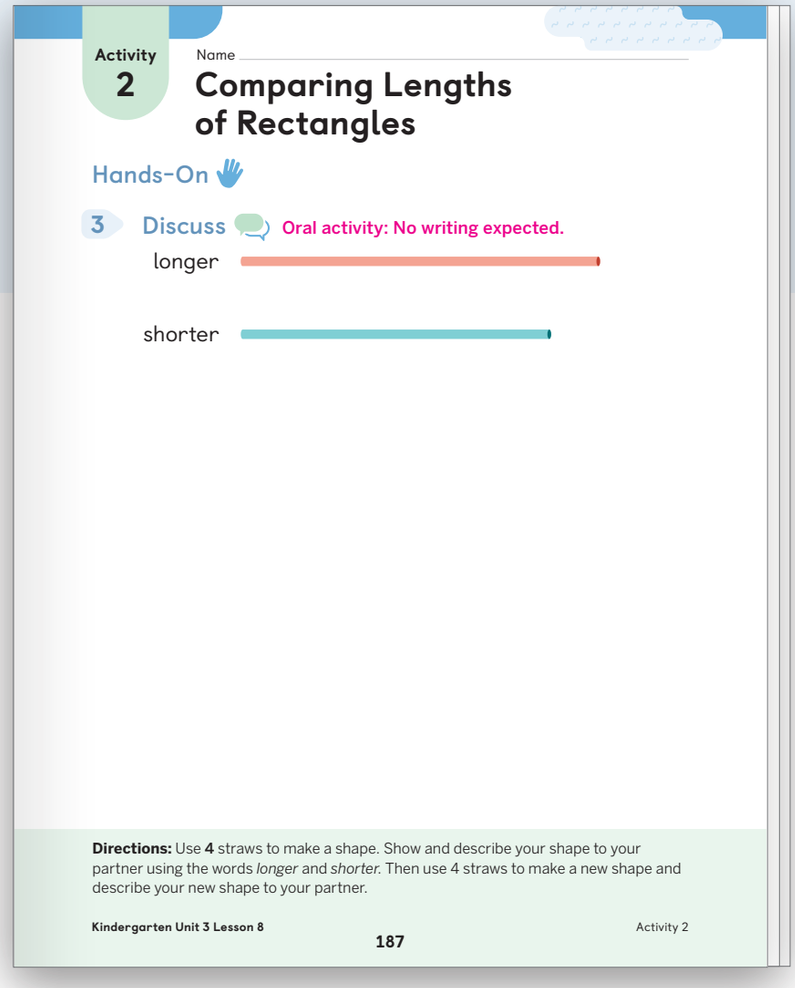
EB **Emergent Bilinguals** Encourage students to use language from the *Words to Describe Shapes* chart to make their comparisons. ELPS 3.D, 3.F

Ask, "What do you notice about the sides of this shape?" Point to the square. If needed, take the shape apart to compare the lengths of the straws. Draw a square on the *Shapes We Know* chart.

Record language students use and show connections to other words on the *Shapes We Know* chart. Remind students to continue to refer to and use the chart.

Key Takeaway: Say, "This is a special type of rectangle called a **square**. A *square* has 4 corners that all look the same and 4 straight sides that connect and are the same length."

Student Edition



Activity 2

Name _____

Comparing Lengths of Rectangles

Hands-On

3 Discuss Oral activity: No writing expected.

longer

shorter

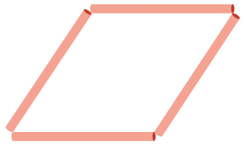
Directions: Use **4** straws to make a shape. Show and describe your shape to your partner using the words *longer* and *shorter*. Then use 4 straws to make a new shape and describe your new shape to your partner.

Kindergarten Unit 3 Lesson 8 Activity 2

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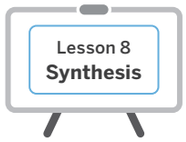
Presentation Screens

D Differentiation | Teacher Moves

Look for students who . . .	For example . . .	Provide support . . .
Almost there Build shapes that are open.		**Support** Ask, "You chose 4 straws. How could you connect all the straws to make a shape with 4 sides?"
Build a four-sided shape.		**Strengthen** Say, "Describe your shape using the words *longer* or *shorter*."
Build a four-sided shape and use the terms *longer* or *shorter* to describe it.	*My shape has 2 shorter sides and 2 longer sides.*	**Strengthen** Ask, "Is your shape a rectangle? Why or why not?"

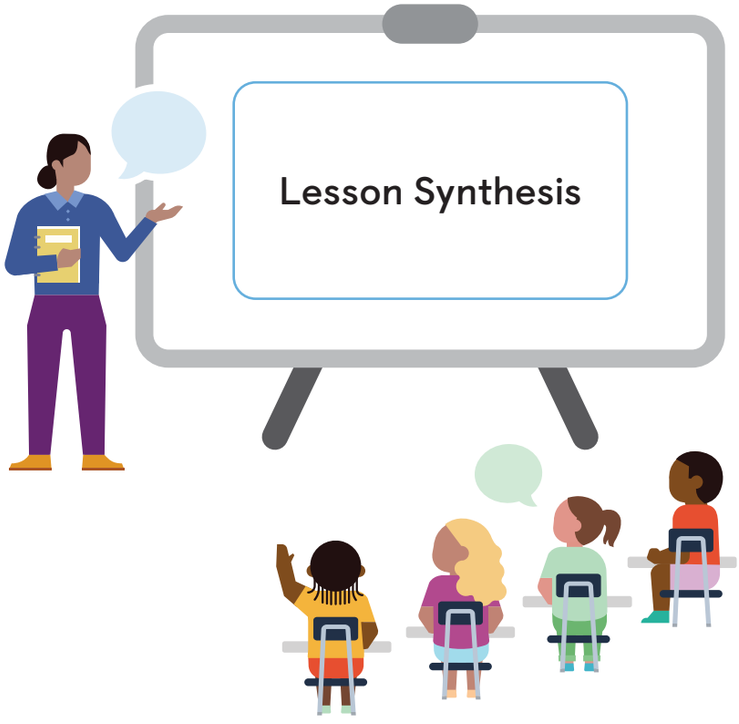
Whole Class | 10 min

Presentation Screen



Synthesis

Lesson Takeaway: Shapes can be described and compared by the lengths of their sides. Shapes can be made using a variety of materials for their sides.



Ask:

- "Which of these shapes are rectangles? Which of these shapes are squares?"
- "How do you know this shape is not a rectangle?" Point to the trapezoid.
- "How do you know this shape is not a rectangle?" Point to the parallelogram.

Say, "When naming or creating shapes, it is helpful to think about how long or short the sides are and what the corners look like. It is also helpful to remember that a square is a special type of rectangle with 4 sides that are the same length."

Formalize vocabulary: square

(optional) **Consider using the Total Physical Response routine** by inviting students to work with a partner to create a *rectangle* with their arms. Then invite students to work with a partner to create a **square** with their arms as you say the term aloud. Ask students to describe what is the same about rectangles and squares. **ELPS 1.A, 1.B, 1.C**

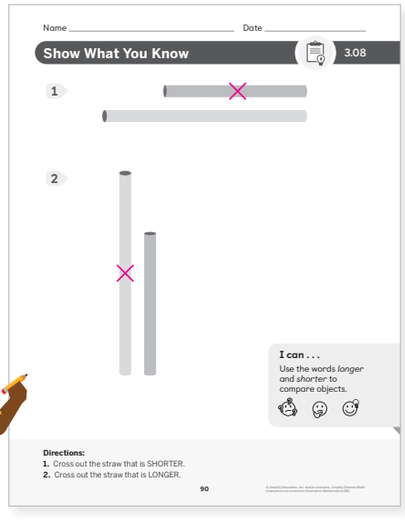
Refer to the *Math Language Development Resources* for a description of this routine and for more vocabulary support.

Invite students to refer to the **Summary** during Practice or anytime during the year.

Show What You Know (Optional)

Independent | 5 min

Show What You Know PDF


Name _____ Date _____

Show What You Know 3.08

1

2

I can . . .
Use the words *longer* and *shorter* to compare objects.

Directions:
1. Cross out the straw that is SHORTER.
2. Cross out the straw that is LONGER.

90

Today's Goals

1. **Goal:** Build two-dimensional shapes.
2. **Goal:** Compare the lengths of 2 objects.
   - In the *Show What You Know*, students compared lengths of straws to identify which is longer and shorter.
3. **Language Goal:** Describe two-dimensional shapes using developing geometric language. **(Listening and Speaking)** **ELPS 1.B, 2.B, 2.E**

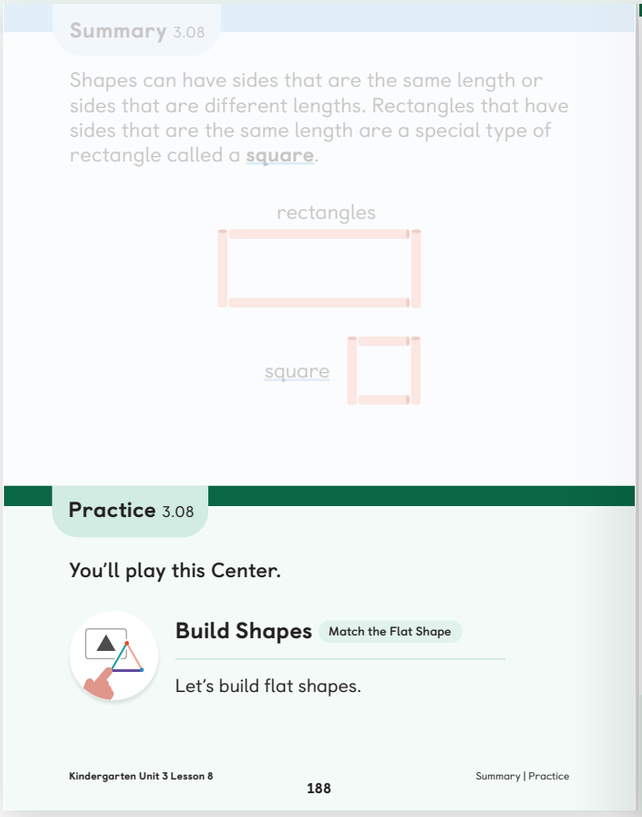
D **Differentiation** See the last page of the lesson for differentiation and Math Language Development support.

Practice

Independent

Provide students with sufficient practice to build and reinforce their conceptual understanding, fluency, and application of mathematical topics, assessment practice, and ongoing spiral review.

Students using print



Summary 3.08

Shapes can have sides that are the same length or sides that are different lengths. Rectangles that have sides that are the same length are a special type of rectangle called a **square**.

rectangles

square

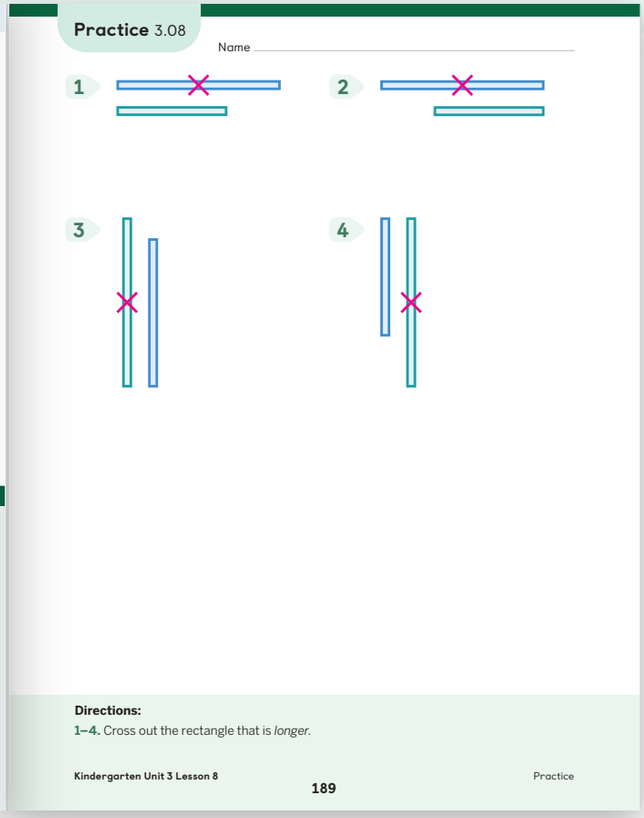
Practice 3.08

You'll play this Center.

Build Shapes Match the Flat Shape

Let's build flat shapes.

Kindergarten Unit 3 Lesson 8 188 Summary | Practice



Practice 3.08

Name _____

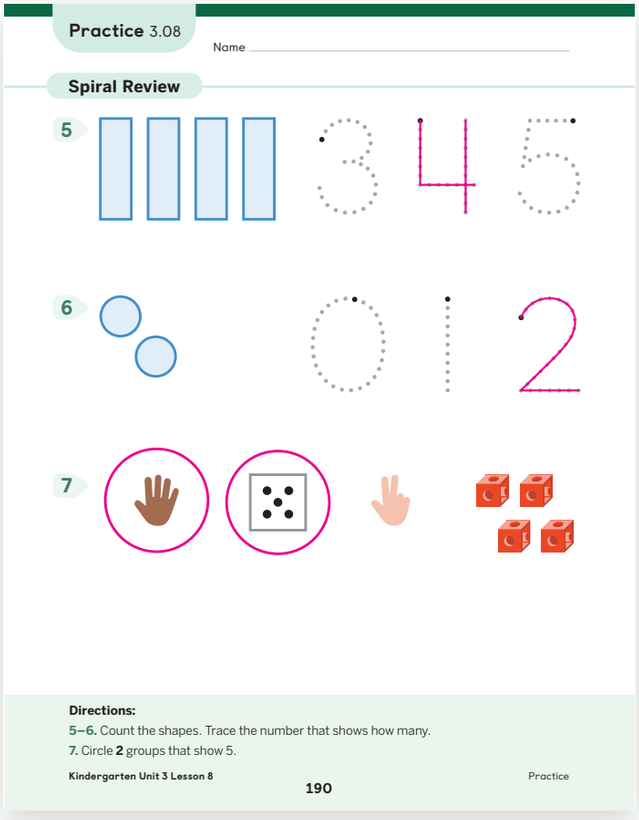
1 2

3 4

Directions:

1–4. Cross out the rectangle that is *longer*.

Kindergarten Unit 3 Lesson 8 189 Practice



Practice 3.08

Name _____

Spiral Review

5

6

7

Directions:

5–6. Count the shapes. Trace the number that shows how many.

7. Circle **2** groups that show 5.

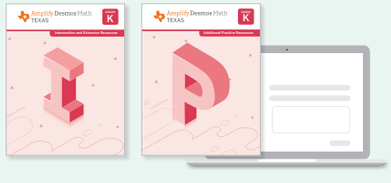
Kindergarten Unit 3 Lesson 8 190 Practice

Practice Problem Item Analysis

	Problem(s)	DOK	TEKS
On-Lesson			
	1–4	1	K.7.B
Spiral Review			
	5, 6	1	K.2.B*, K.2.C
Fluency	**7**	2	K.2.B, K.2.D

*These problems build toward the standard shown.

Need more Practice?



Additional practice can be found in the **Practice Resources, Intervention and Extension Resources,** and online resources (item banks, Boost Personalized Learning, and Fluency Practice).

Pairs | 10 min

Introducing the Center
Build Shapes, Match the Flat Shape

Purpose: Students use straws and modeling clay to build a two-dimensional shape of their choice to continue developing an understanding of shape attributes.

Presentation Screen



Materials

Manipulative Kit:

- Distribute clay and straws to each pair.

Centers Resources:

- Display the Directions, Gameboard, and a Work Mat.
- Distribute one Gameboard to each pair.

1 Launch



Display the Center materials, Directions, Gameboard, and a Work Mat.

Demonstrate how to play *Build Shapes, Match the Flat Shape* by inviting a student to act as a partner. Monitor to ensure students are able to follow directions with accuracy. **ELPS 1.C**

- **Say**, "You will play *Build Shapes*. You and a partner will use straws to build shapes."
- **Say**, "First, my partner and I choose a shape from the Gameboard." Point to a shape on the Gameboard.
- **Say**, "Then we each use straws to build the shape." Demonstrate building the shape while the student partner builds the same shape.
- **Say**, "Next, we compare our shapes to see if they match each other and if they match the shape on the Gameboard."
- **Use the Think-Pair-Share routine.** Ask, "Do our shapes match? Do they match the shape on the Gameboard?"
- **Say**, "If our shapes do not match, we can think of how to change the shapes to make them match. If our shapes match, we take our shapes apart and my partner chooses a new shape to build."
- **Say**, "Take turns choosing shapes from the Gameboard. Build and compare the shapes using straws and clay."

2 Monitor



Observe the language students use as they describe and compare their shapes.

3 Connect

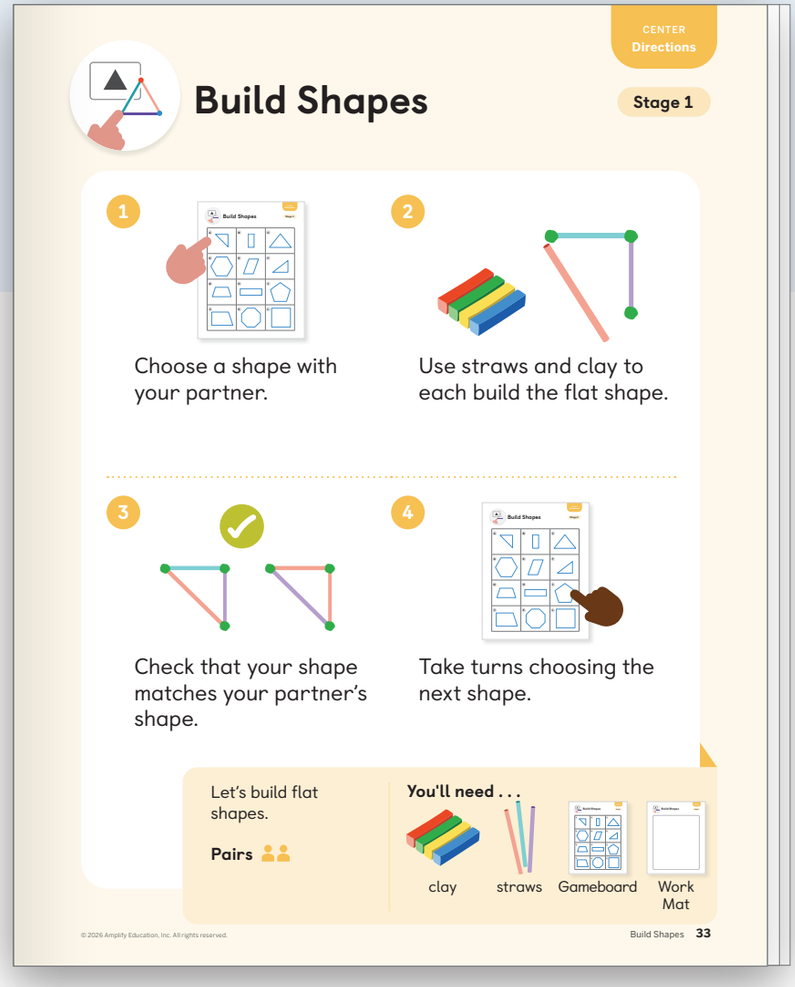


Display a square built with 4 straws that are the same length and Shape H from the Gameboard.

Say, "Clare was trying to build this shape. What could Clare change so that her shape will match the shape on the Gameboard?"

Key Takeaway: Say, "When building a shape that looks exactly the same as another shape, it is important to think about if the sides are the same length or if the sides are longer or shorter than each other."

Centers Resource Book



CENTER Directions

Build Shapes

Stage 1

1. Choose a shape with your partner.

2. Use straws and clay to each build the flat shape.

3. Check that your shape matches your partner's shape.

4. Take turns choosing the next shape.

Let's build flat shapes.

Pairs

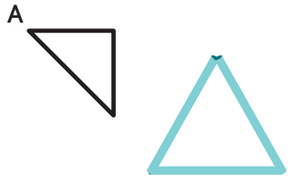
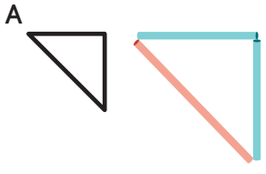
You'll need . . .

clay, straws, Gameboard, Work Mat

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Presentation Screen

D Differentiation | Teacher Moves

Look for students who . . .	For example . . .	Provide support . . .
Almost there Explain which materials they used.	I used 3 straws.	**Support** Ask, "What do you notice about the shape you made with 3 straws? How does it match the shape on the Gameboard? How does it match your partner's shape?"
Explain how their shape shares the same attributes as the shape on the Gameboard.	A  I made a triangle with 3 sides and 3 corners.	**Strengthen** Ask, "What is different about your shape? How could you make your shape match the shape on the Gameboard?"
Explain how their shape exactly matches the shape on the Gameboard.	A  I made a triangle with 2 sides that were the same length, 1 longer side, and a corner that looks like an L.	**Strengthen** Ask, "What is the name of this shape?"

Differentiation Use after Lesson 8

Lesson Goal: Compare the lengths of 2 objects.

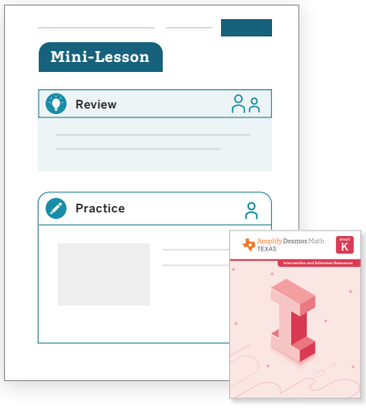
Support

Provide targeted intervention for students by using these resources.

If students make guesses about the lengths of the straws:

Respond:

- Assign the *Using Longer and Shorter to Compare Lengths* Mini-Lesson. | 15 min
- Revisit Lesson 7.



Strengthen

Reinforce students' understanding of the concepts assessed by using these resources.

If students attend to 1 endpoint when comparing straws:

Respond:

- Invite students to play these **Centers.** | 15 min
  Build Shapes: Match the Flat Shape
  Mystery Shape: Grade K Shapes
- Have students complete **Lesson 8 Practice.** | 15 min
- **Item Bank**



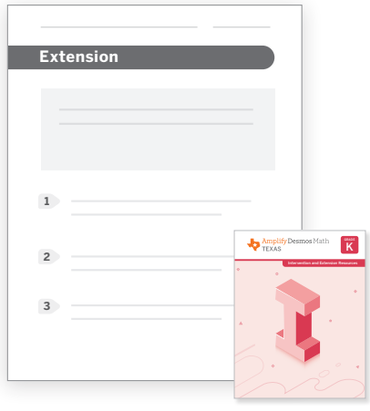
Stretch

Challenge students and extend their learning with these resources.

If students attend to both endpoints when comparing straws:

Respond:

- Invite students to explore the **Sub-Unit 1 Extension Activities.** | 15 min
- Revisit Activity 1 and invite students to respond to the **Stretch** question from the *Differentiation: Teacher Moves* table. | 5 min



Support, *Strengthen*, and *Stretch* learning by assigning these digital resources that adjust to each student's current level of skill and understanding.
• **Boost Personalized Learning** • **Fluency Practice** • **Math Adventures**

Math Language Development

EB Use the ***Math Language Development Resources*** for further language support with all your students, including those building English proficiency.

- English/Spanish cognates, e.g., **rectangle/rectángulo**
- Vocabulary routines





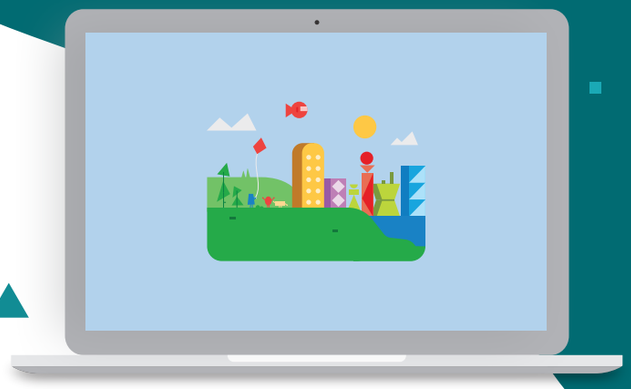
Professional Learning

How did comparing the lengths of the sides of rectangles in the previous lesson lay the foundation for students to be successful in this lesson?

Unit 3
Lesson
9

Student devices recommended

We recommend students use devices for this lesson. **Student Edition pages** are also available.



Polytopia's Annual Kite Festival

Sorting Shapes Into Subcategories

Let's sort shapes into more than 1 group.

Key Concepts

Today's Goals

1. **Language Goal:** Identify and describe rectangles and squares. **(Listening and Speaking)** ELPS 1.E, 2.E, 2.F
2. **Language Goal:** Compare two-dimensional shapes by describing their attributes using developing geometric language. **(Listening and Speaking)** ELPS 1.E, 2.E, 2.F
3. **Language Goal:** Justify why shapes can be sorted into given categories by attribute and classified into subcategories. **(Listening and Speaking)** ELPS 1.E, 2.E, 2.F

Connections and Coherence

Students analyze and sort shapes into categories based on the number of sides and then sort the shapes into subcategories based on their classifications. First, students sort all shapes into 3 categories: shapes with 3 sides, shapes with 4 sides, and shapes with 6 sides. They then sort the group of four-sided shapes into 2 categories: rectangles and not rectangles. Lastly, they sort the group of rectangles into 2 categories: squares and not squares. By exploring categories and subcategories of shapes, students attend precisely to the similar and different attributes of shapes and strengthen their understanding of rectangles and squares. **(TEKS K.1.F)**

Prior Learning

In Lesson 8, students compared the lengths of straws to lines and built shapes with straws. They were also introduced to squares.

Future Learning

In Lesson 10, students will identify, describe, and draw shapes they find in school.

Integrating Rigor in Student Thinking

- Students **apply** their understanding of shape attributes and classifications as they sort shapes by the number of sides and then sort shapes from 1 category into subcategories based on the type of shape.

Vocabulary

Review Vocabulary

rectangle

side

sort

square

TEKS

Addressing

K.6.E

Classify and **sort a variety of regular and irregular two**- and three-**dimensional figures** regardless of orientation or size.

Also Addressing: **K.6.A, K.6.D**

Math Process Standard: K.1.F

ELPS: 1.E, 1.F, 2.B, 2.E, 2.F, 3.D, 3.F

Building Toward

1.6.A

Building Math Identity

I am a doer of math.

When have you sorted things at home or at school?

Invite students to reflect on this question as they complete this lesson.

Lesson at a Glance

60 min

TEKS: K.1.F, K.6.A, K.6.D, K.6.E



Why digital?

Students sort shapes and receive responsive feedback based on the given categories and subcategories.

Warm-Up

Whole Class | 10 min

Students use the **Notice and Wonder** routine to share what they notice and wonder about a set of shapes that are sorted into 3 categories.

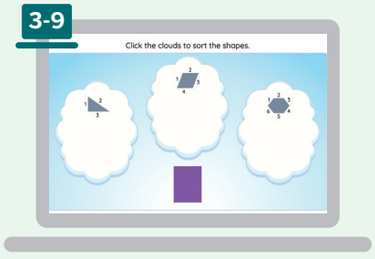


Activity 1

Pairs | 25 min

Students attend to shape attributes as they sort a set of shapes by the number of sides, sort four-sided shapes by rectangles and not rectangles, and sort rectangles by squares and not squares. In the Connect, they consider how 2 shapes were sorted and predict how a third shape will be sorted.

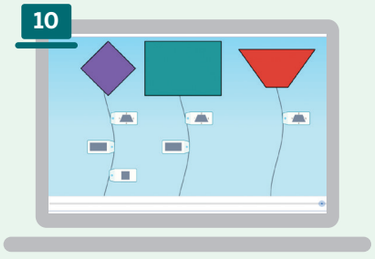
Materials: *Words to Describe Shapes* chart (from prior lessons)
Students using print: Activity 1 PDF, *Cloud Categories*, Activity 1 PDF, *Kite Shape Cards*
Additional Prep Cut out: *Kite Shape* Cards



Synthesis

Whole Class | 10 min

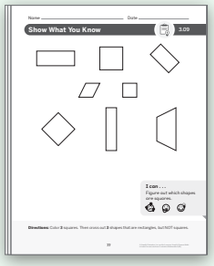
Students review and reflect on how sorting shapes strengthens their understanding of shape attributes.



Show What You Know (optional)

Independent | 5 min

Students demonstrate their understanding by classifying shapes as squares and non-square rectangles.

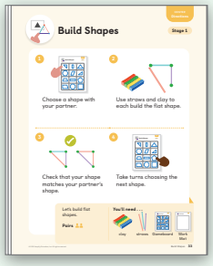


Center Choice Time

Small Groups | 15 min

Students have an opportunity to revisit these Centers to build counting fluency, practice building shapes, and practice comparing lengths.

- Build Shapes
- Counting Collections
- Estimate and Measure



Math Language Development

Emergent Bilinguals

Consider using the *Math Language Development Resources* with the **Activity 1, Monitor** to support math language acquisition.



✓Cognates
✓Visuals
✓Sentence frames and word bank

ELPS 1.E, 2.B, 2.C, 2.D, 2.E, 2.F

Pre-Production	Beginning	Intermediate	High Intermediate	Advanced
Students **listen** to spoken English and **respond** using their primary languages and gestures.	Students **listen** to spoken English and **speak** using their primary languages, gestures, and single words or short phrases.	Students **listen** to spoken English and **speak** using short phrases or simple sentences.	Students **listen** to spoken English and **speak** using a variety of sentence types.	Students **listen** to spoken English and **speak** using longer sentences. Exemplar responses are provided.

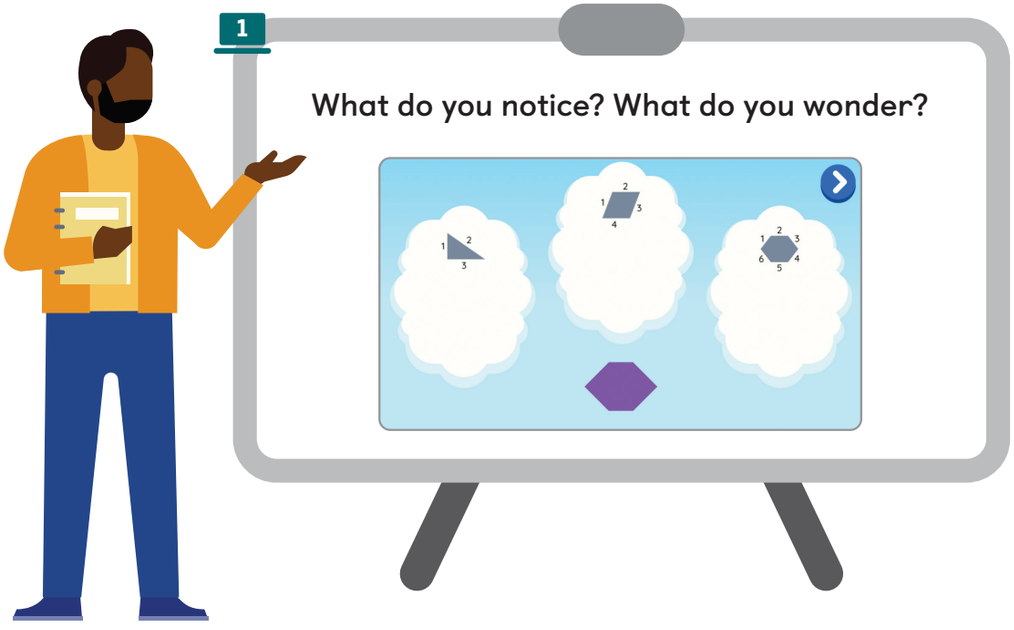
Whole Class | 10 min | Suggested Pacing: Screens 1-2

Warm-Up Notice and Wonder

Purpose: Students notice and wonder about a set of shapes that are sorted into 3 categories to prepare for sorting a different set of shapes into 3 categories.

Students using print







1 Launch

1. **Play** the animation. ELPS 1.F

   Say, "While exploring Polytopia, Skwee, Skwash, and Trina stumbled upon a kite festival."

2. **Display** the cloud categories.

   Demonstrate clicking the arrow to advance the shape sort.

   Use the Notice and Wonder routine. Say, "Let's continue clicking the arrow to move the shapes. Tell your partner what you notice and wonder about the shapes."

   Note: It is not required for students to observe the sorting of the entire set of shapes. Students can stop and move on to the Connect at any point.

Students might say . . . ELPS 2.B

I notice the shapes are moving into 3 groups.

I notice that these shapes all have 6 sides.

I wonder where the next shape will go.

I wonder if there are shapes with 5 sides.

2 Connect

2. **Invite a few students to share** what they notice and wonder with the whole class. Record students' responses.

   Ask (if not yet mentioned during discussion), "What is the same about each group of sorted shapes?"

   Say, "Let's continue to think about the shapes of the kites and sort them into groups."

Pairs | 25 min | Suggested Pacing: Screens 3-9

Activity 1 Sorting, Sorting, Sorting

Purpose: Students notice that shapes can share a common attribute and have differences as they sort shapes into categories and subcategories by attending precisely to the attributes of two-dimensional shapes.

Students using print



Additional Print Materials

Lesson Resources:

- Distribute one set of Work Mats A, B, and C from the Activity 1 PDF, *Cloud Categories* to each pair.
- Distribute one set of pre-cut cards from the Activity 1 PDF, *Kite Shape Cards* to each pair.

Classroom materials:

- Display the *Words to Describe Shapes* chart (from prior lessons) during the Monitor.

1 Launch



3 **Display** the cloud categories.

Say, "Sort the shapes into 3 groups: shapes with 3 sides, shapes with 4 sides, and shapes with 6 sides."

Students using print: Have students sort the Kite Shape Cards on Work Mat A.

4 **Say**, "Let's sort 1 of the groups into 2 new groups."

Play the animation. ELPS 1.F

Ask, "Which group of shapes are we sorting now?"

5 **Display** the cloud categories.

Say, "Sort the shapes with 4 sides into 2 groups: rectangles and *not* rectangles."

Students using print: Have students collect the cards with four-sided shapes and sort them on Work Mat B.

6 **Say**, "Let's sort 1 of the groups into 2 new groups."

Play the animation. ELPS 1.F

Ask, "Which group of shapes are we sorting now?"

7 **Display** the cloud categories.

Say, "Sort the rectangles into 2 groups: squares and *not* squares."

Students using print: Have students collect the cards with rectangles and sort them on Work Mat C.

2 Monitor



While students complete **Screen 3**, refer to the D Differentiation | Teacher Moves table on the following page.

3-7 **If students need help getting started . . .**

- Ask, "What do you notice about this shape?"
- Ask, "How is this shape the same as or different from the shapes in each group?"

EB **Emergent Bilinguals:** Encourage students to refer to the *Words to Describe Shapes* chart as they sort shapes and justify their thinking. ELPS 3.D, 3.F

3 Connect



8 **Display** the cloud categories.

Demonstrate clicking the square and then the trapezoid.

Use the Notice and Wonder routine. ELPS 2.B

Demonstrate clicking the rectangle.

Ask, "How do you predict this shape will be sorted?"

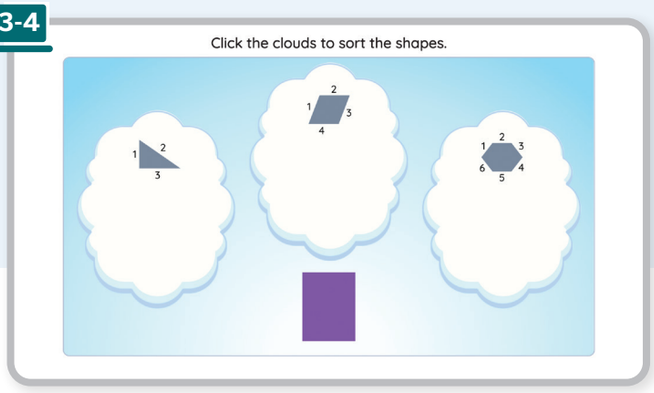
9 **Display** the rectangle sort.

Ask, "Did the way the rectangle was sorted match what you predicted? Why or why not?"

Key Takeaway: Say, "Shapes can be the same in 1 way, such as having 4 sides, and different in another way, such as being a rectangle and not being a rectangle."

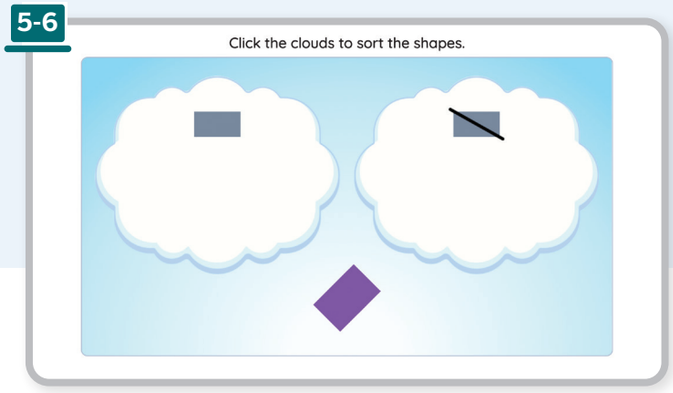
Students using digital

3-4



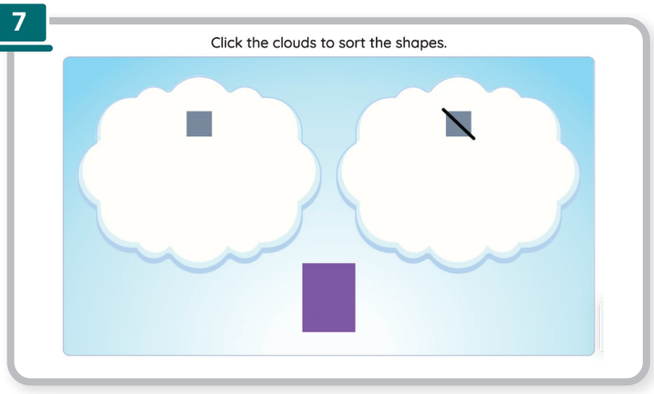
Students sort shapes into 3 categories: shapes with 3 sides, shapes with 4 sides, and shapes with 6 sides.

5-6



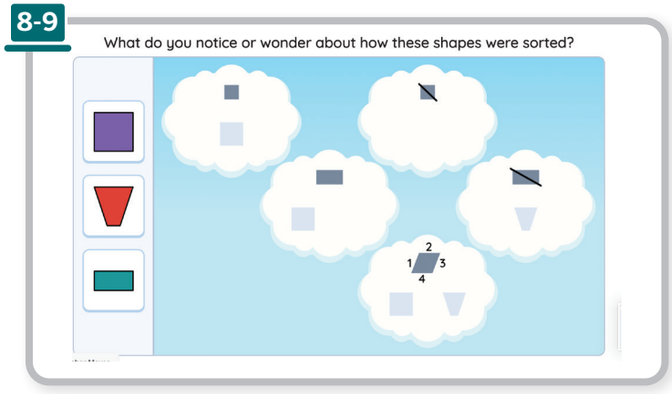
Students sort four-sided shapes into 2 categories: rectangles and not rectangles.

7



Students sort rectangles into 2 categories: squares and not squares.

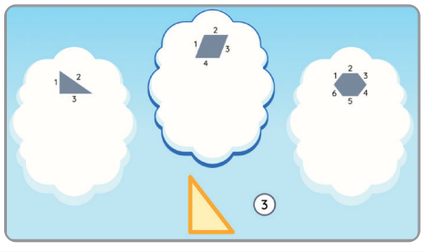
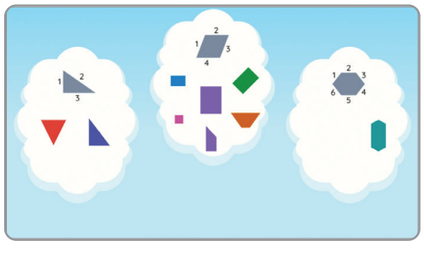
8-9



Students consider how 2 shapes were sorted. They predict how a third shape will be sorted and then compare the sort with their predictions.

Students using print will arrive at similar answers.

D Differentiation | Teacher Moves

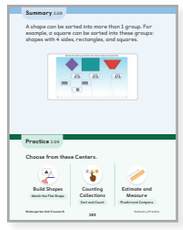
Look for students who . . .	For example . . .	Provide support . . .
Almost there Select a category with a different number of sides.		**Support** Ask, "What do you know about the groups? What do you notice about this shape?"
Select a category with the same number of sides after comparing with other shapes in the category.	*I notice it doesn't have the same number of sides as the shape at the top of the cloud.*	**Strengthen** Ask, "How will you decide where to sort the next shape?"
Select a category with the same number of sides.		**Stretch** Ask, "What is the same about the shapes in this group? What is different about them?"

Whole Class | 10 min | Suggested Pacing: Screens 10

Synthesis

Lesson Takeaway: A shape can be sorted or classified into multiple categories and subcategories. For example, a square can be categorized as a shape with 4 sides, a rectangle, and a square.

Students using print





Say, "Today, you sorted shapes. Some shapes could be sorted more than once into different groups."

10 **Display** the 3 shapes.

Use the Think-Pair-Share routine. Say, "Describe each shape to your partner. Then choose 2 shapes and compare them."

Play the animation. ELPS 1.F

Ask:

- Pointing to the trapezoid, "Why does this shape have 1 tag?"
- Pointing to the square, "Why does this shape have 3 tags?"
- "How did sorting shapes help you describe and compare them?"

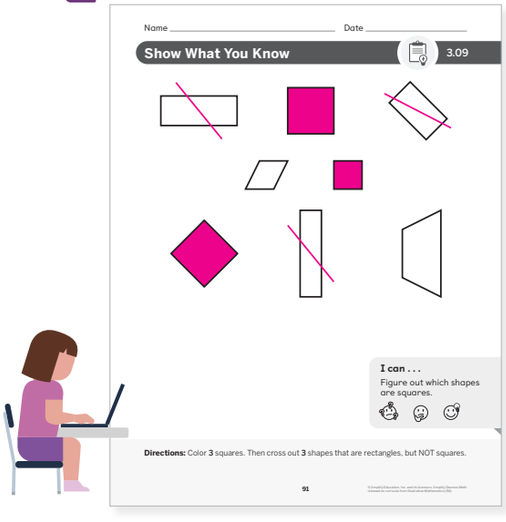
Say, "Sorting helps us explore the ways that shapes are the same and different. Sorting shapes into more than 1 group can help us better understand, describe, and compare shapes."

Invite students to refer to the **Summary** during Practice or anytime during the year.

Show What You Know (Optional)

Independent | 5 min

PDF Show What You Know PDF



Today's Goals

1. **Language Goal:** Identify and describe rectangles and squares. **(Listening and Speaking)** ELPS 1.E, 2.E, 2.F
   - In the *Show What You Know,* students identified rectangles and squares.
2. **Language Goal:** Compare two-dimensional shapes by describing their attributes using developing geometric language. **(Listening and Speaking)** ELPS 1.E, 2.E, 2.F
3. **Language Goal:** Justify why shapes can be sorted into given categories by attribute and classified into subcategories. **(Listening and Speaking)** ELPS 1.E, 2.E, 2.F

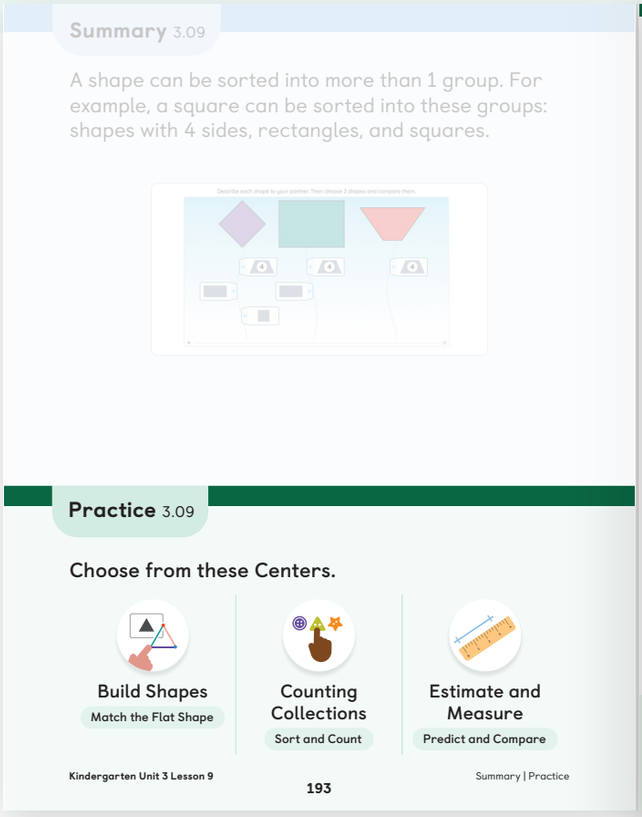
D **Differentiation** See the last page of the lesson for differentiation and Math Language Development support.

Practice

Independent

Provide students with sufficient practice to build and reinforce their conceptual understanding, fluency, and application of mathematical topics, assessment practice, and ongoing spiral review.

Students using print


Summary 3.09

A shape can be sorted into more than 1 group. For example, a square can be sorted into these groups: shapes with 4 sides, rectangles, and squares.

Practice 3.09

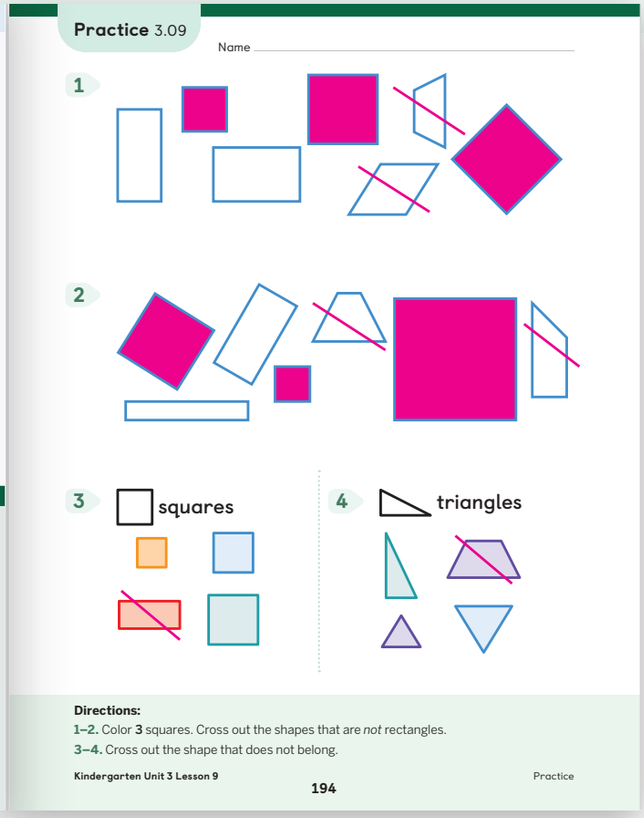
Choose from these Centers.

Build Shapes
Match the Flat Shape

Counting Collections
Sort and Count

Estimate and Measure
Predict and Compare

Kindergarten Unit 3 Lesson 9 193 Summary | Practice


Practice 3.09

Name

1

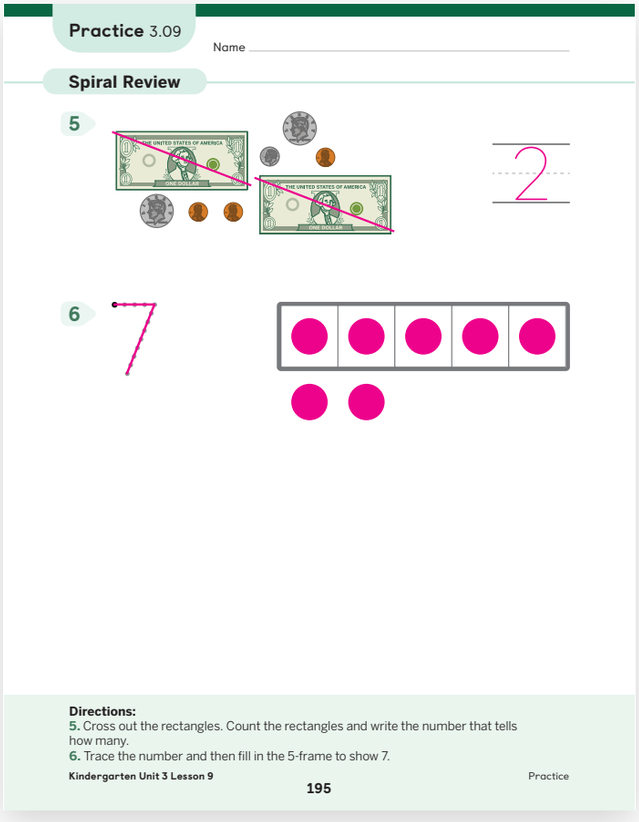
2

3 squares

4 triangles

Directions:
1–2. Color **3** squares. Cross out the shapes that are *not* rectangles.
3–4. Cross out the shape that does not belong.

Kindergarten Unit 3 Lesson 9 194 Practice


Practice 3.09

Name

Spiral Review

5

6

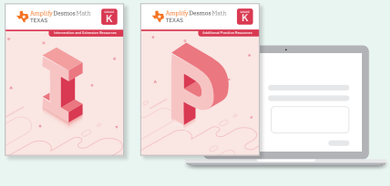
Directions:
5. Cross out the rectangles. Count the rectangles and write the number that tells how many.
6. Trace the number and then fill in the 5-frame to show 7.

Kindergarten Unit 3 Lesson 9 195 Practice

Practice Problem Item Analysis

	Problem(s)	DOK	TEKS
On-Lesson			
	1, 2	2	K.6.A, K.6.E
	3, 4	2	K.6.E
Spiral Review			
	5	2	K.2.B, K.2.C, K.6.A
	6	1	K.2.B

Need more Practice?



Additional practice can be found in the **Practice Resources, Intervention and Extension Resources,** and online resources (item banks, Boost Personalized Learning, and Fluency Practice).

Center Choice Time

Presentation Screen



Purpose: Use this time to support students working in Centers, gather formative assessment data, or work with a small group of students on targeted skills.

Build Shapes

Match the Flat Shape

Pairs | 15 min | K.6.F

Students use straws and clay to build a shape of their choice.

Materials

- clay, straws **(Manipulative Kit)**
- Directions, Gameboard, Work Mat **(Centers Resources)**

Corresponds with the checklist from Unit 3, Sub-Unit 1.

Counting Collections

Sort and Count

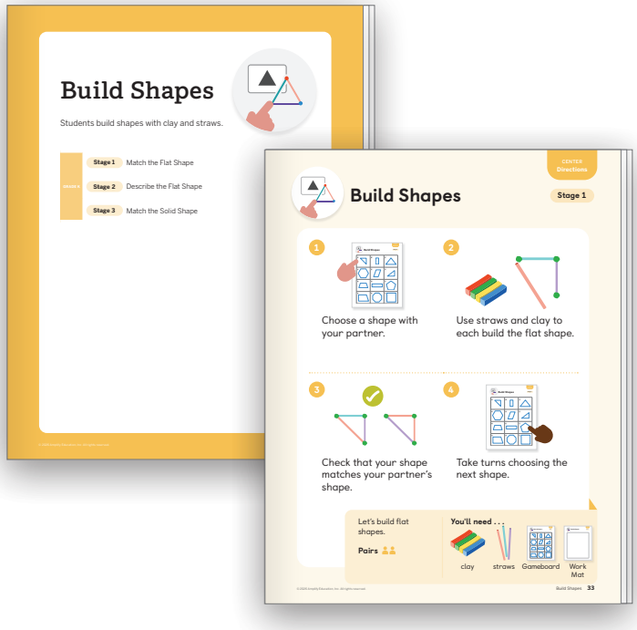
Pairs | 15 min | K.2.B, K.2.C

Students sort and count collections of up to 10 objects to practice sorting and to develop fluency with counting.

Materials

- 5-frames **(Manipulative Kit)**
- collections of objects (up to 10) **(Classroom materials)**
- Directions, Recording Sheet **(Centers Resources)**

Corresponds with the checklist from Unit 3, Sub-Unit 1.





Use Centers as games to offer fun and engaging ways for students to practice math skills.

GAMES

Estimate and Measure



Predict and Compare

Pairs **15 min** | **K.7.B**

Students make predictions about and compare the lengths of 2 objects.

Materials

- objects to compare **(Classroom materials)**
- Directions, Work Mat (optional) **(Centers Resources)**

Corresponds with the checklist from Unit 3, Sub-Unit 2.

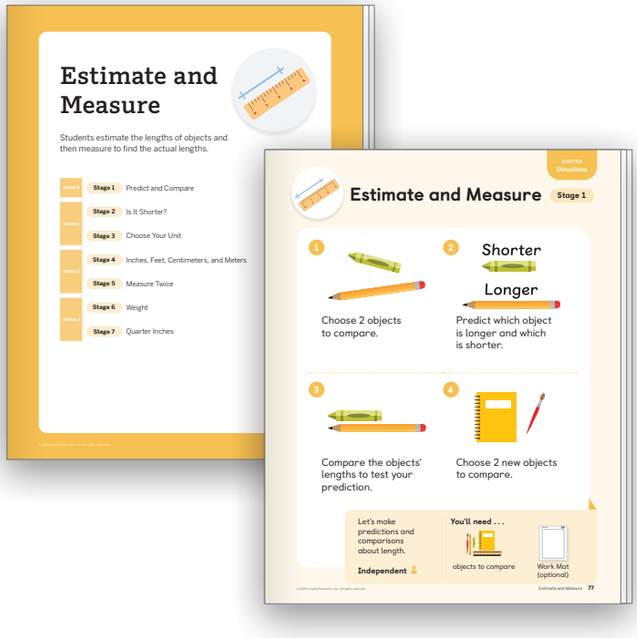
D Differentiation | Teacher Moves

Work with students in their Centers by:

- Reinforcing Center routines and positive interactions.
- Asking probing questions to propel student thinking forward.
- Recording observations using the checklist provided.

Consider pulling a small group of students for:

- Reviewing the lesson's learning goal by using the *Mini-Lesson* or the supports provided in the lesson.
- Reviewing essential skills from prior lessons or units.





Differentiation Use after Lesson 9

Lesson Goal: Identify and describe rectangles and squares.

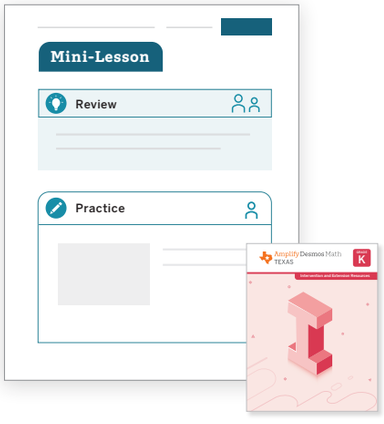
Support

Provide targeted intervention for students by using these resources.

If students place distractors in the rectangle or square groups:

Respond:

- Assign the *Sorting Shapes into Subcategories* Mini-Lesson. | 15 min
- Students will also have more opportunities to develop this concept in future lessons, so intervention is not necessary at this time.



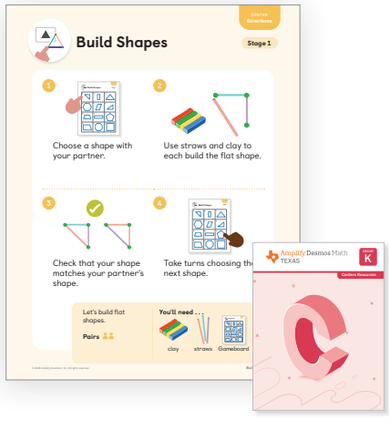
Strengthen

Reinforce students' understanding of the concepts assessed by using these resources.

If students accurately sort the shapes:

Respond:

- Invite students to play these **Centers.** | 15 min
  Build Shapes: Match the Flat Shape
  Counting Collections: Sort and Count
- Have students complete **Lesson 9 Practice.** | 15 min
- **Item Bank**



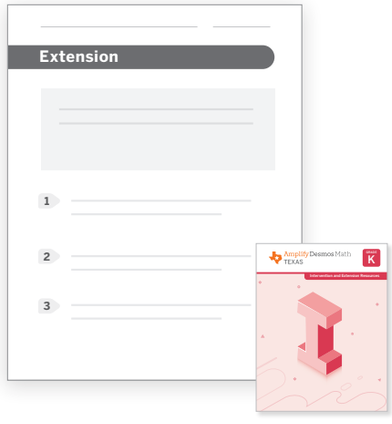
Stretch

Challenge students and extend their learning with these resources.

If students accurately sort the shapes and justify the classifications:

Respond:

- Invite students to explore the **Sub-Unit 1 Extension Activities.** | 15 min
- Revisit Activity 1 and invite students to respond to the **Stretch** question from the *Differentiation: Teacher Moves* table. | 5 min



Support, *Strengthen*, and *Stretch* learning by assigning these digital resources that adjust to each student's current level of skill and understanding.
• **Boost Personalized Learning** • **Fluency Practice** • **Math Adventures**

Math Language Development

EB Use the ***Math Language Development Resources*** for further language support with all your students, including those building English proficiency.

- English/Spanish cognates, e.g., *rectangle / rectángulo*
- Vocabulary routines



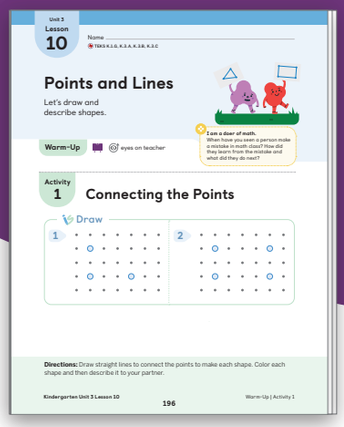


Professional Learning

What did you notice about how students' strategies changed as they interpreted feedback on incorrectly sorted shapes? How does sorting rectangles into squares and not squares support students in understanding each classification?

Unit 3
Lesson
10

Student Edition pages and Presentation Screens support learning in this lesson.



Points and Lines

Drawing Shapes and Describing Their Attributes

Let's draw and describe shapes.

Key Concepts

Today's Goals

1. **Goal:** Draw two-dimensional shapes.
2. **Language Goal:** Describe two-dimensional shapes using developing geometric language. **(Listening and Speaking)** ELPS 1.B, 2.B, 2.E

Connections and Coherence

Students apply their understanding of the attributes of shapes to describe and draw shapes. They first draw straight lines to connect points to create shapes and then describe the shapes they drew. Students then precisely describe the attributes of a mystery shape to help their partner draw the shape accurately. They are formally introduced to the term **hexagon**. **(TEKS K.1.G)**

Prior Learning

In Lesson 9, students explored rectangles and squares by sorting shapes into categories and subcategories based on their attributes and classifications.

Future Learning

In Lesson 11, students will identify, describe, and draw shapes they find in school.

Integrating Rigor in Student Thinking

- Students **apply** their understanding of shape attributes to draw shapes.

Vocabulary

New Vocabulary

hexagon

TEKS

Addressing

K.6.F

Create two-dimensional shapes using a variety of materials and **drawings.**

Also Addressing: **K.6.A, K.6.D**

Math Process Standard: K.1.G

ELPS: 1.A, 1.B, 1.C, 1.E, 1.F, 2.B, 2.C, 2.D, 2.E, 2.F, 3.F

Building Toward

1.6.C

1.6.F

Building Math Identity

I am a doer of math.

When have you seen a person make a mistake in math class? How did they learn from the mistake and what did they do next?

Invite students to reflect on this question as they complete this lesson.

Lesson at a Glance

60 min

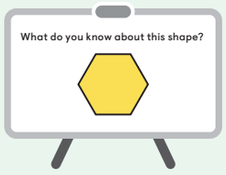
TEKS: K.1.G, K.6.A, K.6.D, K.6.F

Warm-Up

Whole Class | 10 min

Students use the **What Do You Know About _____?** routine, which provides an opportunity to hear the knowledge they already have about **hexagons** and allows all students to contribute to the discussion.

Note: The *Shapes We Know* chart (from prior lessons) is needed.

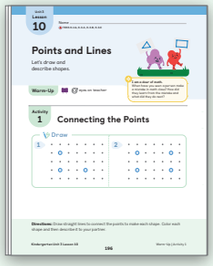


Activity 1

Pairs | 15 min

Students draw straight lines to connect points to create shapes. They use precise language to describe the shapes they have drawn. In the Connect, students discuss the need to connect each side to 2 points when drawing shapes.

Materials: coloring tools, straightedges, *Words to Describe Shapes* chart (from prior lessons)

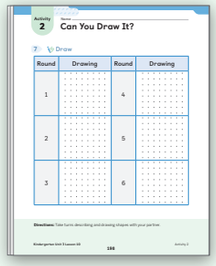


Activity 2

Pairs | 15 min

Students are introduced to the Center, *Can You Draw It?, Grade K Shapes*, in which they precisely describe a mystery shape so their partner can draw it. In the Connect, students discuss the importance of naming as many attributes of a shape as they can to precisely describe the shape.

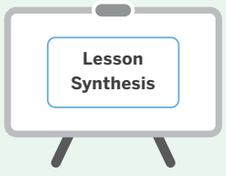
Manipulative Kit: two-color counters
Materials: Directions, Gameboard, straightedges, Recording Sheet, *Words to Describe Shapes* chart (from prior lessons)



Synthesis

Whole Class | 5 min

Students review and reflect on how using what they know about the attributes of shapes can help them describe shapes more precisely and draw shapes more accurately.

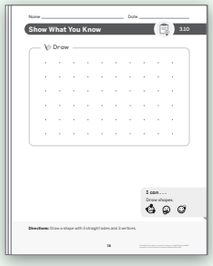


Show What You Know (optional)

Independent | 5 min

Students demonstrate their understanding by drawing a shape with 3 sides and 3 vertices.

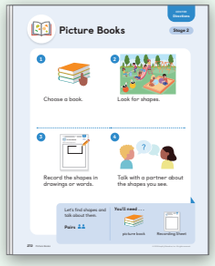
Materials: *Show What You Know* PDF



Center

Pairs | 15 min

Students are introduced to the Center, *Picture Books, Find and Describe Shapes*, in which they look through picture books, recording and describing shapes they see.



Math Language Development

Emergent Bilinguals

Consider using the *Math Language Development Resources* with the **Activity 2, Monitor** to support math language acquisition.



- ✓ Cognates
- ✓ Visuals
- ✓ Sentence frames and word bank

ELPS 1.B, 1.E, 2.B, 2.C, 2.D, 2.E, 2.F

Pre-Production	Beginning	Intermediate	High Intermediate	Advanced
Students **listen** to spoken English and **respond** using their primary languages and gestures.	Students **listen** to spoken English and **speak** using their primary languages, gestures, and single words or short phrases.	Students **listen** to spoken English and **speak** using short phrases or simple sentences.	Students **listen** to spoken English and **speak** using a variety of sentence types.	Students **listen** to spoken English and **speak** using longer sentences. Exemplar responses are provided.

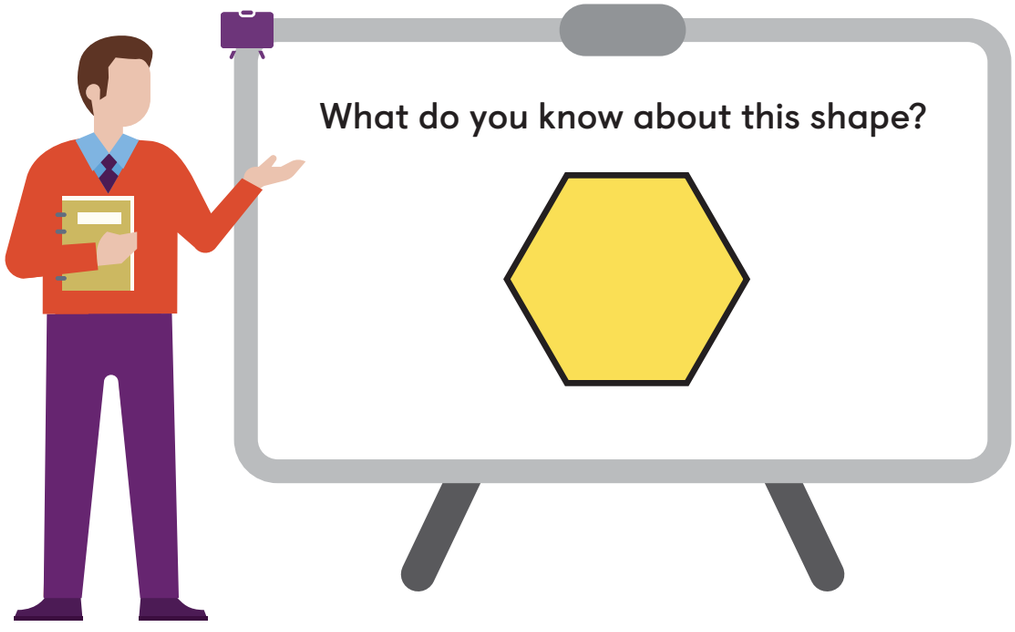
Whole Class | 10 min

Presentation Screens



Warm-Up What Do You Know About ___?

Purpose: Students share ideas about hexagons to refine their geometric language to describe shapes.



1 Launch

Display the question, a hexagon, and the *Shapes We Know* chart.

Use the What Do You Know About ____? routine.

Ask, "What do you know about this shape?"

Invite students to share their responses.

Record language students use, such as "6 straight sides" or "6 vertices," on the *Shapes We Know* chart. Draw 2 hexagons and write the word *hexagon*.



Students might say . . . ELPS 1.E, 2.C, 2.D, 2.F

It looks like a honeycomb.

It has 6 straight sides and 6 corners.

It looks like a circle with straight sides.

All the sides look the same.

2 Connect

Say:

- "All the shapes in this group are called **hexagons**."
- "A hexagon has 6 straight sides and 6 vertices. Today, we will draw and describe shapes, including hexagons."

Pairs | 15 min

Activity 1 Connecting the Points

Purpose: Students draw straight lines to connect points and describe shapes they create.

Presentation Screens



Materials

Classroom materials:

- Distribute a straightedge and coloring tools to each student.
- Display the *Words to Describe Shapes* chart (from prior lessons) during the activity.

1 Launch



Say,"We will draw shapes. These points show us where to start and end each side of the shape."

Play the animation to demonstrate using a straightedge to connect the points to create a trapezoid. ELPS 1.F

Say, "You can connect the points using straight lines to make the sides of a shape."

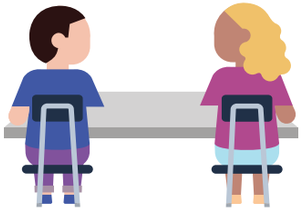
Ask, "How could you describe this shape?"

EB **Emergent Bilinguals:** Encourage students to use language from the *Words to Describe Shapes* chart to describe the shape. ELPS 3.F

Say, "Draw straight lines to connect the points to make each shape. Color each shape and describe it to your partner."

A **Accessibility: Fine motor skills** Help students align the straightedge on the 2 points they need to connect.

2 Monitor



After students have completed **Problem 2**, refer to the D Differentiation | Teacher Moves table on the following page.

If students need help getting started . . .

- Ask, "What do you need to do first?"
- Point to 2 points and ask, "Connect these points with a straight line. Where should you draw the next line?"

3 Connect



Say, "Priya and Jada each drew a shape."

Play the animation. ELPS 1.F

Ask:

- "Did Priya, Jada, or both Priya and Jada draw a square? How do you know?"
- "Jada drew a square. What does Priya need to do to make her shape a square?"

Say, "When you are drawing a shape, each side has to be connected to 2 points."

Key Takeaway: Say, "You will continue describing and drawing shapes in the next activity."

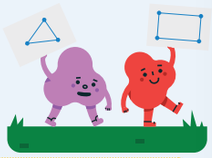
Unit 3
Lesson 10

Name

TEKS K.1.G, K.6.A, K.6.D, K.6.F

Points and Lines

Let's draw and describe shapes.



I am a doer of math.
When have you seen a person make a mistake in math class? How did they learn from the mistake and what did they do next?

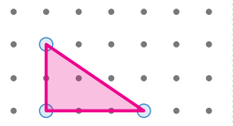
Warm-Up eyes on teacher

Activity 1

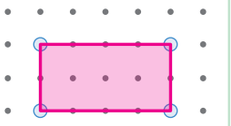
Connecting the Points

Draw

1



2



Directions: Draw straight lines to connect the points to make each shape. Color each shape and then describe it to your partner.

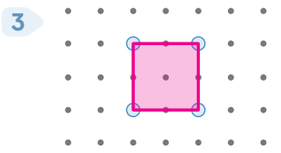
Activity 1

Name

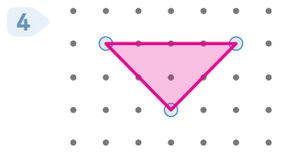
Connecting the Points (continued)

Draw

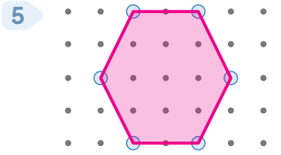
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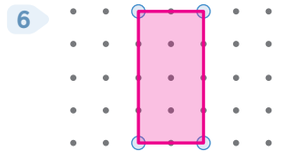
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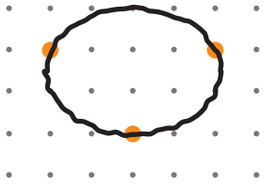
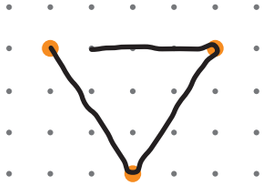
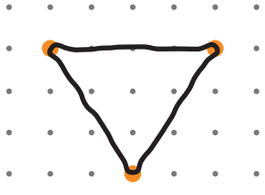


6



Presentation Screens

D Differentiation | Teacher Moves

Look for students who . . .	For example . . .	Provide support . . .
Almost there Draw a curved shape.		**Support** Ask, "What shape did you draw? Draw a new shape with straight sides that connect the points."
Almost there Draw straight lines to connect some of the points.		**Support** Draw the shape the student drew with all the lines connected. Ask, "What do you notice about this shape? How is your shape alike or different?"
Draw straight lines to connect all the points.		**Stretch** Say, "Draw another shape with the same number of sides and vertices."

Pairs | 15 min

Activity 2 Introducing the Center
Can You Draw It?, Grade K Shapes

Purpose: Students use developing geometric language to help their partner attend to the attributes of shapes as they draw them.

Presentation Screens



Materials

Manipulative Kit:
- Distribute two-color counters to each pair.

Classroom materials:
- Distribute straightedges to each pair.
- Display the *Words to Describe Shapes* chart (from prior lessons) and the *Shapes We Know* chart (from prior lessons) during the activity.

Centers Resources:
- Display the Directions, Gameboard, and Recording Sheet.
- Distribute one Gameboard to each pair.

Short on time? Consider reducing the number of rounds of play. Students return to this Center during future Center Choice Time activites.

1 Launch



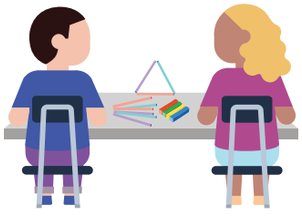
Display the Center materials, Directions, Gameboard, and the Recording Sheet in the Student Edition.

Demonstrate how to play *Can You Draw It?, Grade K Shapes* by inviting a student to act as a partner. While demonstrating:

- **Say**, "You will play *Can You Draw It?* today."
- **Say**, "First, my partner will choose a shape and keep it a mystery."
- **Say**, "Then my partner will describe the mystery shape so I can draw it."
- **Use the Think-Pair-Share routine.** Ask, "How could my partner describe their shape to me?" Have the student partner point to their shape.
- **Say**, "We will draw shapes by connecting dots because the dots can help us think about where to start and end each side of each shape." Draw the shape on the dots using a straightedge.
- **Say**, "After drawing the shape, I compare the shape I drew to my partner's mystery shape. If the shapes match, I will place a counter on the shape on the Gameboard."
- **Say**, "You and your partner will take turns choosing and describing mystery shapes. The player with more counters wins."

A **Accessibility: Visual-spatial processing** Assist students with drawing shapes by highlighting a dot or a side to start drawing.

2 Monitor



Use the **D Differentiation | Teacher Moves** table on the following page.

If students need help getting started . . .

- Ask, "What do you notice about the mystery shape?"
- Point to the *Words to Describe Shapes* chart and ask, "Are there any words that we have collected that could help you describe the mystery shape?"

MLR **MLR8: Discussion Supports — Pressing for Details** ELPS 2.E

As students describe their mystery shape, press for details in their reasoning. For example:
- If a student says, "The shape has 4 sides." . . .
- Press for details by asking, "What else can you tell your partner to describe the sides of the shape?"

3 Connect



Say:

- "This is Clare's shape." Point to the shape card at the top of the screen.
- "Clare told Diego that her shape has straight sides. Diego drew the first shape." Point to the first drawn shape.
- "Then Clare told Diego that her shape has 3 straight sides. Diego drew the second shape." Point to the second drawn shape.

Use the Think-Pair-Share routine. Ask, "What else could Clare say about this shape so that Diego can draw the same shape?"

Key Takeaway: Say, "It is helpful to think about all the parts of a shape when describing and drawing it."

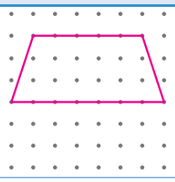
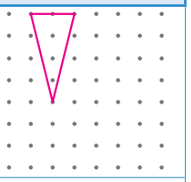
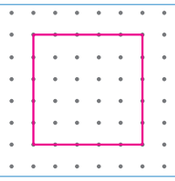
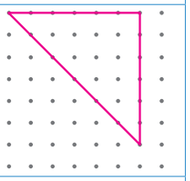
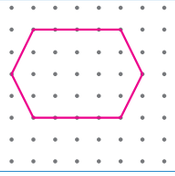
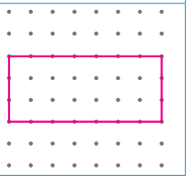
Student Edition

Activity 2

Name

Can You Draw It?

7 Draw Sample responses shown.

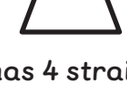
Round	Drawing	Round	Drawing
1		4	
2		5	
3		6	

Directions: Take turns describing and drawing shapes with your partner.

Kindergarten Unit 3 Lesson 10 198 Activity 2

Presentation Screens

D Differentiation | Teacher Moves

Look for students who . . .	For example . . .	Provide support . . .
Almost there Describe a non-defining attribute.	G  *My shape has straight sides.*	**Support** Ask, "What other shapes could you describe the same way? What makes this shape different?"
Describe some defining attributes.	G  *My shape has 4 straight sides and 4 corners like a rectangle.*	**Strengthen** Ask, "You described the number of sides and vertices. What makes this shape different from other shapes that have the same number of sides and vertices?"
Describe all the defining attributes.	G  *My shape has 4 straight sides. The side at the top is shorter than the side at the bottom.*	**Stretch** Ask, "Are there other shapes that match this shape? How do they match? How are they different?"

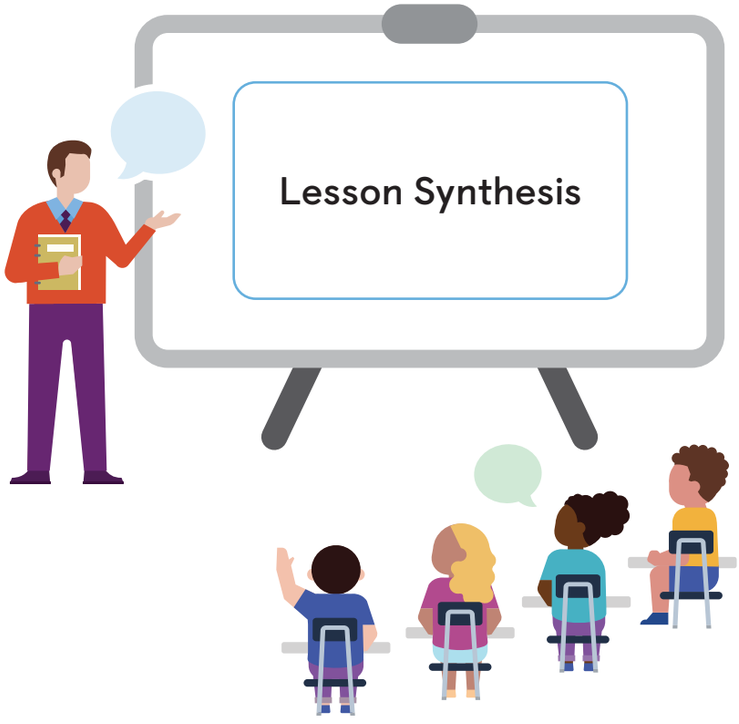
Whole Class | 5 min

Presentation Screen



Synthesis

Lesson Takeaway: To precisely describe and accurately draw shapes, it is important to attend to a shape's defining attributes, such as the number of sides or vertices, the lengths of the sides, and what the vertices look like.



Ask:

- "How could you describe this shape so that your partner could draw it?" Point to the rectangle.
- "How could you describe this shape so that your partner could draw it?" Point to the trapezoid.

Say, "You can use what you know about shapes, like the number of sides or vertices, the lengths of the sides, and what the vertices look like, to describe and draw shapes."

Formalize vocabulary: hexagon

(optional) **Consider using the Total Physical Response routine** by displaying an image of a hexagon and inviting students to jump 6 times while saying, "Hexagon! Six!" **ELPS 1.A, 1.B, 1.C, 1.E**

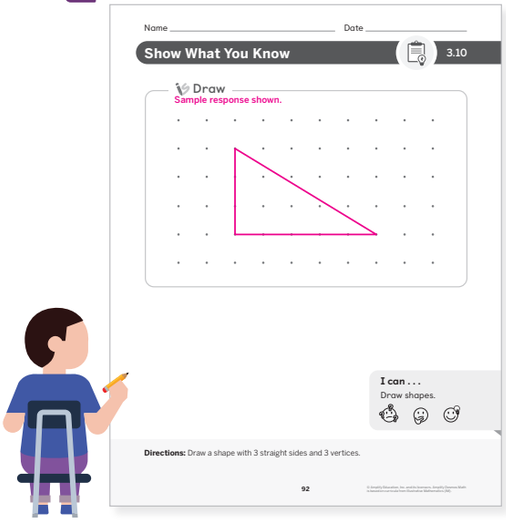
Refer to the *Math Language Development Resources* for a description of this routine and for more vocabulary support.

Invite students to refer to the **Summary** during Practice or anytime during the year.

Show What You Know (Optional)

Independent | 5 min

Show What You Know PDF


Name _____ Date _____

Show What You Know 3.10

Draw
Sample response shown.

I can . . .
Draw shapes.

Directions: Draw a shape with 3 straight sides and 3 vertices.

92

Today's Goals

1. **Goal:** Draw two-dimensional shapes.
   - In the *Show What You Know,* students drew a shape with 3 sides and 3 vertices.
2. **Language Goal:** Describe two-dimensional shapes using developing geometric language. **(Listening and Speaking)** **ELPS 1.B, 2.B, 2.E**

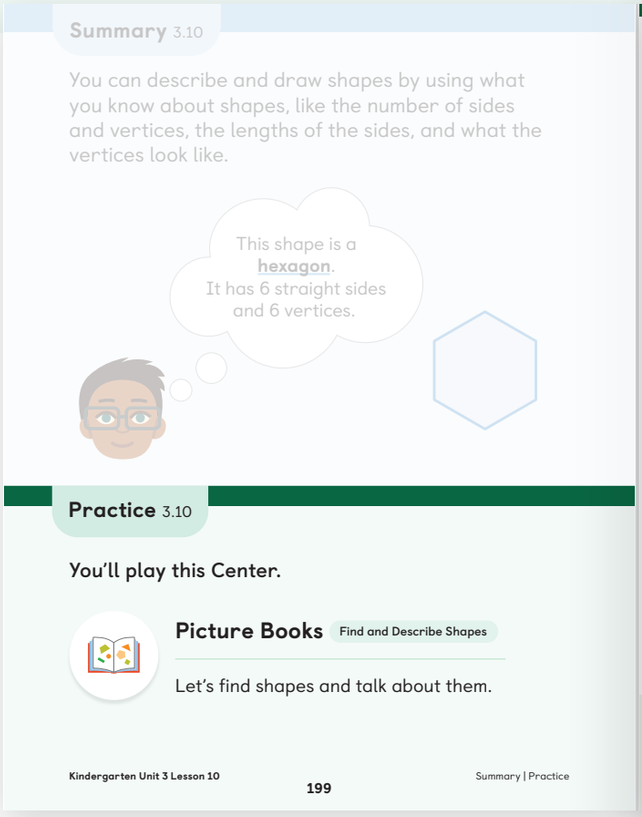
Differentiation See the last page of the lesson for differentiation and Math Language Development support.

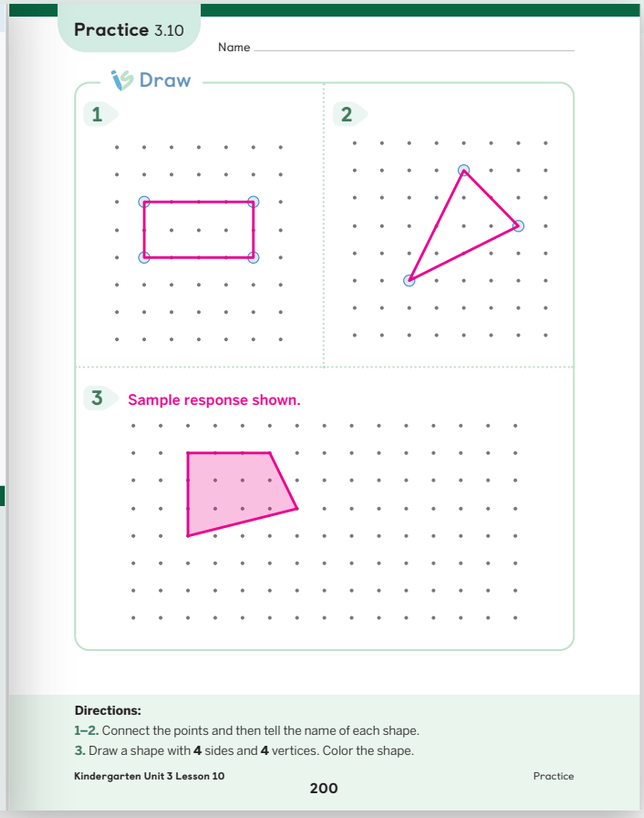
Practice

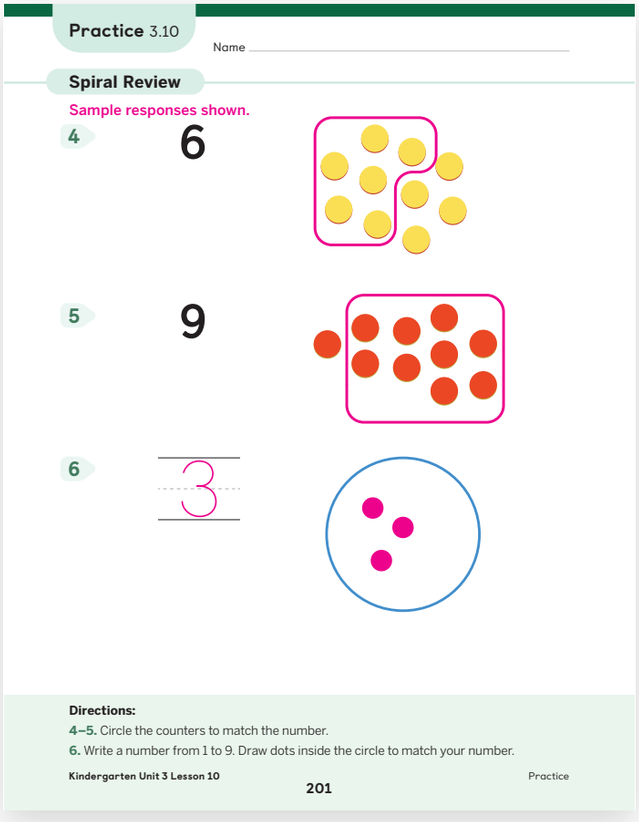
Independent

Provide students with sufficient practice to build and reinforce their conceptual understanding, fluency, and application of mathematical topics, assessment practice, and ongoing spiral review.

Students using print





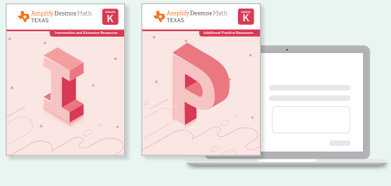


Practice Problem Item Analysis

	Problem(s)	DOK	TEKS
On-Lesson			
	1, 2	1	K.6.A, K.6.F*
	3	1	K.6.D*, K.6.F
Spiral Review			
Fluency	4–6	1	K.2.B

*These problems build toward the standards shown.

Need more Practice?



Additional practice can be found in the **Practice Resources, Intervention and Extension Resources,** and online resources (item banks, Boost Personalized Learning, and Fluency Practice).

Pairs | 15 min

Introducing the Center
Picture Books, Find and Describe Shapes

Purpose: Students find shapes in picture books and record and describe the shapes they see to apply their understanding of the attributes of shapes and to continue developing mathematical language.

Presentation Screen



Materials

Classroom materials:
- Display a picture book during the Launch.
- Distribute one picture book to each pair.
- Display the *Words to Describe Shapes* chart (from prior lessons) during the Connect. Use sticky notes to add language students use to the chart.

Centers Resources:
- Display the Directions and Recording Sheet.
- Distribute one Recording Sheet to each student.

1 Launch

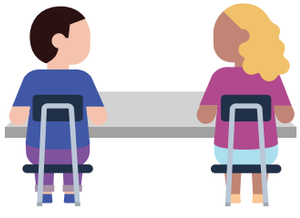


Display a picture book, the Directions, and Recording Sheet.

Demonstrate how to play *Picture Books, Find and Describe Shapes*. While demonstrating:

- **Say**, "You will play *Picture Books* today."
- **Say**, "First, I will choose a book."
- **Say**, "Next, I will look for shapes in the pictures." Display a page from the book.
- **Use the Think-Pair-Share routine.** Ask, "What shapes do you see in this picture?"
- **Say**, "Then I record the shapes I found using drawings or words." Draw a shape and write the name of the shape on the Recording Sheet.
- **Say**, "After you record your shapes, you will describe the shapes you found to your partner."

2 Monitor



Observe how students identify, record, and describe shapes they see.

3 Connect

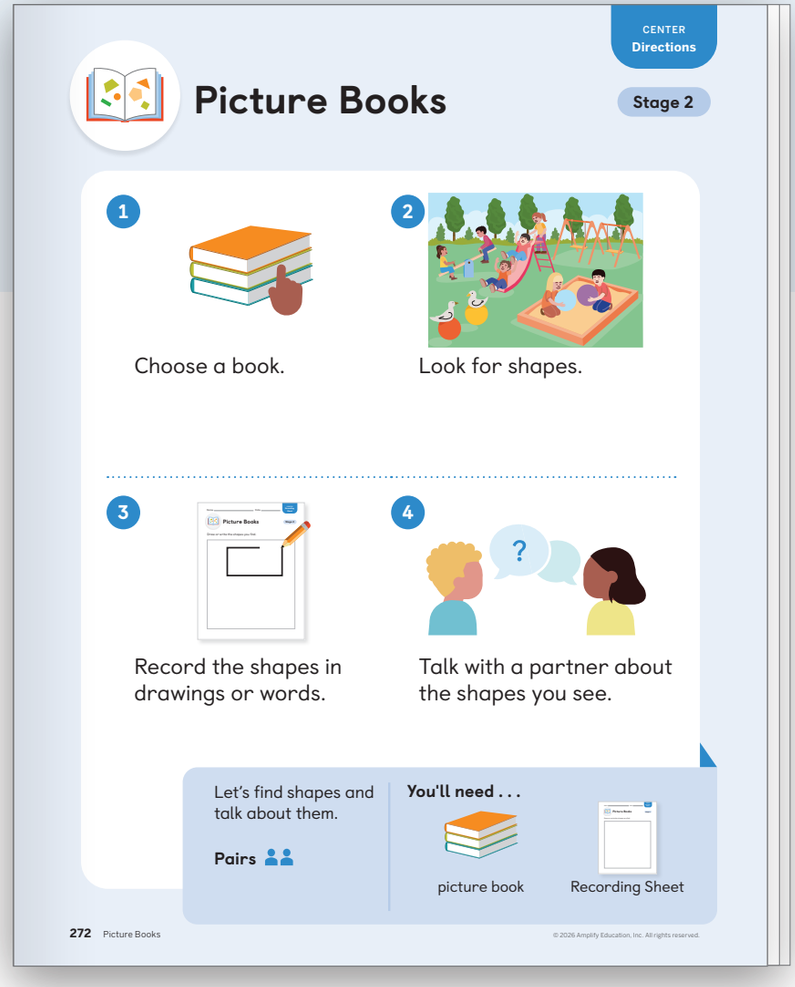


Display the *Words to Describe Shapes* chart.

Invite students to share the shapes they saw in the picture books.

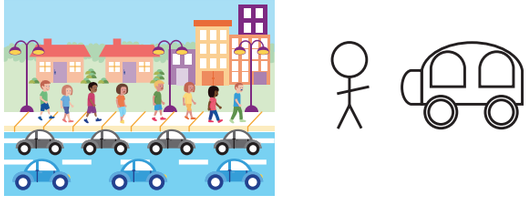
Record language students use and show connections to other words on the *Words to Describe Shapes* chart. Remind students to continue to refer to and use the chart.

Key Takeaway: Say, "Shapes can be found in pictures and stories. We can share the shapes we find by drawing, naming, and describing the shapes."



Presentation Screens

D Differentiation | Teacher Moves

Look for students who . . .	For example . . .	Provide support . . .
Almost there Draw an object or character from the book.	 I drew a person and a car.	**Support** Ask, "What shapes do you see in the picture you drew?"
Draw a shape.	 I drew the car window.	**Strengthen** Ask, "What do you notice about the shape in the picture? How can you use what you noticed when you draw the shape?"
Draw a shape by attending to its defining attributes.	 I drew the car window.	**Stretch** Ask, "How could you describe this shape?"

Differentiation Use after Lesson 10

Lesson Goal: Draw two-dimensional shapes.

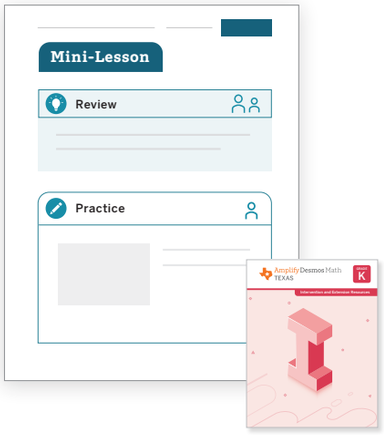
Support

Provide targeted intervention for students by using these resources.

If students draw a shape that has some of the given attributes:

Respond:

- Assign the *Drawing Shapes* Mini-Lesson. | 15 min
- Students will also have more opportunities to develop this concept in future lessons, so intervention is not necessary at this time.



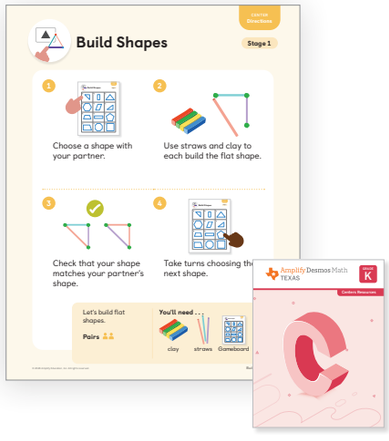
Strengthen

Reinforce students' understanding of the concepts assessed by using these resources.

If students draw a shape that has the given attributes:

Respond:

- Invite students to play these **Centers. |** 15 min
  Build Shapes: Match the Flat Shapes
  Can You Draw It?: Grade K Shapes
  Picture Books: Find and Describe Shapes
- Have students complete **Lesson 10 Practice. |** 15 min
- **Item Bank**



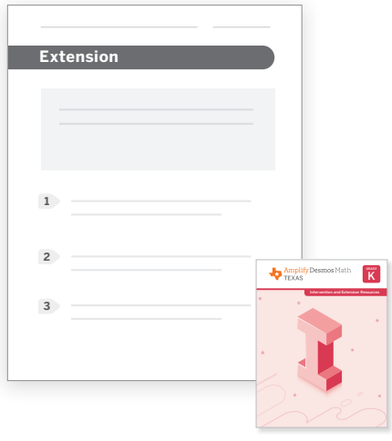
Stretch

Challenge students and extend their learning with these resources.

If students draw more than 1 shape that has the given attributes:

Respond:

- Invite students to explore the **Sub-Unit 1 Extension Activities. |** 15 min
- Revisit Activity 2 and invite students to respond to the **Stretch** question from the *Differentiation: Teacher Moves* table. | 5 min



Support, *Strengthen*, and *Stretch* learning by assigning these digital resources that adjust to each student's current level of skill and understanding.
• **Boost Personalized Learning** • **Fluency Practice** • **Math Adventures**

Math Language Development

EB Use the ***Math Language Development Resources*** for further language support with all your students, including those building English proficiency.

- English/Spanish cognates, e.g., **hexagon/hexágono**
- Vocabulary routines

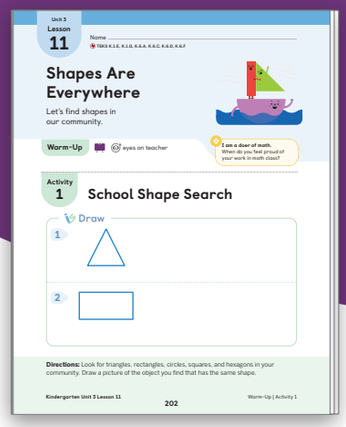


Professional Learning

What language did students use to describe shapes in Activity 2? Was there any language that surprised you? How could you highlight the language students used in the next lesson?

Unit 3
Lesson
11

Student Edition pages and Presentation Screens support learning in this lesson.



Shapes Are Everywhere

Describing and Naming Shapes in the Environment

Let's find shapes in our community.

Key Concepts

Today's Goals

1. **Language Goal:** Describe objects in the environment using names of two-dimensional shapes. **(Listening and Speaking)** **ELPS 1.E, 2.E, 2.F**
2. **Language Goal:** Ask and answer questions about the attributes of two-dimensional shapes. **(Listening and Speaking)** **ELPS 1.E, 2.E, 2.F**

Connections and Coherence

Students apply their understanding of the attributes of shapes to identify and name shapes in their environment. They practice modeling real-world objects by drawing the shapes they identify. Students use geometric language to ask and answer questions about the shapes they find and then reflect on what they have learned about shapes. **(TEKS K.1.E, K.1.G)**

Prior Learning

In Lesson 10, students practiced drawing shapes and using geometric language to describe the shapes' attributes. Throughout Sub-Unit 1, students described the attributes of shapes and used those attributes to identify and name specific shapes regardless of size and orientation.

Future Learning

In Sub-Unit 2, students will analyze and build larger shapes composed of the simple shapes they learned about in Sub-Unit 1.

Integrating Rigor in Student Thinking

- Students further their **conceptual understanding** that objects in their environment are made up of shapes.
- Students **apply** their understanding of shape attributes to identify shapes in their environment.

Vocabulary

Review Vocabulary

circle
curved
hexagon
longer
rectangle
shorter
side
square
straight
triangle
vertex

TEKS

Addressing

K.6.C

Identify two-dimensional components of three-dimensional objects.

Also Addressing: **K.6.A, K.6.D, K.6.F**

Math Process Standards: K.1.E, K.1.G

ELPS: 1.B, 1.E, 2.B, 2.C, 2.D, 2.E, 2.F

Building Toward

1.6.C

1.6.F

Building Math Identity

I am a doer of math.

When do you feel proud of your work in math class?

Invite students to reflect on this question as they complete this lesson.

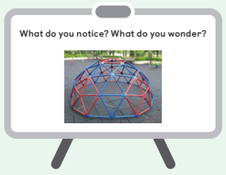
Lesson at a Glance 60 min

TEKS: K.1.E, K.1.G, K.6.A, K.6.C, K.6.D, K.6.F

Warm-Up

Whole Class | 10 min

Students use the **Notice and Wonder** routine to share what they notice and wonder about a picture of a play structure with a variety of shapes. Students apply geometric language they have collected throughout the sub-unit to describe objects in the environment.



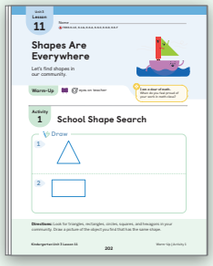
Activity 1

Pairs | 15 min

Students search for, identify, and name shapes in their environment. Students describe the shapes of the objects they find and then record drawings of the objects to discuss in Activity 2.

Materials: coloring tools, *Shapes We Know* chart, *Words to Describe Shapes* chart, clipboards (optional),

Additional Prep Prepare: a photograph of an area at school with multiple shapes



Activity 2

Pairs | 10 min

Students co-craft mathematical questions about the shapes they found in Activity 1. They use the **Mix and Mingle** routine to ask and answer each other's questions.

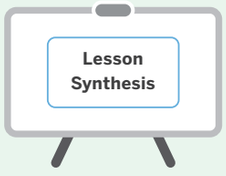
Materials: chart paper, markers, *Shapes We Know* chart, *Words to Describe Shapes* chart



Synthesis

Whole Class | 10 min

Students review and reflect on what they have learned about shapes in Sub-Unit 1. This is an opportunity to record and celebrate students' ideas as they share.

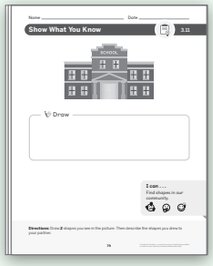


Show What You Know (optional)

Independent | 5 min

Students demonstrate their understanding by drawing and describing shapes that they identified in an image.

Materials: *Show What You Know* PDF

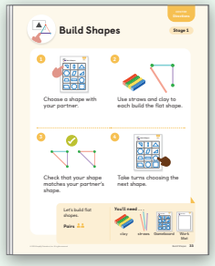


Center Choice Time

Small Groups | 15 min

Students have an opportunity to revisit these Centers to build counting fluency and practice finding, building, and describing shapes.

- Build Shapes
- Can You Draw It?
- Picture Books



Math Language Development

EB Emergent Bilinguals

Consider using the *Math Language Development Resources* with the **Activity 1, Monitor** to support math language acquisition.

- ✓ Cognates
- ✓ Visuals
- ✓ Sentence frames and word bank

ELPS 1.E, 2.B, 2.C, 2.D, 2.E, 2.F



Pre-Production	Beginning	Intermediate	High Intermediate	Advanced
Students **listen** to spoken English and **respond** using their primary languages and gestures.	Students **listen** to spoken English and **speak** using their primary languages, gestures, and single words or short phrases.	Students **listen** to spoken English and **speak** using short phrases or simple sentences.	Students **listen** to spoken English and **speak** using a variety of sentence types.	Students **listen** to spoken English and **speak** using longer sentences. Exemplar responses are provided.

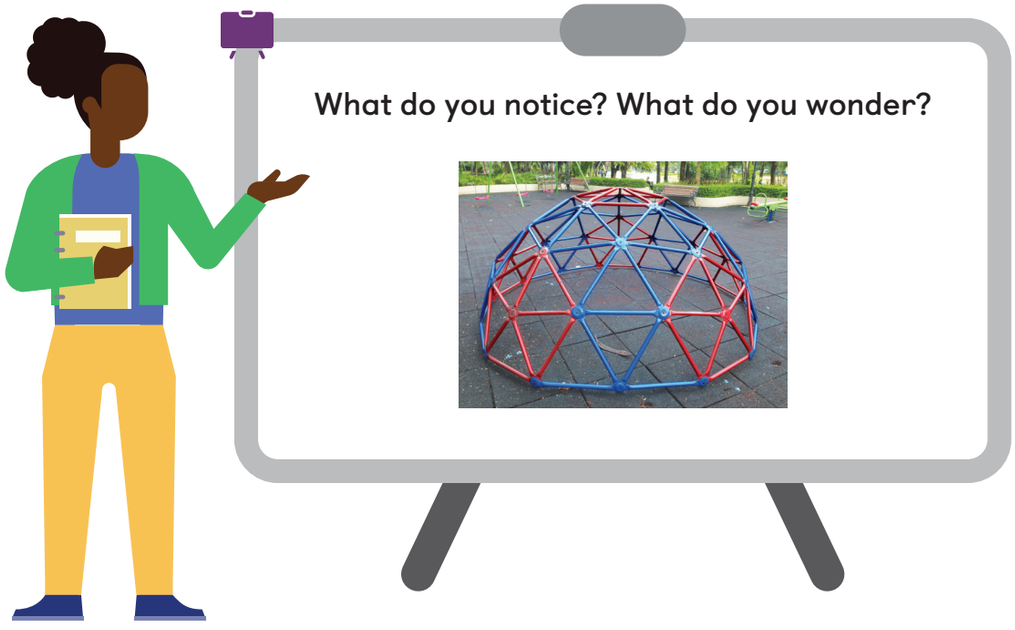
Whole Class | 10 min

Presentation Screen



Warm-Up Notice and Wonder

Purpose: Students examine a picture of a jungle gym to make connections between shapes and real-world objects.



1 Launch

Use the Notice and Wonder routine.

Display the image.

Use the Think-Pair-Share routine. Ask, "What do you notice? What do you wonder?"



2 Connect

Record students' responses as they share.

Say, "There are many shapes on a playground. Where else could we find shapes at our school?"

Students might say . . . ELPS 2.B

I notice there is a jungle gym on the playground.

I notice the bars of the jungle gym connect to look like triangles.

I wonder how many triangles are on the jungle gym.

I wonder what other shapes are on the playground.

Pairs | 15 min

Activity 1 School Shape Search

Purpose: Students identify, describe, and draw shapes that they see at school to make connections between shapes and real-world objects.

Presentation Screens



Materials

Classroom materials:

- Provide students with access to clipboards (optional).
- Distribute coloring tools to each student.
- Display the *Shapes We Know* chart and the *Words to Describe Shapes* chart. (from prior lessons)
- Display a photograph of an area at school with numerous shapes during the Connect (optional).

Short on time? Consider having the shape hunt within the classroom rather than around the school.

1 Launch



Display the *Shapes We Know* chart and the *Words to Describe Shapes* chart.

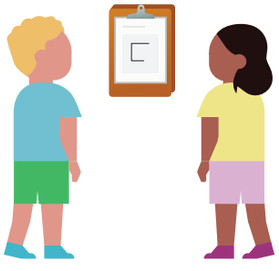
Say, "You have described, compared, and sorted shapes. Today, you will look for shapes in our school community."

Display Activity 1 from the Student Edition. Point to each shape.

Say, "Look for objects that are shaped like triangles, rectangles, circles, squares, and hexagons. Describe the shape of your object to your partner. Then draw a picture of the object next to the matching shape."

Provide access to clipboards.

2 Monitor



While students complete the activity, refer to the D **Differentiation | Teacher Moves** table on the following page.

If students need help getting started . . .

- Point to a shape in the Student Edition and ask, "What shape is this? Do you see any objects that look like this shape?"
- Ask, "What part of the object could you draw first?"

A **Accessibility: Memory and attention** Guide students to focus their search on 1 shape at a time.

3 Connect



Display a photograph of an area at school with numerous shapes or the photograph of the cafeteria at another school.

Use the Think-Pair-Share routine. Ask, "What do you notice about the shapes in this photograph?"

MLR **MLR8: Discussion Supports — Pressing for Details** As students share what they notice about the shapes, press for details in their reasoning. For example:

- If a student says, "I see a window." . . .
- Press for details by asking, "What shape does the window look like? What words could you use to describe the window? How many sides does it have? How many corners does it have?" **ELPS 2.E**

EB **Emergent Bilinguals** While students describe shapes, point to the relevant parts of the shapes and use gestures to amplify student language. Invite students to respond orally or by using their own gestures or images. **ELPS 1.B**

Key Takeaway: Say, "You can notice and wonder about shapes all around you."

Student Edition

Unit 3
Lesson
11

Name

TEKS K.1.E, K.1.G, K.6.A, K.6.C, K.6.D, K.6.F

Shapes Are Everywhere

Let's find shapes in our community.



Warm-Up eyes on teacher

I am a doer of math.
When do you feel proud of your work in math class?

Activity
1

School Shape Search

Sample responses shown.

Draw

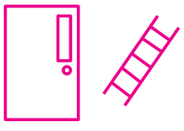
1





2





Directions: Look for triangles, rectangles, circles, squares, and hexagons in your community. Draw a picture of the object you find that has the same shape.

Activity
1

Name

School Shape Search (continued)

Sample responses shown.

Draw

3





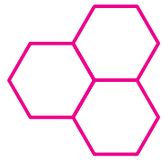
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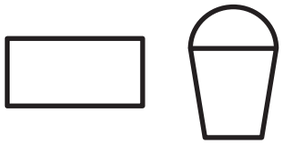
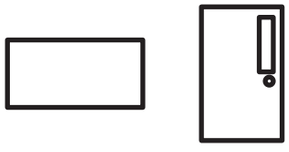
5





Presentation Screens

D Differentiation | Teacher Moves

Look for students who . . .	For example . . .	Provide support . . .
Almost there Identify and draw an object that has different attributes than the given shape.		**Support** Point to the shape in the Student Edition. Ask, "What words could you use to describe this shape? Are there any objects around us that you could describe the same way?"
Identify and draw an object that shares some attributes of the given shape.		**Strengthen** Ask, "How are your object and the shape alike? How is your object different from the shape?"
Identify and draw an object that shares defining attributes of the given shape.		**Strengthen** Ask, "How do you know this object is the same shape?"

Pairs | 10 min

Activity 2 Asking Questions About Shapes

Purpose: Students apply their understanding of shape attributes and use geometric language to ask and answer questions about the shapes they drew in Activity 1.

Presentation Screens



Materials

Classroom materials:

- Use chart paper and markers to create a chart of students' math questions about shapes during the Launch.
- Display the *Shapes We Know* chart and the *Words to Describe Shapes* chart during the Connect. (from prior lessons)

1 Launch



MLR This activity is structured using the *MLR5: Co-Craft Questions* routine.
ELPS 2.B, 2.C, 2.D, 2.F

Say, "You will ask each other questions about the shapes you drew during the school shape search."

Display 1 student's drawings from Activity 1.

Use the Think-Pair-Share routine. Ask, "What math questions could you ask about the shapes that were drawn?"

Record students' questions on chart paper.

Use the Mix and Mingle routine. Say, "When you meet with a partner, show your partner your drawings from the shape search. Ask and answer each other's questions about the shapes you found." Place students in pairs. Repeat 1–2 times.

2 Monitor



While students complete the activity, refer to the D Differentiation | Teacher Moves table on the following page.

If students need help getting started . . .

- Ask, "What do you notice about this shape? How could you turn what you noticed into a question?"
- Point to 1 shape and ask, "What question could you ask about this shape?"

A **Accessibility: Memory and attention** Chunk this task into smaller, more manageable parts by having students first choose a drawing to talk about and then choose an attribute to include in their question.

3 Connect



Display the *Shapes We Know* chart and the *Words to Describe Shapes* chart.

Say, "What are some words that helped you talk about the shapes you found?"

Key Takeaway: Say, "You will continue learning about shapes. Let's reflect on what you have learned so far."

Activity 2

Name _____

Asking Questions About Shapes

6 Discuss Oral activity: No writing expected.

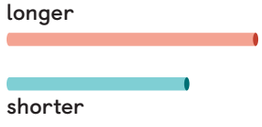
side



vertex



longer
shorter



Directions: Ask and answer each other's questions about the shapes you found on the shape search.

Activity 2

Name _____

Asking Questions About Shapes (continued)

Discuss Oral activity: No writing expected.

curved



straight



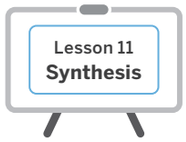
Presentation Screens

D Differentiation | Teacher Moves

Look for students who . . .	For example . . .	Provide support . . .
Almost there Ask questions about the non-geometric attributes of an object, such as the object's location or use.	**Where did you find the clock?** or **What kind of lunch boxes did you find?**	**Support** Ask, "What question could you ask about the shape of the object?"
Almost there Ask questions about the non-defining attributes of a shape or object.	**What color was the clock?** or **How big was the lunch box?**	**Stretch** Ask, "How are the object you found and the shape in your book alike? How are they different?"
Ask questions about the defining attributes of a shape or object.	**What was the shape of the clock?** or **Were all the sides of the lunch box the same size?**	

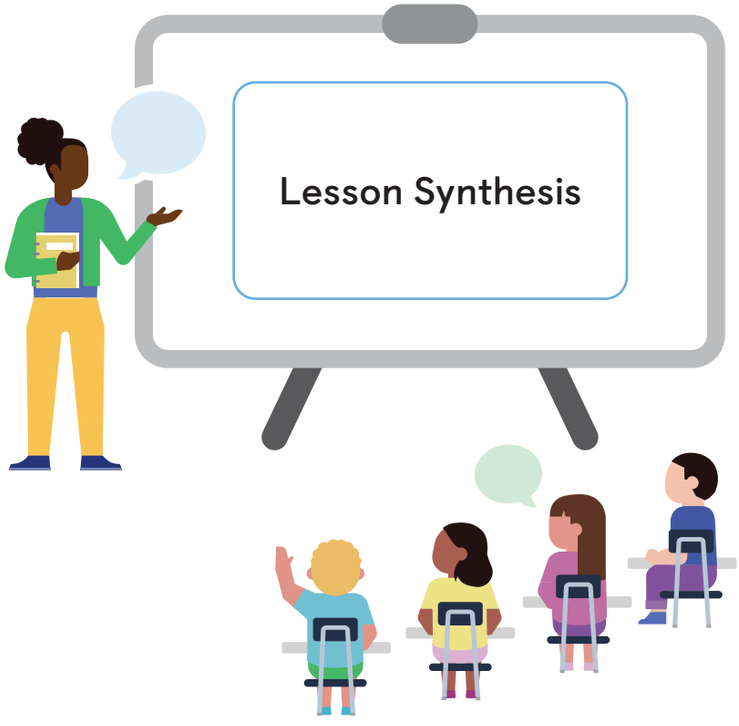
Whole Class | 10 min

Presentation Screen



Synthesis

Lesson Takeaway: Two-dimensional shapes can be found in objects in the environment.



Display the *Shapes We Know* chart and the *Words to Describe Shapes* chart.

Ask:

- "What have you learned about shapes?"
- "What are you still wondering about shapes?"

Record students' responses.

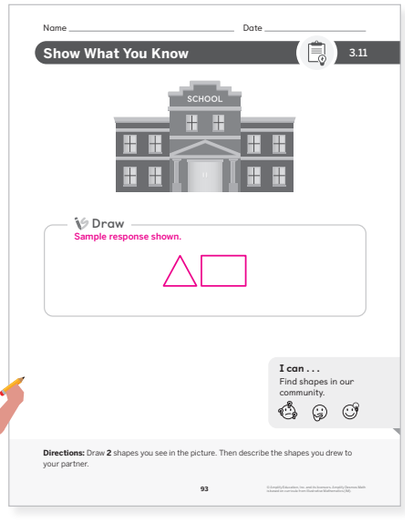
Say, "You learned how to name, describe, draw, and compare shapes. In the next lesson, you will put shapes together."

Invite students to refer to the **Summary** during Practice or anytime during the year.

Show What You Know (Optional)

Independent | 5 min

Show What You Know PDF


Name _____ Date _____

Show What You Know 3.11

SCHOOL

Draw

Sample response shown.

I can . . .
Find shapes in our community.

Directions: Draw **2** shapes you see in the picture. Then describe the shapes you drew to your partner.

93

Today's Goals

1. **Language Goal:** Describe objects in the environment using names of two-dimensional shapes. **(Listening and Speaking)** ELPS 1.E, 2.E, 2.F
   - In the *Show What You Know*, students described shapes that they identified in an image of a school building.
2. **Language Goal:** Ask and answer questions about the attributes of two-dimensional shapes. **(Listening and Speaking)** ELPS 1.E, 2.E, 2.F

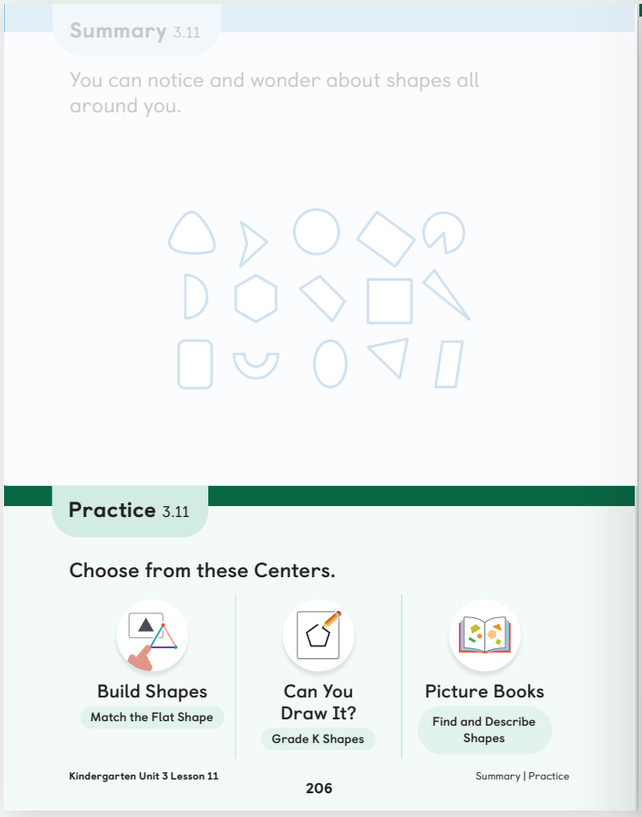
D **Differentiation** See the last page of the lesson for differentiation and Math Language Development support.

Practice

Independent

Provide students with sufficient practice to build and reinforce their conceptual understanding, fluency, and application of mathematical topics, assessment practice, and ongoing spiral review.

Students using print


Summary 3.11

You can notice and wonder about shapes all around you.

Practice 3.11

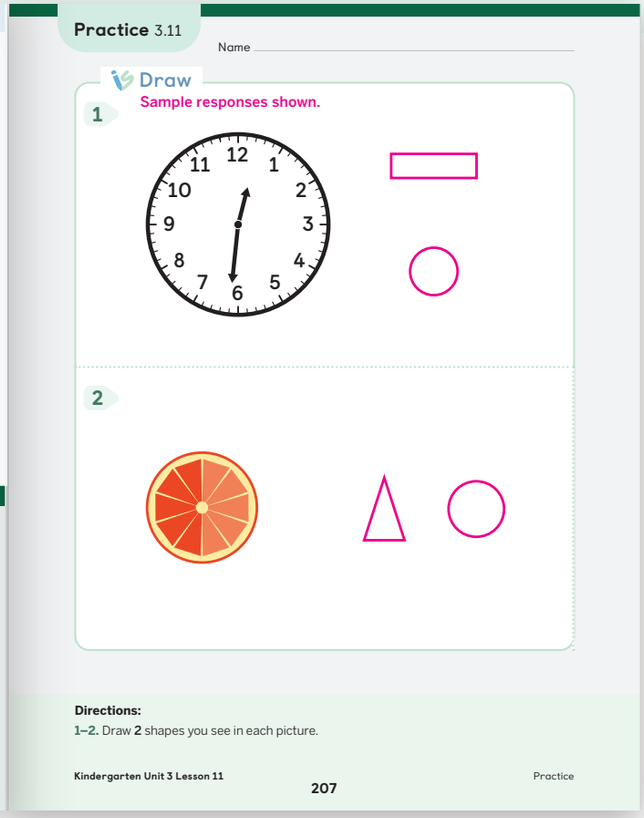
Choose from these Centers.

Build Shapes
Match the Flat Shape

Can You Draw It?
Grade K Shapes

Picture Books
Find and Describe Shapes

Kindergarten Unit 3 Lesson 11 206 Summary | Practice


Practice 3.11

Name

Draw

Sample responses shown.

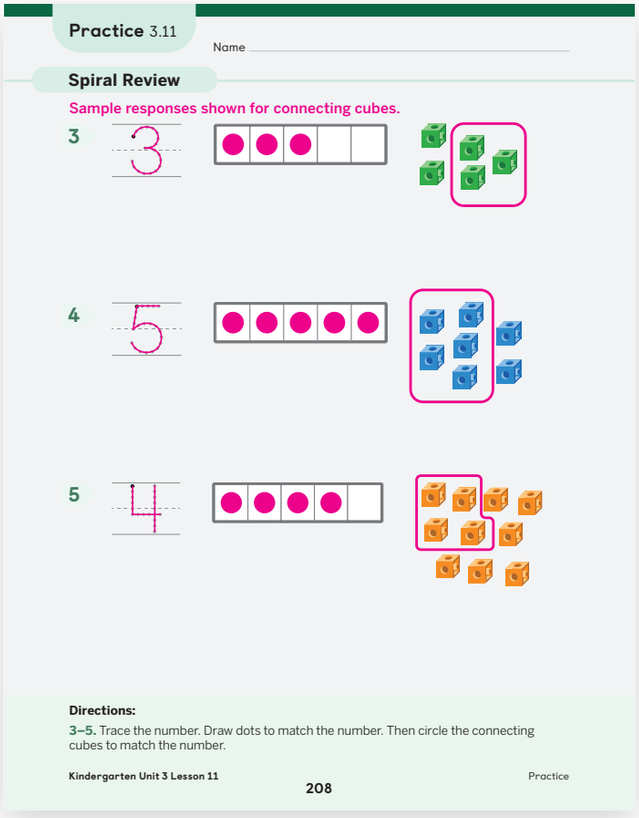
1

2

Directions:

1–2. Draw 2 shapes you see in each picture.

Kindergarten Unit 3 Lesson 11 207 Practice


Practice 3.11

Name

Spiral Review

Sample responses shown for connecting cubes.

3

4

5

Directions:

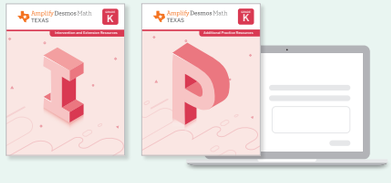
3–5. Trace the number. Draw dots to match the number. Then circle the connecting cubes to match the number.

Kindergarten Unit 3 Lesson 11 208 Practice

Practice Problem Item Analysis

	Problem(s)	DOK	TEKS
On-Lesson			
	1, 2	2	K.6.F
Spiral Review			
	3–5	1	K.2.B

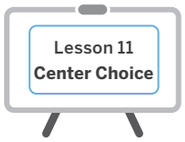
Need more Practice?



Additional practice can be found in the **Practice Resources, Intervention and Extension Resources,** and online resources (item banks, Boost Personalized Learning, and Fluency Practice).

Center Choice Time

Presentation Screen



Purpose: Use this time to support students working in Centers, gather formative assessment data, or work with a small group of students on targeted skills.

Build Shapes

Match the Flat Shape

Pairs | 15 min | K.6.F

Students use straws and clay to build a shape of their choice.

Materials

- clay, straws **(Manipulative Kit)**
- Directions, Gameboard, Work Mat **(Centers Resources)**

Corresponds with the checklist from Unit 3, Sub-Unit 1.

Can You Draw It?

Grade K Shapes

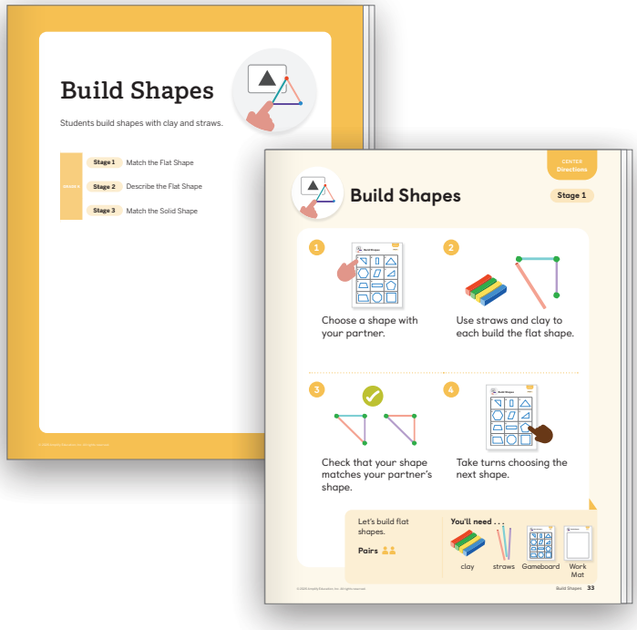
Pairs | 15 min | K.6.D, K.6.F

Students describe and draw two-dimensional shapes with a partner.

Materials

- two-color counters **(Manipulative Kit)**
- straightedges **(Classroom materials)**
- Directions, Gameboard, Recording Sheet **(Centers Resources)**

Corresponds with the checklist from Unit 3, Sub-Unit 1.





Use Centers as games to offer fun and engaging ways for students to practice math skills.

GAMES

Picture Books

Find and Describe Shapes

Pairs | 15 min | K.6.A, K.6.F

Students look through picture books and record and describe the shapes they see.

Materials

- picture books **(Classroom materials)**
- Directions, Recording Sheet **(Centers Resources)**

Corresponds with the checklist from Unit 3, Sub-Unit 1.

D Differentiation | Teacher Moves

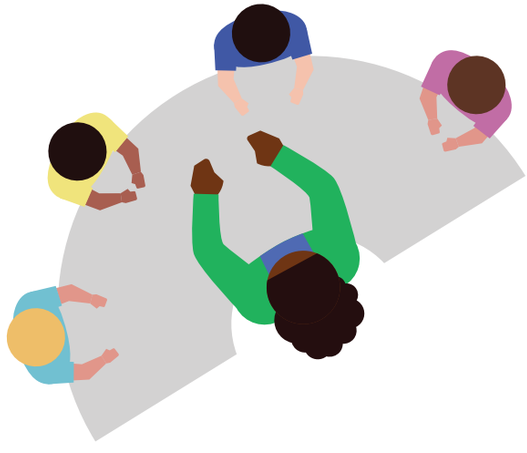
Work with students in their Centers by:

- Reinforcing Center routines and positive interactions.
- Asking probing questions to propel student thinking forward.
- Recording observations using the checklist provided.

Consider pulling a small group of students for:

- Reviewing the lesson's learning goal by using the *Mini-Lesson* or the supports provided in the lesson.
- Reviewing essential skills from prior lessons or units.





Differentiation Use after Lesson 11

Lesson Goal: Describe objects in the environment using names of two-dimensional shapes.

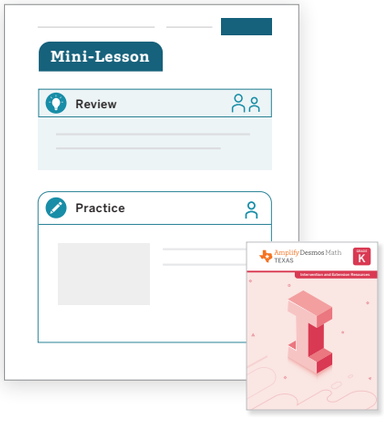
Support

Provide targeted intervention for students by using these resources.

If students identify and draw an object that has different attributes than the given shape:

Respond:

- Assign the *Describing and Naming Shapes* Mini-Lesson. | 15 min
- Revisit Lesson 10.



Strengthen

Reinforce students' understanding of the concepts assessed by using these resources.

If students identify and draw an object that shares some attributes of the given shape:

Respond:

- Invite students to play these **Centers. |** 15 min
  Build Shapes: Match the Flat Shape
  Can You Draw It?: Grade K Shapes
  Picture Books: Find and Describe Shapes
- Have students complete **Lesson 11 Practice. |** 15 min
- **Item Bank**



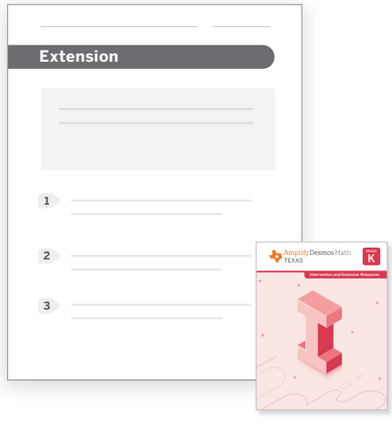
Stretch

Challenge students and extend their learning with these resources.

If students identify and draw an object that shares defining attributes of the given shape:

Respond:

- Invite students to explore the **Sub-Unit 1 Extension Activities. |** 15 min
- Revisit Activity 1 and invite students to respond to the **Stretch** question from the *Differentiation: Teacher Moves* table. | 5 min



Support, *Strengthen*, and *Stretch* learning by assigning these digital resources that adjust to each student's current level of skill and understanding.
• Boost Personalized Learning • Fluency Practice • Math Adventures

Math Language Development

EB Use the ***Math Language Development Resources*** for further language support with all your students, including those building English proficiency.

- English/Spanish cognates, e.g., *circle / círculo*
- Vocabulary routines





Professional Learning

As you complete this sub-unit, reflect on the growth students have made in learning about shapes. List ways you have seen each student grow as a mathematician throughout this sub-unit. List ways you have grown as a teacher.

Notes:

Assess and Respond

Support, strengthen, and stretch learning by assigning these digital resources that adjust to each student's current level of skill and understanding: • **Boost Personalized Learning** • **Fluency Practice** • **Math Adventures**

Quiz: Sub-Unit 1

Independent | 20 min

Facilitation: Assign this Sub-Unit Quiz at the end of Sub-Unit 1 to evaluate students' proficiency with the key concepts and skills addressed in this sub-unit. The *Up Next* problem previews targeted concepts and skills addressed in the next sub-unit. Read aloud the problems to students.

Item Analysis

Problem	Concept or skill	DOK	TEKS
1	Identifying matching shapes shown in different sizes and orientations	2	K.6.E
2	Identifying shapes	1	K.6.A
Up Next . . . (preparation for lesson 12)			
3*	Identifying coins	1	K.4.A K.1.A

* Because this problem addresses prerequisite concepts for the next sub-unit, the *Up Next* problem is not intended to be part of a student's overall score on this assessment.

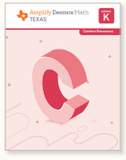
Assessment Resources



- Student Print Assessments
- Answer Keys and Rubrics

Differentiation Resources





Intervention and Extension Resources include:

- Mini-Lessons
- Extensions

Centers Resources includes:

- Centers

Practice

During Sub-Unit 2, if students need further review or practice with concepts or skills, consider the following resources:

- Lesson Practice (Print)
- Item Bank

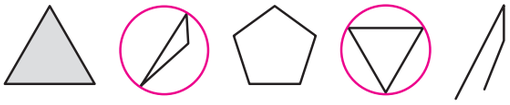
Assessment Resource PDF

Name _____ Date _____

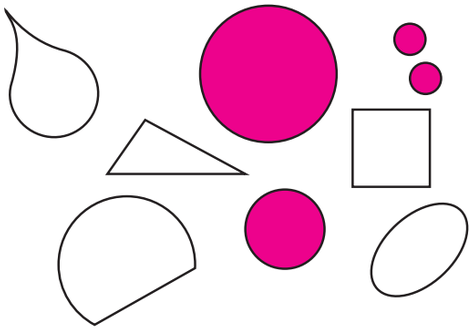
Quiz: Sub-Unit 1

Unit K.3

1



2



Directions

1. Circle **TWO** shapes that match the shaded shape.
2. Color **FOUR** circles.
3. Circle the quarter. Cross out the nickel.

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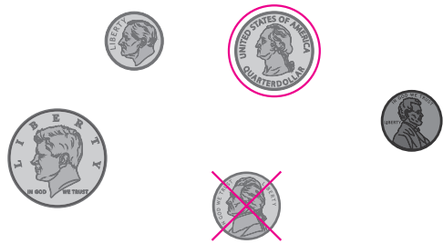
Name _____ Date _____

Quiz Sub-Unit 1 (continued)

Unit K.3

Up Next . . .

3



D Differentiation (Quiz: Sub-Unit 1)

To **Strengthen** and **Stretch** students' learning, refer to the differentiation resources suggested throughout this Sub-Unit.

Sub-Unit Goals	Problem	Respond to Student Thinking
Sub-Unit 1: • Describe, sort, compare two-dimensional shapes. • Identify squares, circles, triangles, rectangles, and hexagons. • Draw and build two-dimensional shapes.	1	**Support** • **Mini-Lesson:** *Comparing Shapes* (ML 3.04) • **Teacher Move:** Invite students to review the problem. Then provide additional opportunities for students to compare and describe how shapes are alike and different using vocabulary such as *sides* and *vertices*.
	2	**Support** • **Mini-Lesson:** *Identifying Circles and Triangles* (ML 3.06) • **Teacher Move:** Invite students to review the problem. Then provide additional opportunities for students to identify either triangles or circles within a set of mixed shapes.
Up Next . . . (preparation for lesson 12)		
Sub-Unit 2: Identify pennies, nickels, dimes, and quarters.	3	**Support** • **Mini-Lesson:** *Describing Coins* (ML 3.12) • **Teacher Move:** Plan to spend more time in Lesson 12 to provide additional practice in recognizing and naming coins from both the front and back.

Notes:

Sub-Unit 2

Identifying and Sorting Coins



Sub-Unit 2 Goals:

- Identify coins by name, including pennies, nickels, dimes, and quarters.
- Read, write, and represent the different number of coins in a group by counting the number of each type of coin.

Progression of TEKS in Sub-Unit 2

- **Lessons 12–14:** Students identify coins by name and sort coins based on characteristics.
- **Lessons 13, 14:** Students count and record the number of each coin represented in a group.

Sub-Unit 2 Progression	Lesson 12*	Lesson 13	Lesson 14
Representation of Whole Numbers			
TEKS K.2.B	○	●	○
TEKS K.2.C	○	●	○
TEKS K.2.D	○	○	●
Personal Financial Literacy			
TEKS K.4.A	●	●	●

*This lesson builds toward the standard shown.

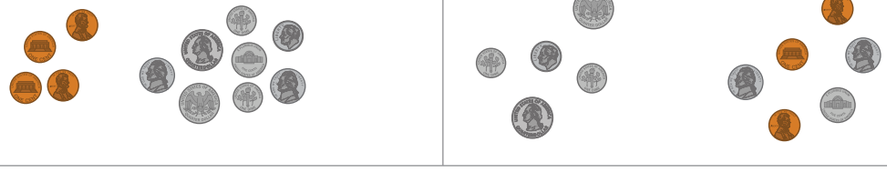
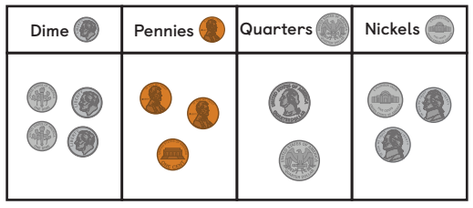
Coming Up Next

- **Sub-Unit 3, Lessons 15–17:**
  - » Personal Financial Literacy: **TEKS K.9.A, K.9.B, K.9.C, K.9.D**

Math That Matters Most

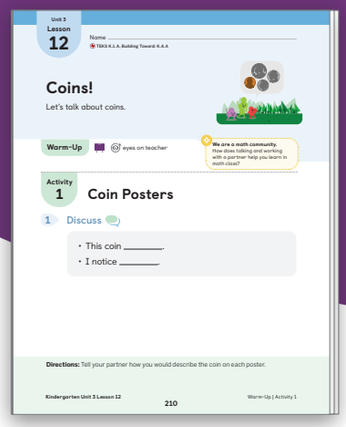
Sub-Unit 2: Identify and sort coins by name and characteristics.

Progression of Strategies, Skills, or Language

Progression	For example . . .
Describe characteristics of a coin.	Dime  Front Back • The coin looks like a circle. It is silver. • The coin has a head on one side and a leaf on the other side.
Sort coins by characteristics, such as coin color or texture of coin.	
Sort coins using coin name and type.	
Identify coins by name using characteristics of coins.	 • This coin is a nickel because it is silver and has a building with a round top on it.

Unit 3
Lesson
12

Student Edition pages and Presentation Screens support learning in this lesson.



Coins!

Introducing Pennies, Nickels, Dimes, and Quarters

Let's talk about coins.

Key Concepts

Today's Goal

1. **Language Goal:** Describe characteristics of coins. **(Listening and Speaking)**
   ELPS 1.B, 2.B, 2.E

Connections and Coherence

Students describe coins. They begin to notice characteristics of each coin and similarities and differences between the coins. Students are introduced to the terms **penny**, **nickel**, **dime**, and **quarter**. While some students may already know and use these terms, students are not yet expected to refer to coins using these terms. Describing and identifying coins prepares students to apply mathematics to solve problems involving money that arise in everyday life and society. **(TEKS K.1.A)**

Prior Learning

In Lesson 3, students described shapes.

Future Learning

In Lesson 13, students will identify and compare coins as they sort coins into categories.

Integrating Rigor in Student Thinking

- Students build their **conceptual understanding** of coins as they describe characteristics of coins.

Vocabulary

New Vocabulary

dime
nickel
penny
quarter

TEKS

Building Toward

K.4.A

Identify U.S. coins by name, including pennies, nickels, dimes, and quarters.

Math Process Standard: K.1.A

ELPS: 1.A, 1.B, 1.E, 2.B, 2.C, 2.D, 2.E, 2.F, 3.B, 3.C, 3.D, 3.F

Building Math Identity

We are a math community.

How does talking and working with a partner help you learn in math class?

Invite students to reflect on this question as they complete this lesson.

Lesson at a Glance 60 min

TEKS: K.1.A, Building Toward K.4.A

Warm-Up

Whole Class | 10 min

Students use the **What Do You Know About ____?** routine, which provides an opportunity to hear the knowledge they already have about coins and allows all students to contribute to the discussion.



Activity 1

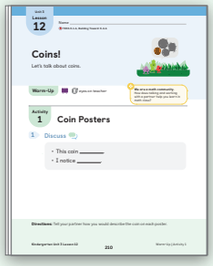
Pairs | 15 min

Students explore and describe coins. Students are introduced to the terms **penny**, **nickel**, **dime**, and **quarter** in the Connect.

Note: The Student Edition is not required for this activity.

Materials: Activity 1 PDF

Additional Prep Prepare: Use chart paper and markers to prepare the *Words to Describe Coins* chart.



Activity 2

Pairs | 10 min

Students describe both the front and back of coins as they play Mystery Coin. Students take turns secretly choosing a coin and describing the coin until their partner can guess which coin it is. In the Connect, students share language used to describe coins and notice that what is alike and different about coins can be used to describe them.

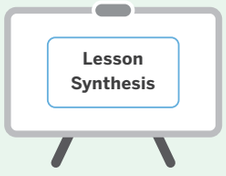
Materials: *Words to Describe Coins* chart (from Activity 1)



Synthesis

Whole Class | 10 min

Students review and reflect on the characteristics of pennies, nickels, dimes, and quarters.

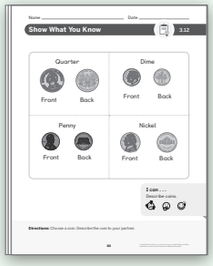


Show What You Know (optional)

Independent | 5 min

Students demonstrate their understanding by describing 1 of 4 pictured coins.

Materials: *Show What You Know* PDF



Center Choice Time

Small Groups | 15 min

Students have an opportunity to revisit these Centers to build understanding of quantity and practice describing shapes.

- Mystery Shape
- Rolling for Numbers
- Shake and Spill



Math Language Development

EB Emergent Bilinguals

Consider using the *Math Language Development Resources* with the **Activity 1, Monitor** to support math language acquisition.

- ✓ Cognates
- ✓ Visuals
- ✓ Sentence frames and word bank

ELPS 1.B, 1.E, 2.B, 2.C, 2.D, 2.E, 2.F



Pre-Production	Beginning	Intermediate	High Intermediate	Advanced
Students **listen** to spoken English and **respond** using their primary languages and gestures.	Students **listen** to spoken English and **speak** using their primary languages, gestures, and single words or short phrases.	Students **listen** to spoken English and **speak** using short phrases or simple sentences.	Students **listen** to spoken English and **speak** using a variety of sentence types.	Students **listen** to spoken English and **speak** using longer sentences. Exemplar responses are provided.

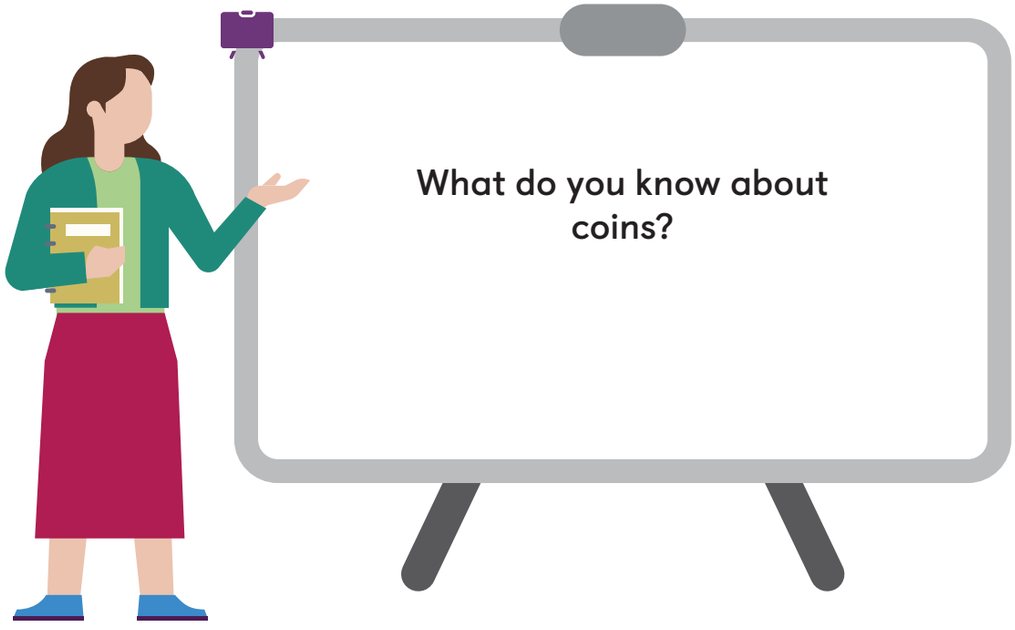
Whole Class | 10 min

Presentation Screen



Warm-Up What Do You Know About Coins?

Purpose: Students share ideas about coins to honor what students already know about coins.



1 Launch

Display the question.

Use the What Do You Know About ____? **routine.**

Ask, "What do you know about _____?"

Have students share their responses.



2 Connect

Record students' responses as they share and leave them displayed throughout the lesson.

EB **Emergent Bilinguals:** Consider sharing a picture of different types of *coins*, including non-US currency, to increase access to the task. Invite students to share about coins that they are familiar with. ELPS 1.B

Say, "Coins are a type of money. In this lesson, we will talk about different types of coins."

Students might say . . . ELPS 1.E, 2.C, 2.D, 2.F

Coins are money.

Quarters are coins.

We use coins at the laundromat.

Coins look like circles.

Pairs | 15 min

Activity 1 Coin Posters

Purpose: Students describe coins to build understanding of the characteristics of different coins.

Presentation Screens



Materials

Lesson Resources:

- Display each page of the Activity 1 PDF around the classroom before the activity.

Classroom materials:

- Use chart paper and markers to prepare the *Words to Describe Coins* chart. Display the chart during the Connect.

1 Launch



Say, "Today, you will explore coins. As you look at each picture, tell your partner about the coin that you see." Monitor for student use of high-frequency words, such as "I notice" and "picture." ELPS 1.B

A **Accessibility: Executive functioning** Invite students to review the order that they will travel between the posters.

2 Monitor



While students complete the activity, refer to the D Differentiation | Teacher Moves table on the following page.

If students need help getting started . . .

- Ask, "What words could you use to describe this coin?"

3 Connect



Display all 4 of the coin posters.

Invite students to share words that helped them describe the coins to their partner.

MLR **MLR2: Collect and Display** ELPS 3.C, 3.D, 3.F

- Collect student language used to describe coins in general, such as "silver," "round," and "head".
- Add the language students use to the *Words to Describe Coins* chart and remind them to continue to refer to and use the chart during class discussions.

EB **Emergent Bilinguals:** As students share, gesture to characteristics of the coins on the posters. ELPS 3.C, 3.F

Display the poster of a quarter.

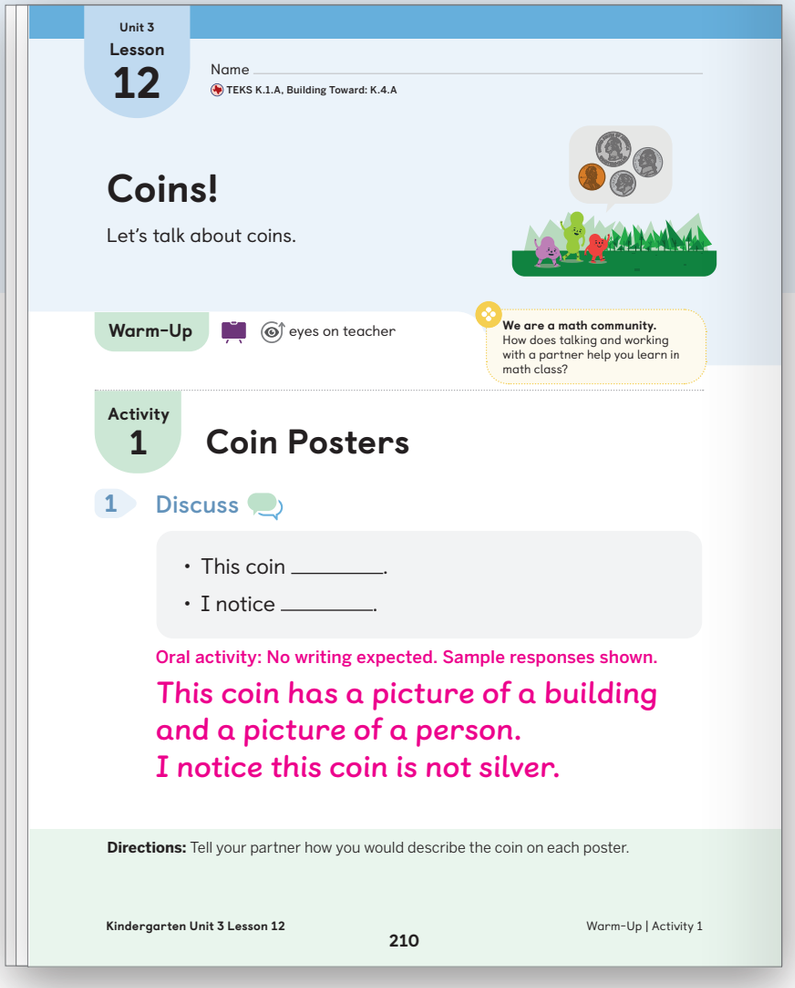
Say, "This coin is a **quarter**."

Ask, "What did you notice about a quarter?"

Repeat the steps with each poster to introduce the terms **dime**, **nickel**, and **penny**.

Key Takeaway: Say, "There are many ways to describe coins, such as their color, size, or what is on them."

Student Edition



Unit 3
Lesson 12

Name

TEKS K.1.A, Building Toward: K.4.A

Coins!

Let's talk about coins.

Warm-Up eyes on teacher

We are a math community. How does talking and working with a partner help you learn in math class?

Activity 1

Coin Posters

1 Discuss

- This coin _____.
- I notice _____.

Oral activity: No writing expected. Sample responses shown.

This coin has a picture of a building and a picture of a person.
I notice this coin is not silver.

Directions: Tell your partner how you would describe the coin on each poster.

Kindergarten Unit 3 Lesson 12 210 Warm-Up | Activity 1

Presentation Screens

D Differentiation | Teacher Moves

Look for students who . . .	For example . . .	Provide support . . .
Describe the color of the coin.	*This coin is silver.*	S **Stretch** Ask, "Are there other coins that you can describe the same way?"
Describe the size of the coin.	*This coin is big.*	
Describe the shape of the coin.	*This coin is a circle.*	
Describe the images on the coin.	*This coin has a person's face on it.*	

Pairs | 10 min

Activity 2 Mystery Coin

Purpose: Students notice how coins are alike and different as they describe characteristics of coins.

Presentation Screens



Materials

Classroom materials:

- Display the *Words to Describe Coins* chart (from Activity 1) during the Connect.

Short on time? Consider reducing the number of rounds so that each student has one turn to describe a coin.

1 Launch



Display Activity 2 from the Student Edition.

Use the Think-Pair-Share routine. Say:

- "In the last activity, we saw the front of a penny, nickel, dime, and quarter. Each coin has a front and a back. What is one thing you notice about the fronts and backs of the coins?"
- "First, you will secretly choose a mystery coin. Then you will describe the coin to your partner so that they can guess which coin is your mystery coin."
- "Take turns choosing a mystery coin and describing the coin to your partner."

EB **Emergent Bilinguals** If possible, pair students with different levels of English language proficiency together as they complete this activity. This will provide a structured opportunity for Multilingual Learners to interact with and receive feedback from their peers with varied language backgrounds. ELPS 1.E, 2.C, 2.D

2 Monitor



While students complete the activity, refer to the D Differentiation | Teacher Moves table on the following page.

If students need help getting started . . .

- Ask, "Which coin do you want to describe to your partner?"
- Point to a nickel and ask, "What could you tell your partner about this coin to help them guess?"

3 Connect



Display Activity 2 from the Student Edition.

MLR **MLR7: Compare and Connect** ELPS 1.B, 1.E, 2.B, 2.D, 2.E

Use the Think-Pair-Share routine. Point to the dime and the nickel and ask:

- "What is the same about a nickel and a dime?"
- "What is different about a nickel and a dime?"
- "What clues could you tell your partner to help them figure out that your mystery coin is a dime, instead of a nickel?"

Invite students to respond orally or by using their own gestures or images.

Say:

- "Dimes and nickels are alike, or the same, in many ways. They are both circles. They are both silver. They both have a person's face on the front.There are things that are different. Dimes are smaller than nickels. Nickels have a building on the back, while dimes have a torch and branches on the back."

Key Takeaway: Say, "You can use what is alike and different about the coins to describe them."

Student Edition

Activity 2

Name _____

Mystery Coin

2 Discuss Oral activity: No writing expected.

- My coin _____.
- My coin has _____ on the front.
- My coin has _____ on the back.

Quarter	Dime
 Front Back	 Front Back
Penny	**Nickel**
 Front Back	 Front Back

Directions: Choose a coin, but do not tell your partner which coin you choose. Describe your coin to your partner until they guess which coin you chose.

Kindergarten Unit 3 Lesson 12 Activity 2

211

Presentation Screens

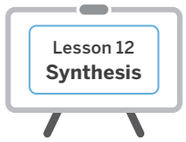
D Differentiation | Teacher Moves

Look for students who . . .	For example . . .	Provide support . . .
Describe the shape and color of the coin.	Dime  Front Back **My coin looks like a circle. It is silver.**	S **Strengthen** "What makes your mystery coin different from the other coins?"
Describe the images on the coin.	**My coin has a person's head on the front.**	
Describe ways that their coin is different from the other coins.	**My coin does not have a building on it. My coin has leaves on the back.**	S **Stretch** Point to the nickel and dime and ask, "How can you help your partner figure out if your coin is this coin or this coin?"

Whole Class | 10 min

Synthesis

Presentation Screens



Lesson Takeaway: Coins are a type of money. **Pennies**, **nickels**, **dimes**, and **quarters** are all coins.



Say, "I am going to describe 1 of the coins we learned about today. This coin is silver and a circle. It is big and has an eagle on the back."

Use the Think-Pair-Share routine. Ask, "Which coin did I describe? Point to the coin that I described and tell your partner how you know."

Say, "I described a **quarter**. We learned about 4 coins today: **pennies**, **nickels**, **dimes**, and **quarters**."

Formalize vocabulary: dime, **nickel**, **penny**, **quarter**

(optional) **Consider using the Word Structure: Cognates routine** to support students' understanding of the term **quarter**. Display or distribute copies of the *English/Spanish Cognates* PDF from the *Math Language Development Resources*. Consider asking, "How are the spellings and pronunciations for terms *quarter* and *cuarto* alike?" Consider mentioning that in English, the letter *q* is almost always followed by the letter *u*.
ELPS 1.A, 1.B, 3.B, 3.C

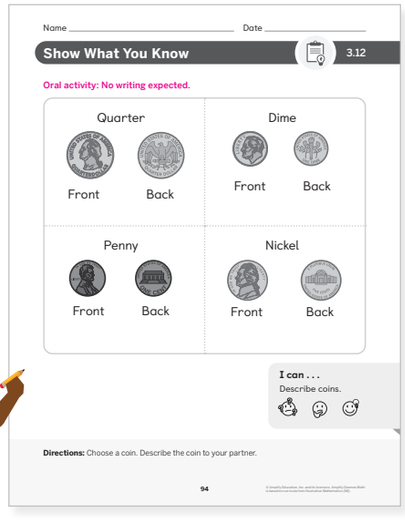
Refer to the *Math Language Development Resources* for a description of this routine and for more vocabulary support.

Invite students to refer to the **Summary** during Practice or anytime during the year.

Show What You Know (Optional)

Independent | 5 min

Show What You Know PDF


Name _____ Date _____

Show What You Know 3.12

Oral activity: No writing expected.

Quarter — Front, Back

Dime — Front, Back

Penny — Front, Back

Nickel — Front, Back

I can . . .
Describe coins.

Directions: Choose a coin. Describe the coin to your partner.

94

Today's Goal

1. **Language Goal:** Describe characteristics of coins. **(Listening and Speaking)** ELPS 1.B, 2.B, 2.E
   - In the *Show What You Know,* students described coins.

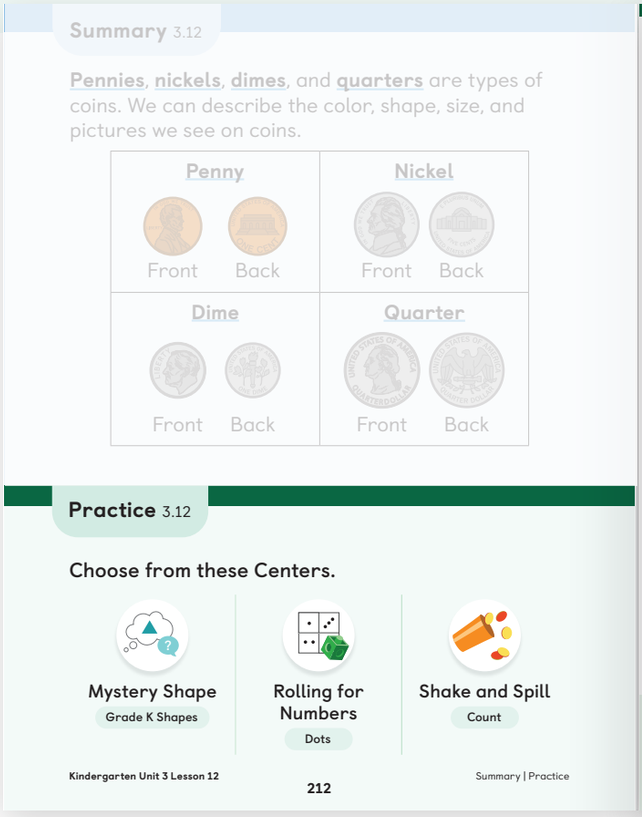
Differentiation See the last page of the lesson for differentiation and Math Language Development support.

Practice

Independent

Provide students with sufficient practice to build and reinforce their conceptual understanding, fluency, and application of mathematical topics, assessment practice, and ongoing spiral review.

Students using print



Summary 3.12

Pennies, nickels, dimes, and quarters are types of coins. We can describe the color, shape, size, and pictures we see on coins.

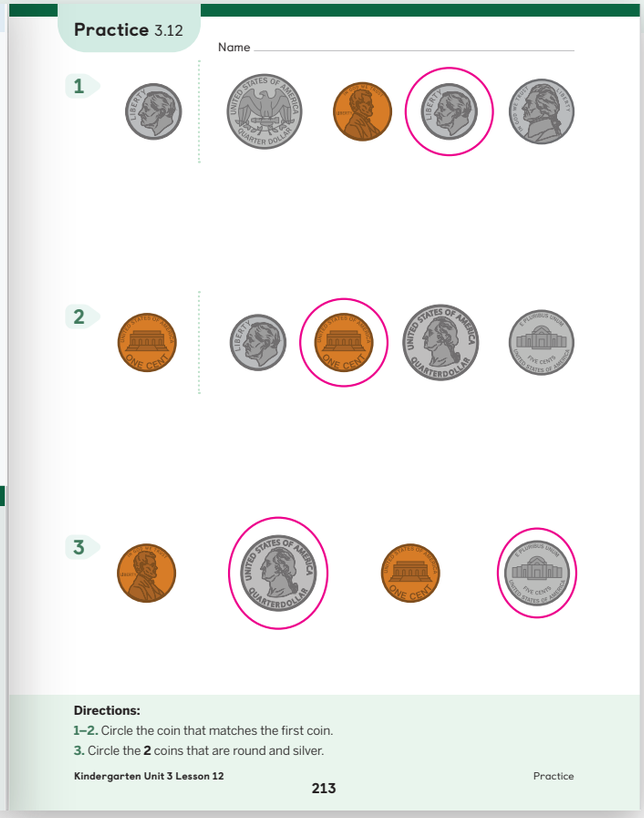
Penny	Nickel
Front Back	Front Back
Dime	**Quarter**
Front Back	Front Back

Practice 3.12

Choose from these Centers.

- Mystery Shape — Grade K Shapes
- Rolling for Numbers — Dots
- Shake and Spill — Count

Kindergarten Unit 3 Lesson 12 212 Summary | Practice



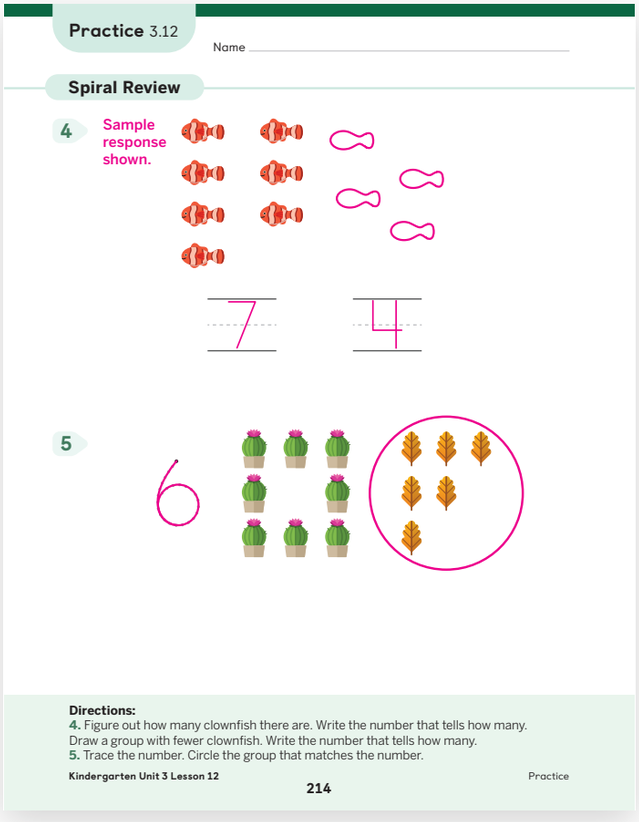
Practice 3.12

Name _____

1 2 3

Directions:
1–2. Circle the coin that matches the first coin.
3. Circle the **2** coins that are round and silver.

Kindergarten Unit 3 Lesson 12 213 Practice



Practice 3.12

Name _____

Spiral Review

4 Sample response shown.

5

Directions:
4. Figure out how many clownfish there are. Write the number that tells how many. Draw a group with fewer clownfish. Write the number that tells how many.
5. Trace the number. Circle the group that matches the number.

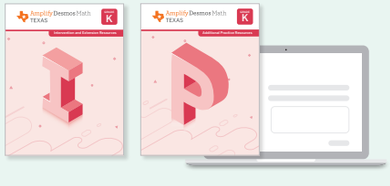
Kindergarten Unit 3 Lesson 12 214 Practice

Practice Problem Item Analysis

	Problem(s)	DOK	TEKS
On-Lesson			
	1–3	1	K.4.A*
Spiral Review			
	4	2	K.2.B, K.2.C, K.2.G
	5	1	K.2.B

*These problems build toward the standard shown.

Need more Practice?

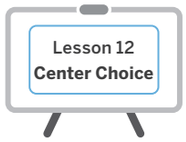


Additional practice can be found in the **Practice Resources, Intervention and Extension Resources,** and online resources (item banks, Boost Personalized Learning, and Fluency Practice).

Center Choice Time

Purpose: Use this time to support students working in Centers, gather formative assessment data, or work with a small group of students on targeted skills.

Presentation Screen



Short on time? Consider omitting the Center Choice Time.

Mystery Shape

Grade K Shapes

Pairs | 15 min | K.6.D

Students take turns choosing a mystery shape and asking *yes* or *no* questions to figure out the mystery shape.

Materials

- counters **(Manipulative Kit)**
- Directions, Gameboard **(Centers Resources)**

Corresponds with the checklist from Unit 3, Sub-Unit 1.

Shake and Spill

Count

Pairs | 15 min | K.2.C

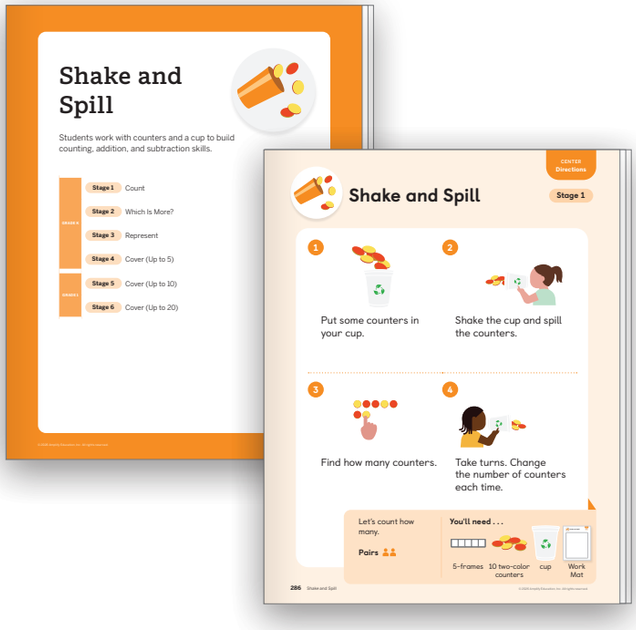
Students shake and spill counters to develop counting skills.

Materials

- 5-frames, two-color counters (10 per pair) **(Manipulative Kit)**
- cups (one per pair) **(Classroom materials)**
- Directions, Work Mat **(Centers Resources)**

Corresponds with the checklist from Unit 2, Sub-Unit 1.

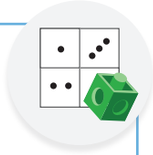




Use Centers as games to offer fun and engaging ways for students to practice math skills.

GAMES

Rolling for Numbers



Dots

Independent | 15 min | K.2.B, K.2.C

Students find the total number of dots in a group and record their answer with a written number.

Materials

- connecting cubes (one per student) **(Manipulative Kit)**
- Directions, Recording Sheet, Dot Mat **(Centers Resources)**

Corresponds with the checklist from Unit 2, Sub-Unit 2.

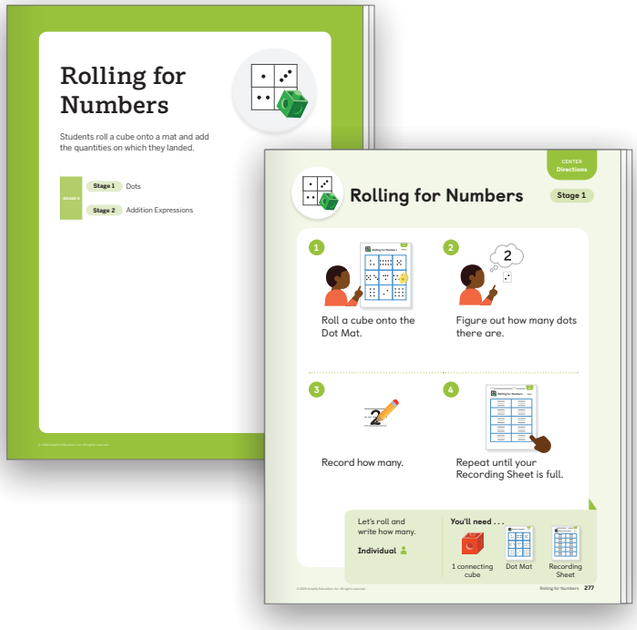
D Differentiation | Teacher Moves

Work with students in their Centers by:

- Reinforcing Center routines and positive interactions.
- Asking probing questions to propel student thinking forward.
- Recording observations using the checklist provided.

Consider pulling a small group of students for:

- Reviewing the lesson's learning goal by using the *Mini-Lesson* or the supports provided in the lesson.
- Reviewing essential skills from prior lessons or units.





Differentiation Use after Lesson 12

Lesson Goal: Describe characteristics of coins.

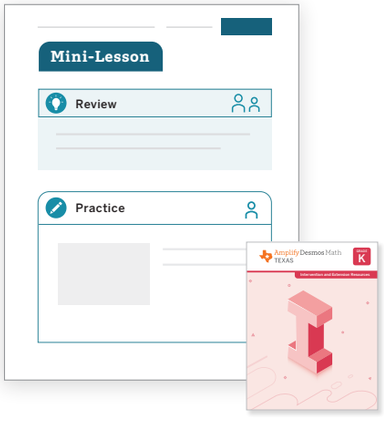
Support

Provide targeted intervention for students by using these resources.

If students describe experiences with coins or money:

Respond:

- Assign the *Describing Coins* Mini-Lesson. | 15 min
- Students will also have more opportunities to develop this concept in future lessons, so intervention is not necessary at this time.



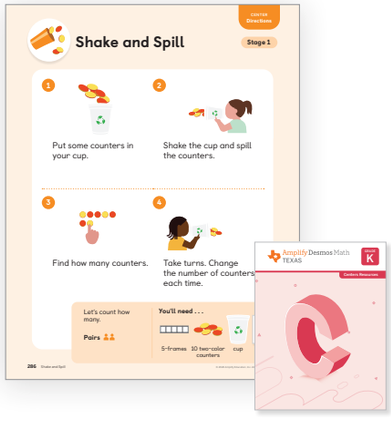
Strengthen

Reinforce students' understanding of the concepts assessed by using these resources.

If students describe the color or shape of the coins

Respond:

- Invite students to play these **Centers. |** 15 min
  Shake and Spill: Count
  Mystery Shape: Grade K Shapes
- Have students complete **Lesson 12 Practice. |** 15 min
- **Item Bank**



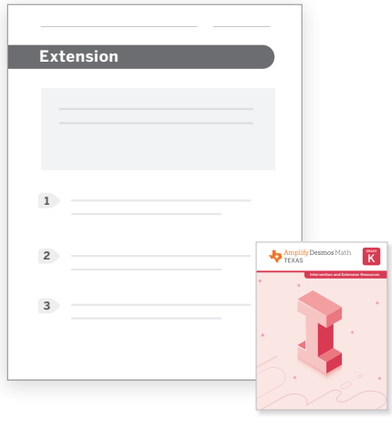
Stretch

Challenge students and extend their learning with these resources.

If students describe images on the coins:

Respond:

- Invite students to explore the **Sub-Unit 2 Extension Activities. |** 15 min
- Revisit Activity 2 and invite students to respond to the **Stretch** question from the *Differentiation: Teacher Moves* table. | 5 min



Support, *Strengthen*, and *Stretch* learning by assigning these digital resources that adjust to each student's current level of skill and understanding.
• Boost Personalized Learning • Fluency Practice • Math Adventures

Math Language Development

EB Use the ***Math Language Development Resources*** for further language support with all your students, including those building English proficiency.

- English/Spanish cognates
- Vocabulary routines



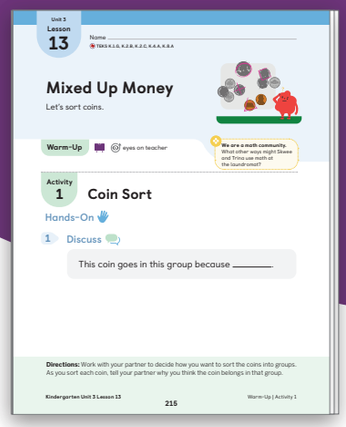


Professional Learning

How can you support students in making connections with math outside of math class?

Unit 3
Lesson
13

Student Edition pages and Presentation Screens support learning in this lesson.



Mixed Up Money

Sorting and Identifying Coins

Let's sort coins.

Key Concepts

Today's Goals

1. **Goal:** Sort coins based on characteristics.
2. **Goal:** Identify pennies, nickels, dimes, and quarters.
3. **Language Goal:** Justify why coins can be sorted into given categories. **(Listening and Speaking)** ELPS 1.E, 2.E, 2.F

Connections and Coherence

Students notice similarities and differences of coins as they sort coins based on characteristics. Students identify pennies, nickels, dimes, and quarters as they sort coins by type. They describe and compare the characteristics of coins as they justify the category in which a coin belongs. **(TEKS K.1.G)**

Prior Learning

In Lesson 12, students described coins and were introduced to the terms *penny, nickel, dime,* and *quarter.*

Future Learning

In Lesson 14, students will use the terms *penny, nickel, dime,* and *quarter* to identify coins.

Integrating Rigor in Student Thinking

- Students build their **conceptual understanding** of coins as they describe and sort coins.

Vocabulary

Review Vocabulary

dime

nickel

penny

quarter

sort

TEKS

Addressing

K.4.A

Identify U.S. coins by name, including pennies, nickels, dimes, and quarters.

Also Addressing: **K.2.B, K.2.C, K.8.A**

Math Process Standard: K.1.G

ELPS: 1.E, 2.B, 2.E, 2.F, 3.F

Building Toward

1.4.A

1.4.B

1.4.C

1.8.A

Building Math Identity

I am a doer of math.

What other ways might Skwee and Trina use math at the laundromat?

Invite students to reflect on this question as they complete this lesson

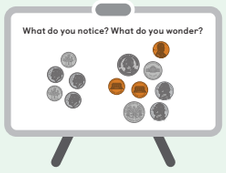
Lesson at a Glance 60 min

TEKS: K.1.G, K.2.B, K.2.C, K.4.A, K.8.A

Warm-Up

Whole Class | 10 min

Students use the **Notice and Wonder** routine to share what they notice and wonder about images of coins in 2 groups. This provides an opportunity for students to describe and compare coins and think about how coins can be sorted based on characteristics.



Activity 1

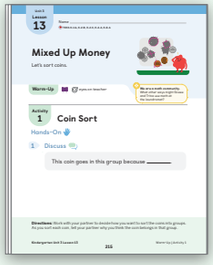
Pairs | 10 min

Students consider characteristics of coins as they decide how to sort the coins into groups. Students describe and compare coins as they justify which group the coins should be sorted into.

Note: The Student Edition is not required for this activity.

Materials: coins, Unit Story, *A Great Shape Adventure*, *Words to Describe Coins* chart (from Lesson 12)

Additional Prep Assemble: collection of coins, with up to 10 of each type of coin, one set per pair

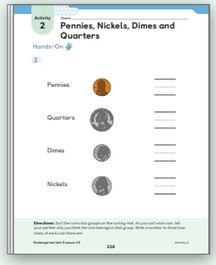


Activity 2

Pairs | 10 min

Students identify pennies, nickels, dimes, and quarters as they sort coins by type. They describe and compare coins as they justify why each coin belongs in a given category. They count to determine how many of each type of coin there are and write a number to record.

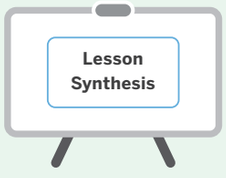
Materials: Activity 2 PDF, *Coin Sorting Mat*, collections of coins (from Activity 1)



Synthesis

Whole Class | 10 min

Students review and reflect on how coins can be sorted based on what is alike and different about them.



Show What You Know (optional)

Independent | 5 min

Students demonstrate their understanding by identifying quarters and nickels.

Materials: *Show What You Know* PDF



Center Choice Time

Small Groups | 20 min

Students have an opportunity to revisit these Centers to build understanding of quantity and practice describing shapes.

- Mystery Shape
- Rolling for Numbers
- Shake and Spill



Math Language Development

EB Emergent Bilinguals

Consider using the *Math Language Development Resources* with the **Activity 1, Monitor** to support math language acquisition.

- ✓ Visuals
- ✓ Sentence frames and word bank

ELPS 1.E, 2.B, 2.C, 2.D, 2.E, 2.F



Pre-Production	Beginning	Intermediate	High Intermediate	Advanced
Students **listen** to spoken English and **respond** using their primary languages and gestures.	Students **listen** to spoken English and **speak** using their primary languages, gestures, and single words or short phrases.	Students **listen** to spoken English and **speak** using short phrases or simple sentences.	Students **listen** to spoken English and **speak** using a variety of sentence types.	Students **listen** to spoken English and **speak** using longer sentences. Exemplar responses are provided.

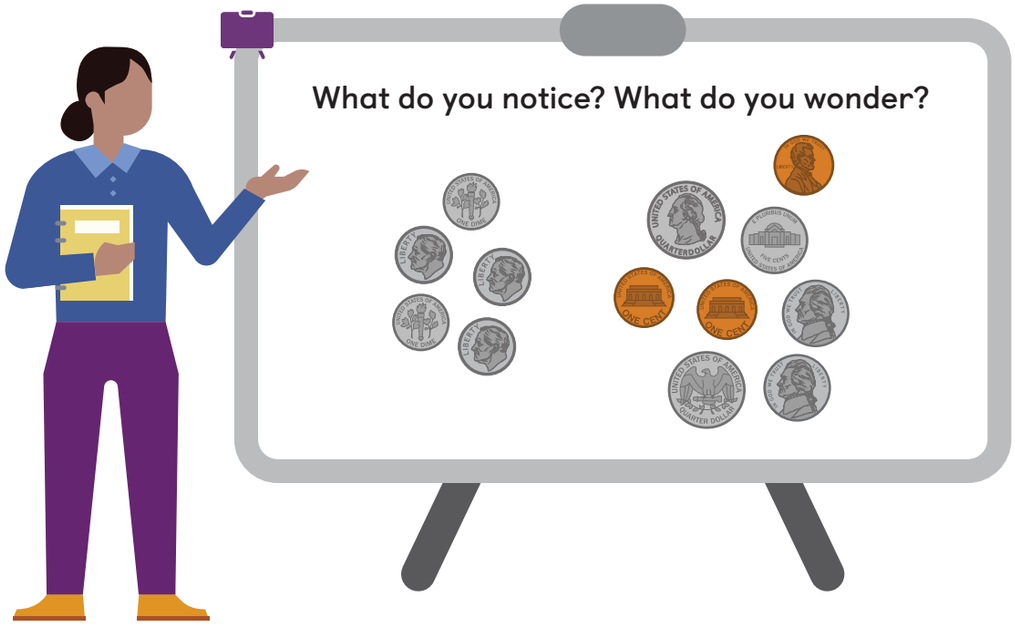
Whole Class | 10 min

Presentation Screen



Warm-Up Notice and Wonder

Purpose: Students examine a collection of coins sorted into 2 groups to prepare for sorting coins based on their characteristics.



1 Launch

Display the image.

Use the Notice and Wonder routine.

Use the Think-Pair-Share routine. Ask, "What do you notice? What do you wonder?"



2 Connect

Record students' responses as they share.

Say, "These coins are sorted into 2 groups. All of the coins that are dimes are in this group. All of the coins that are not dimes are in this group."

Students might say . . . ELPS 2.B

I notice that the coins are in groups.

I notice that all of the small coins are together.

I wonder how many coins there are.

I wonder what the biggest coin is called.

I wonder why there are silver and red coins in the group together.

Pairs | 10 min

Activity 1 Coin Sort

Purpose: Students sort coins into groups to notice the differences between the 4 types of coins.

Presentation Screens



Materials

- Display page 1 of the Unit Story, *A Great Shape Adventure* during the Launch.

Classroom materials:

- Display the *Words to Describe Coins* chart (from Lesson 12).
- Distribute a collection of coins to each pair. Each collection of coins should contain up to 10 of each type of coin: pennies, nickels, dimes, and quarters.

1 Launch



Display page 1 of the Unit Story, *A Great Shape Adventure*.

Say:

- "Skwee and Trina need to go to the laundromat. They need coins for the laundromat, but their coins are all jumbled up. We are going to help them sort their coins."
- "Remember, when we put objects into groups based on how they are alike, or the same, that is called sorting."

Use the Think-Pair-Share routine. Say, "Decide with your partner how you want to sort the coins into groups."

Say, "Sort the coins into groups with your partner. As you sort each coin, tell your partner why you think the coin belongs in that group."

EB **Emergent Bilinguals:** Encourage students to use language from the *Words to Describe Coins* chart to help them explain which group they think the coin should be sorted into. ELPS 3.F

2 Monitor



While students complete the activity, refer to the D Differentiation | Teacher Moves table on the following page.

If students need help getting started . . .

- Ask, "How did you decide to sort the coins into groups?"
- Point to a coin and ask, "Which group should this coin go in?"

3 Connect



Invite students to share how they sorted the coins. Select and sequence their responses in the order shown in the *Differentiation* table.

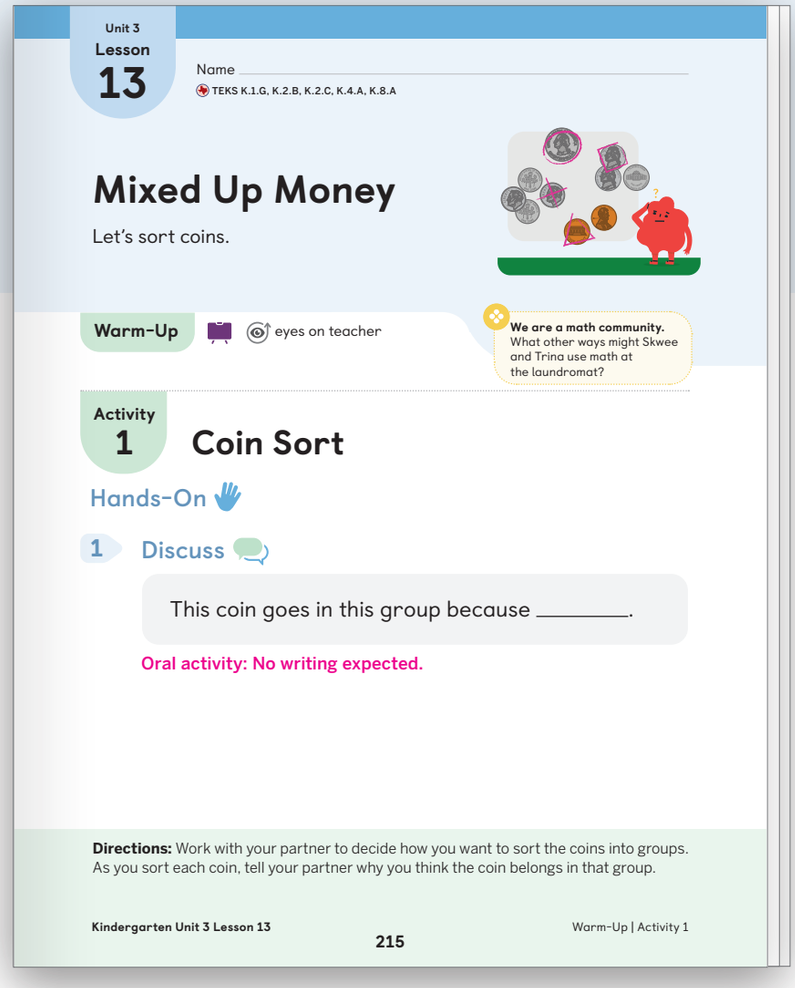
Use the Think-Pair-Share routine. Ask:

- "What is alike, or the same, about the coins in this group? What is different about the coins in this group?"
- Point to a coin and ask, "Why does this coin belong in this group?"

Record any new language on the *Words to Describe Coins* chart. Draw and annotate images to highlight students' thinking.

Key Takeaway: Say, "You can sort coins based on their characteristics, such as their size, color, and what is on them."

Student Edition



Unit 3
Lesson
13

Name _____

TEKS K.1.G, K.2.B, K.2.C, K.4.A, K.8.A

Mixed Up Money

Let's sort coins.

Warm-Up eyes on teacher

We are a math community. What other ways might Skwee and Trina use math at the laundromat?

Activity 1 **Coin Sort**

Hands-On

1 Discuss

This coin goes in this group because _____.

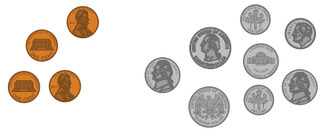
Oral activity: No writing expected.

Directions: Work with your partner to decide how you want to sort the coins into groups. As you sort each coin, tell your partner why you think the coin belongs in that group.

Kindergarten Unit 3 Lesson 13 215 Warm-Up | Activity 1

Presentation Screens

D Differentiation | Teacher Moves

Look for students who . . .	For example . . .	Provide support . . .
Sort by color.		S **Strengthen** Point to a coin and ask, "Why did you sort this coin in this group?"
Sort by bumpy or smooth edges.		
Sort by type of coin.		

Pairs | 10 min

Activity 2 Pennies, Nickels, Dimes and Quarters

Purpose: Students identify pennies, nickels, quarters, and dimes as they determine how many of each coin they have.

Presentation Screens



Materials

Lesson Resources:

- Distribute a sorting mat from the Activity 2 PDF, *Coin Sorting Mat* to each pair.

Classroom Materials:

- Distribute a collection of coins (from Activity 1) to each pair. Give students a collection different from the one they worked with in Activity 1.

Short on time? Consider sorting the coins as a class. Display each coin and have students discuss with a partner which group the coin should be sorted into.

1 Launch



Note: Before the activity, have pairs trade collections of coins with another pair so each pair has a different collection of coins than they did in Activity 1.

Display the *Coin Sorting Mat*.

Say, "Skwee and Trina need coins for the washing machine. We will sort the coins into groups and figure out how many of each type of coin they have."

Use the Notice and Wonder routine. Ask:

- "What do you notice about the sorting mat?"
- "What groups will we sort our coins into?"

Say:

- "We will sort the coins based on the type of coin: pennies, nickels, dimes, and quarters. As you sort each coin, tell your partner why you think the coin belongs in that group."
- "When you finish sorting all the coins, figure out how many of each coin you have and write a number to show how many."

2 Monitor



While students complete the activity, refer to the D Differentiation | Teacher Moves table on the following page.

If students need help getting started . . .

- Ask, "Which coin do you want to sort first?"
- Point to the images on the sorting mat and ask, "Which of these pictures matches your coin?"

A **Accessibility: Executive functioning:** Vary the task demands by using a think aloud routine to demonstrate sorting 1 coin. Then support students in choosing their next coin.

3 Connect



Use the Think-Pair-Share routine.

- Display a nickel and ask, "How did you decide which group to put this coin in?"
- Display a quarter and ask, "How did you decide which group to put this coin in?"

MLR **MLR8: Discussion Supports — Pressing for Details** ELPS 2.E

As students share what group they sorted the coin into, press for details in their reasoning. For example:

- If a student says, "I put this coin in this group because it is a nickel." . . .
- Press for details by asking, "How do you know that this coin is a nickel?"

EB **Emergent Bilinguals:** While students describe coins, point to the relevant parts of the coins. ELPS 2.B, 2.E

Key Takeaway: Say, "It can be helpful to sort coins into groups when you want to figure out how many of each coin there are."

Student Edition

Activity 2

Name _____

Pennies, Nickels, Dimes and Quarters

Hands-On

2 Answers may vary, but student responses should match the collection.

Pennies  _____ _____

Quarters  _____ _____

Dimes  _____ _____

Nickels  _____ _____

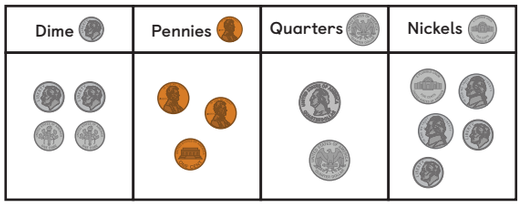
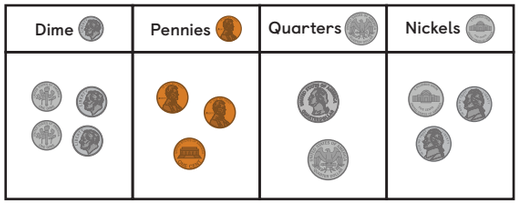
Directions: Sort the coins into groups on the sorting mat. As you sort each coin, tell your partner why you think the coin belongs in that group. Write a number to show how many of each coin there are.

Kindergarten Unit 3 Lesson 13 Activity 2

216

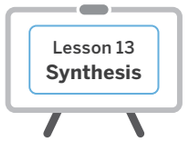
Presentation Screens

D Differentiation | Teacher Moves

Look for students who . . .	For example . . .	Provide support . . .
Almost there Sort dimes and nickels into the same category.		**Support** Point to a dime and nickel and ask, "What is the alike about these coins? What is different about them?"
Sort coins by type.		**Stretch** Point to a nickel and ask, "How do you know that this coin is a nickel?"

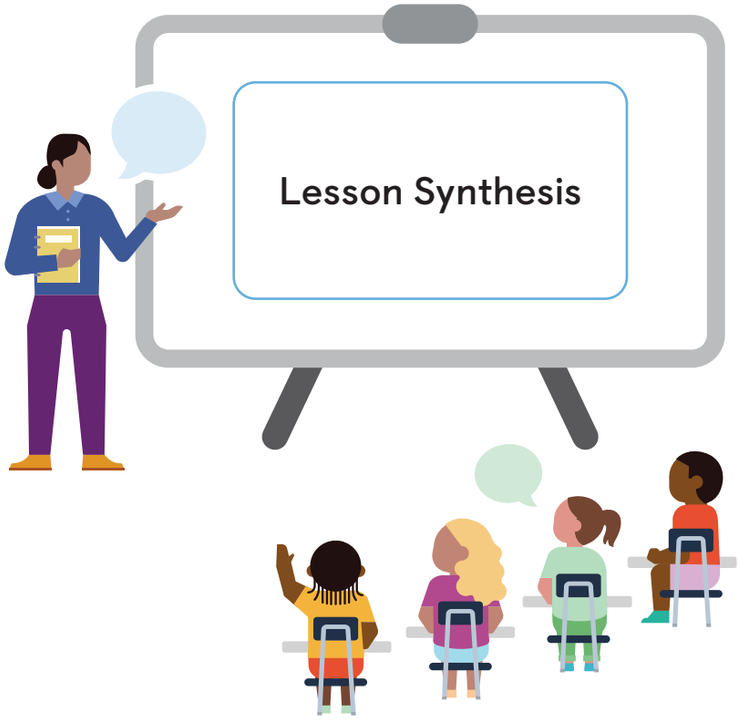
Whole Class | 10 min

Presentation Screen



Synthesis

Lesson Takeaway: When sorting coins, the same type of coins can be put together or the coins can be sorted based on their characteristics.



Say, "Clare sorted these coins into 2 groups."

Use the Think-Pair-Share routine. Ask, "How did Clare sort the coins?"

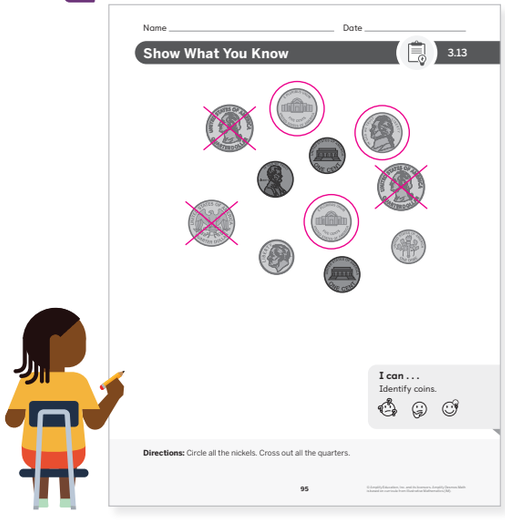
Say, "When sorting coins, we can think about what is alike and different about the coins. Clare sorted the coins that are quarters into 1 group and the coins that are not quarters into another group."

Invite students to refer to the **Summary** during Practice or anytime during the year.

Show What You Know (Optional)

Independent | 5 min

Show What You Know PDF


Name _____ Date _____

Show What You Know 3.13

I can . . .
Identify coins.

Directions: Circle all the nickels. Cross out all the quarters.

95

Today's Goals

1. **Goal:** Sort coins based on characteristics.
2. **Goal:** Identify pennies, nickels, dimes, and quarters.
   - In the *Show What You Know,* students identified nickels and quarters.
3. **Language Goal:** Justify why coins can be sorted into given categories. (Speaking and Listening) **ELPS 1.E, 2.E, 2.F**

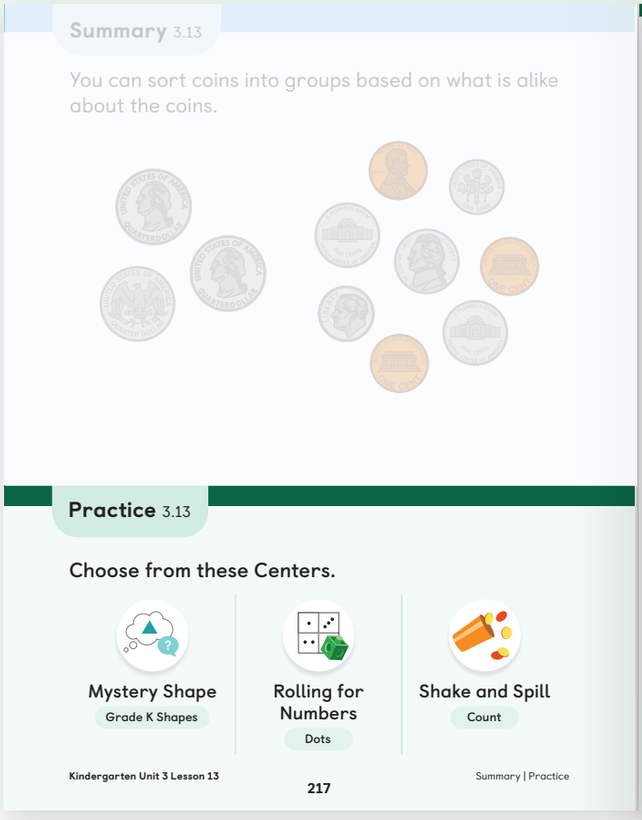
Differentiation See the last page of the lesson for differentiation and Math Language Development support.

Practice

Independent

Provide students with sufficient practice to build and reinforce their conceptual understanding, fluency, and application of mathematical topics, assessment practice, and ongoing spiral review.

Students using print


Summary 3.13

You can sort coins into groups based on what is alike about the coins.

Practice 3.13

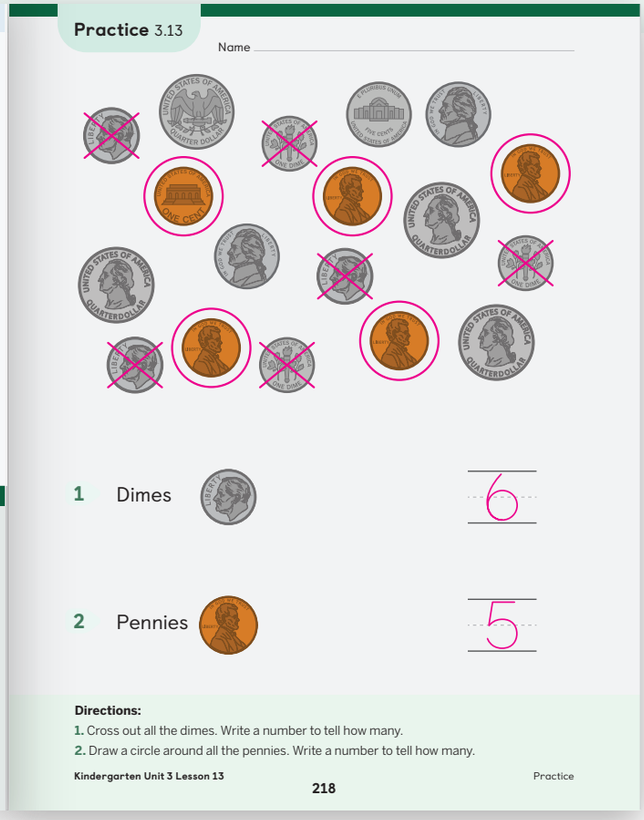
Choose from these Centers.

Mystery Shape
Grade K Shapes

Rolling for Numbers
Dots

Shake and Spill
Count

Kindergarten Unit 3 Lesson 13 217 Summary | Practice


Practice 3.13

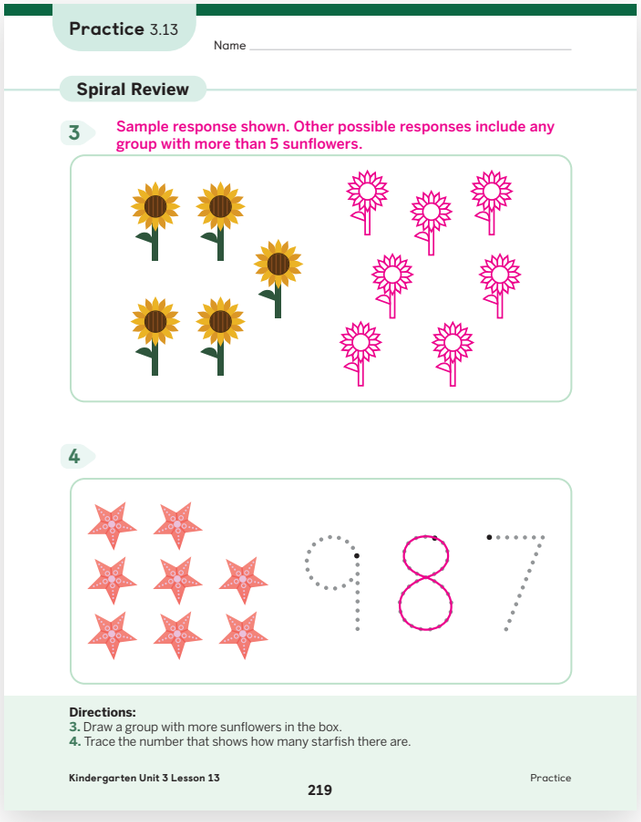
Name _____

1 Dimes 6

2 Pennies 5

Directions:
1. Cross out all the dimes. Write a number to tell how many.
2. Draw a circle around all the pennies. Write a number to tell how many.

Kindergarten Unit 3 Lesson 13 218 Practice


Practice 3.13

Name _____

Spiral Review

3 Sample response shown. Other possible responses include any group with more than 5 sunflowers.

4

Directions:
3. Draw a group with more sunflowers in the box.
4. Trace the number that shows how many starfish there are.

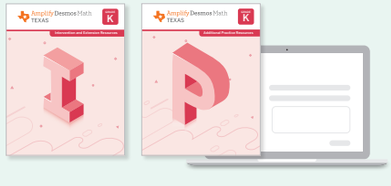
Kindergarten Unit 3 Lesson 13 219 Practice

Practice Problem Item Analysis

	Problem(s)	DOK	TEKS
On-Lesson			
	1, 2	2	K.2.B, K.2.C, K.4.A
Spiral Review			
	3	2	K.2.E
	4	1	K.2.B*, K.2.C

*These problems build toward the standard shown.

Need more Practice?

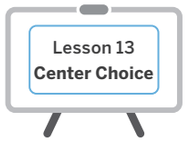


Additional practice can be found in the **Practice Resources, Intervention and Extension Resources,** and online resources (item banks, Boost Personalized Learning, and Fluency Practice).

Center Choice Time

Purpose: Use this time to support students working in Centers, gather formative assessment data, or work with a small group of students on targeted skills.

Presentation Screen



Short on time? Consider omitting the Center Choice Time.

Mystery Shape

Grade K Shapes

Pairs | 15 min | K.6.D

Students take turns choosing a mystery shape and asking *yes* or *no* questions to figure out the mystery shape.

Materials

- counters **(Manipulative Kit)**
- Directions, Gameboard **(Centers Resources)**

Corresponds with the checklist from Unit 3, Sub-Unit 1.

Shake and Spill

Count

Pairs | 15 min | K.2.C

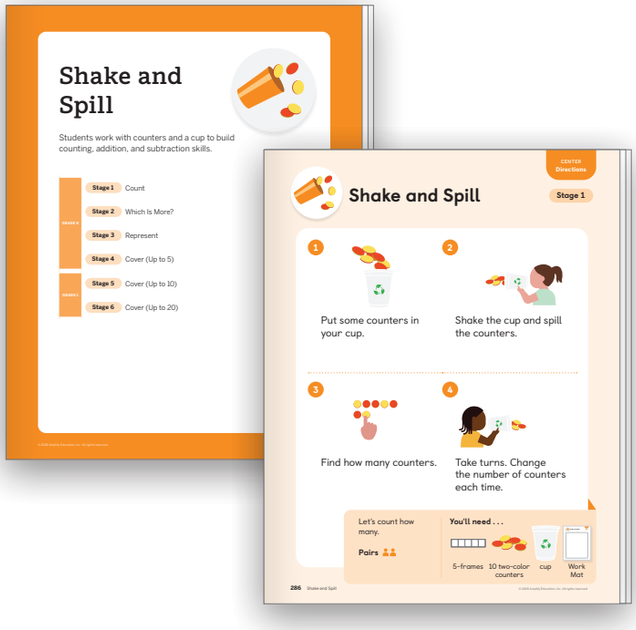
Students shake and spill counters to develop counting skills.

Materials

- 5-frames, two-color counters (10 per pair) **(Manipulative Kit)**
- cups (one per pair) **(Classroom materials)**
- Directions, Work Mat **(Centers Resources)**

Corresponds with the checklist from Unit 2, Sub-Unit 1.

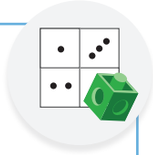




Use Centers as games to offer fun and engaging ways for students to practice math skills.

GAMES

Rolling for Numbers



Dots

Independent | 15 min | K.2.B, K.2.C

Students find the total number of dots in a group and record their answer with a written number.

Materials

- connecting cubes (one per student) **(Manipulative Kit)**
- Directions, Recording Sheet, Dot Mat **(Centers Resources)**

Corresponds with the checklist from Unit 2, Sub-Unit 2.

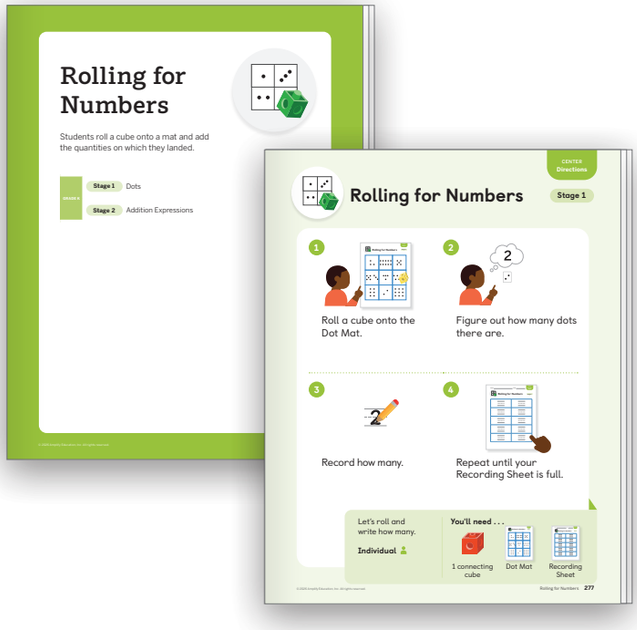
D Differentiation | Teacher Moves

Work with students in their Centers by:

- Reinforcing Center routines and positive interactions.
- Asking probing questions to propel student thinking forward.
- Recording observations using the checklist provided.

Consider pulling a small group of students for:

- Reviewing the lesson's learning goal by using the *Mini-Lesson* or the supports provided in the lesson.
- Reviewing essential skills from prior lessons or units.





Differentiation Use after Lesson 13

Lesson Goal: Identify pennies, nickels, dimes, and quarters.

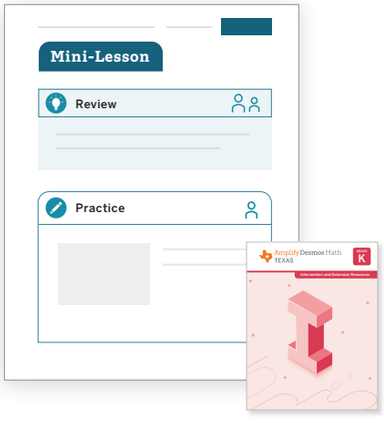
Support

Provide targeted intervention for students by using these resources.

If students circle both nickels and dimes:

Respond:

- Assign the *Sorting and Identifying Coins* Mini-Lesson. | 15 min
- Revisit Lesson 12.



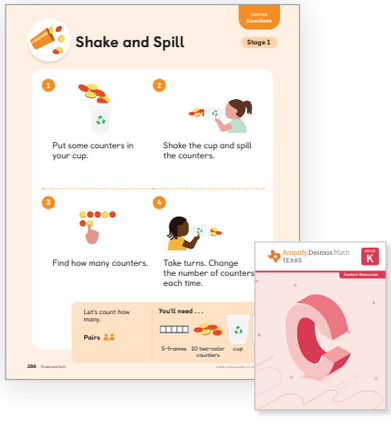
Strengthen

Reinforce students' understanding of the concepts assessed by using these resources.

If students circle or cross out the images showing the front of the nickel or quarter:

Respond:

- Invite students to play these **Centers. |** 15 min
  Shake and Spill: Count
  Mystery Shape: Grade K Shapes
- Have students complete **Lesson 13 Practice. |** 15 min
- **Item Bank**



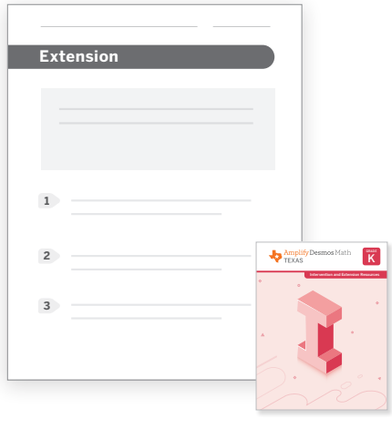
Stretch

Challenge students and extend their learning with these resources.

If students circle all nickels and cross out all quarters:

Respond:

- Invite students to explore the **Sub-Unit 2 Extension Activities. |** 15 min
- Revisit Activity 2 and invite students to respond to the **Stretch** question from the *Differentiation: Teacher Moves* table. | 5 min



Support, *Strengthen*, and *Stretch* learning by assigning these digital resources that adjust to each student's current level of skill and understanding.
• **Boost Personalized Learning** • **Fluency Practice** • **Math Adventures**

Math Language Development

EB Use the ***Math Language Development Resources*** for further language support with all your students, including those building English proficiency.

- English/Spanish cognates
- Vocabulary routines

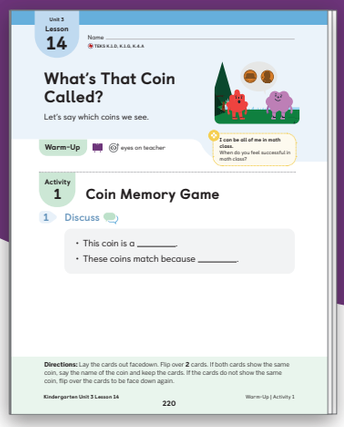


Professional Learning

When did you see students refer to the *Words to Describe Coins* chart during this lesson? How can you encourage students to use the chart when describing coins in future lessons?

Unit 3
Lesson
14

Student Edition pages and Presentation Screens support learning in this lesson.



What's That Coin Called?

Naming All Four Coins

Let's say which coins we see.

Key Concepts

Today's Goals

1. **Goal:** Identify and name pennies, dimes, nickels, and quarters.
2. **Language Goal:** Justify whether a coin is a penny, nickel, dime, or quarter. **(Listening and Speaking)** ELPS 1.E, 2.E, 2.F

Connections and Coherence

Students use what they learned about coin characteristics to identify pennies, nickels, dimes, and quarters. They use both the front and back of coins as a reference for identification and justify how they know whether a coin is a penny, nickel, dime, or quarter. **(TEKS K.1.G)**

Prior Learning

In Lesson 12, students described the characteristics of coins. In Lesson 13, students sorted coins and practiced identifying pennies, nickels, dimes, and quarters.

Future Learning

In Grade 1, students will identify coins by value and count by 2, 5, and 10 to find the value of collections of pennies, nickels, and dimes.

Integrating Rigor in Student Thinking

- Students **apply** their understanding of coins to identify and name pennies, nickels, dimes, and quarters.

Vocabulary

Review Vocabulary

dime

nickel

penny

quarter

TEKS

Addressing

K.4.A

Identify U.S. coins by name, including pennies, nickels, dimes, and quarters.

Also Addressing: **K.2.D**

Math Process Standards: K.1.D, K.1.G

ELPS: 1.E, 2.C, 2.D, 2.E, 2.F, 3.F

Building Toward

1.4.A

1.4.B

1.4.C

Building Math Identity

I can be all of me in math class.
When do you feel successful in math class?

Invite students to reflect on this question as they complete this lesson

Lesson at a Glance 60 min

TEKS: K.1.D, K.1.G, K.2.D, K.4.A

Warm-Up Fluency

Whole Class | 10 min

Students use the **How Many Do You See?** routine, in which they develop fluency by looking at and describing the ways they see different arrangements of coins. **(TEKS K.1.D)**



Activity 1

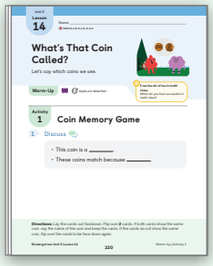
Pairs | 15 min

Students identify and name coins as they play a memory game. If they flip over 2 coins that match, students identify the coin and keep the 2 cards.

Note: The Student Edition is not required for this activity.

Materials: Activity 1 PDF

Additional Prep Cut out: Activity 1 PDF



Activity 2

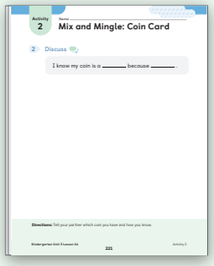
Pairs | 15 min

Students identify and name coins using the **Mix and Mingle** routine. Students describe coins as they justify how they know the coin is a penny, nickel, dime, or quarter.

Note: The Student Edition is not required for this activity.

Materials: Activity 1 PDF, *Words to Describe Coins* chart (from prior lessons)

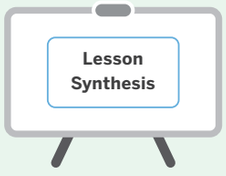
Note: Before the activity, have each student take one card from their set of the Activity 1 PDF cards.



Synthesis

Whole Class | 10 min

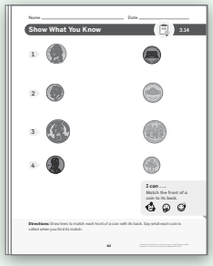
Students review and reflect on what they have learned about pennies, nickels, dimes, and quarters.



Show What You Know (optional)

Independent | 5 min

Students demonstrate their understanding by identifying and naming pennies, nickels, dimes, and quarters as they match the front and back of each coin.



Center Choice Time

Small Groups | 20 min

Students have an opportunity to revisit these Centers to build understanding of quantity and practice describing shapes.

- Mystery Shape
- Rolling for Numbers
- Shake and Spill



Math Language Development

Emergent Bilinguals

Consider using the *Math Language Development Resources* with the **Activity 2, Monitor** to support math language acquisition.

- ✓ Visuals
- ✓ Sentence frames and word bank

ELPS 1.E, 2.B, 2.C, 2.D, 2.E, 2.F



Pre-Production	Beginning	Intermediate	High Intermediate	Advanced
Students **listen** to spoken English and **respond** using their primary languages and gestures.	Students **listen** to spoken English and **speak** using their primary languages, gestures, and single words or short phrases.	Students **listen** to spoken English and **speak** using short phrases or simple sentences.	Students **listen** to spoken English and **speak** using a variety of sentence types.	Students **listen** to spoken English and **speak** using longer sentences. Exemplar responses are provided.

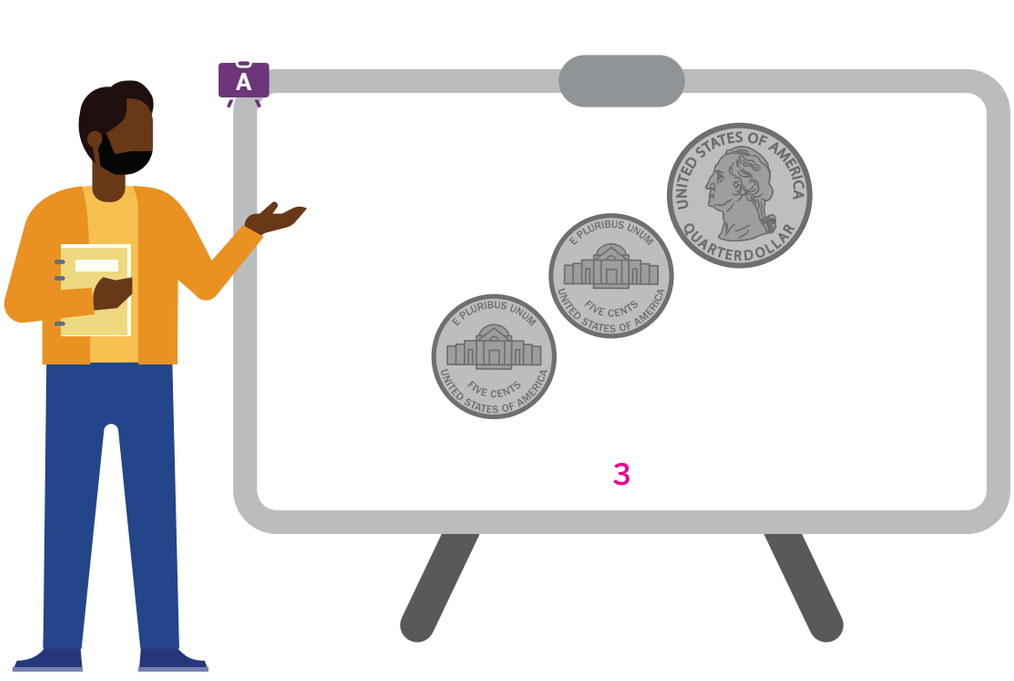
Whole Class | 10 min

Presentation Screen



Warm-Up How Many Do You See? Fluency

Purpose: Students build fluency as they quickly determine the total number of coins and notice the different types of coins within the total.









Why these problems? These images lend themselves to using subitizing to determine the total.

1 Launch

Use the How Many Do You See? routine.

Flash Image A for 2–5 seconds, and ask, "How many coins do you see?"

Say, "Give me a signal when you have an answer."

Display the image again, leaving it displayed to discuss.

2 Connect

Record 2 or 3 students' responses, and ask, "How did you see them?"

Repeat for each image, spending the most time discussing Image D.

Display Image D and ask:

- "How many pennies do you see?"
- "How many quarters do you see?"
- "How could you find the total number of coins without counting each one?"



Students might say . . . ELPS 2.C, 2.D

A: *I see 3.*

B: *I see 3 dimes and 1 penny. I see 4 coins.*

C: *I see 2. The coins look like dots on a dice.*

D: *I see 5. I see 3 pennies.*

Pairs | 15 min

Activity 1 Coin Memory Game

Purpose: Students identify coins that are the same to distinguish between different types of coins.

Presentation Screens



Materials

Lesson Resources:

- Distribute one set of the pre-cut Activity 1 PDF cards to each pair.

1 Launch



Demonstrate how to play the game by inviting a student to act as a partner. As you demonstrate:

- **Say:**
  - "First, my partner and I will put all of the cards facedown."
  - "Now I will flip over 2 of the cards."
- **Use the Think-Pair-Share routine.** Ask, "Are these cards a match? Do they both show the same coin?"
- **Say:**
  - "If both cards show the same coin, I have a match. I say the name of the coin and keep the cards."
  - "If the cards are not a match, I flip the cards over. Then it is my partner's turn."

A **Accessibility: Conceptual processing** Guide processing by inviting students to rephrase the game's directions in their own words. Clarify the directions as needed.

MLR **MLR8: Discussion Supports — Sentence Frames** ELPS 1.E, 2.C, 2.E

While students work, display these sentence frames for them to use as they discuss their matches.

- "This coin is a ____."
- "These coins match because ____."

2 Monitor



While students complete the activity, refer to the D Differentiation | Teacher Moves table on the following page.

If students need help getting started . . .

- Ask, "Which 2 cards do you want to flip over first?"
- Ask, "Are these cards a match? How do you know?"

3 Connect



Display a card with the front of a dime and a card with the front of a nickel.

Use the Think-Pair-Share routine. Ask, "Are these cards a match? Why or why not?"

Say, "These cards are not a match. They are both silver and have a picture of a person on them. But this coin is a dime and this coin is a nickel. A nickel is larger than a dime."

Display a card with the front of a quarter and a card with the back of a quarter.

Use the Think-Pair-Share routine. Ask, "Are these cards a match? Why or why not?"

Say, "These cards are a match. This coin shows the front of a quarter and this coin shows the back of a quarter."

Key Takeaway: Say, "Each coin has a different front and back. What is on the coins can be used to identify whether the coin is a penny, nickel, dime, or quarter."

Student Edition

Unit 3
Lesson
14

Name

TEKS K.1.G, K.4.A

What's That Coin Called?

Let's say which coins we see.



Warm-Up eyes on teacher

I can be all of me in math class.
When do you feel successful in math class?

Activity
1

Coin Memory Game

1 Discuss

- This coin is a _____.
- These coins match because _____.

Oral activity: No writing expected. Sample response shown.

This coin is a penny.
These coins match because they are both copper.

Directions: Lay the cards out facedown. Flip over **2** cards. If both cards show the same coin, say the name of the coin and keep the cards. If the cards do not show the same coin, flip over the cards to be face down again.

Kindergarten Unit 3 Lesson 14 220 Warm-Up | Activity 1

Presentation Screens

D Differentiation | Teacher Moves

Look for students who . . .	For example . . .	Provide support . . .
Almost there Identify a match based on a single characteristic, such as color.	 *These coins match because they are the same color.*	**Support** Ask, "How are these coins alike? How are they different?"
Identify a match when both cards show the front or back of the coin.	 *These coins match because they have the same head on them.*	**Stretch** Say, "Describe what the back of this coin looks like."
Identify a match when 1 card shows the front of the coin and the other shows the back.	 *These coins match because one is the front of a dime and the other is the back.*	**Stretch** Say, "How did you know this was a dime?"

Pairs | 15 min

Activity 2 Mix and Mingle: Coin Card

Purpose: Students name pennies, nickels, dimes, and quarters and justify how they know which coin is on their card.

Presentation Screens



Materials

Lesson Resources:

- Ensure that each student has one card from the Activity 1 PDF cards.

Classroom Materials:

- Display the *Words to Describe Coins* chart (from prior lessons) during the activity. Use sticky notes to record new language on the chart.

Short on time? Consider having students meet with 2-3 partners, instead of 4-5 partners.

1 Launch



Note: Before the activity, have each student take 1 card from their set of the Activity 1 PDF cards.

Say, "You and your partner will each have a card. Tell your partner which coin is on your card and explain how you know."

Use the Mix and Mingle routine. After each round, have students trade cards and find a new partner. Repeat 4–5 times.

EB **Emergent Bilinguals:** Invite students to refer to the *Words to Describe Coins* chart to help them explain how they know which coin it is. ELPS 3.F

2 Monitor



While students complete the activity, refer to the D Differentiation | Teacher Moves table on the following page.

If students need help getting started . . .

- Ask, "Which coin is on your card?"
- Ask, "How do you know that your coin is a ____?"

3 Connect



Display a card showing the back of a nickel.

Ask, "How do you know which coin this is?"

Repeat with a card showing the back of a penny.

Display and read the *Words to Describe Coins* chart.

Use the Think-Pair-Share routine. Ask:

- "What have you learned about coins?"
- "Are there things we know about coins that we should add to our chart?"

Key Takeaway: Say, "Coins can be identified by name, as a penny, nickel, dime, or quarter."

Student Edition

Activity 2

Name _____

Mix and Mingle: Coin Card

2 Discuss

I know my coin is a _____ because _____ .

Oral activity: No writing expected. Sample response shown.

I know my coin is a quarter because it has a bird on the back.

Directions: Tell your partner which coin you have and how you know.

Kindergarten Unit 3 Lesson 14 221 Activity 2

Presentation Screens

D Differentiation | Teacher Moves

Look for students who . . .	For example . . .	Provide support . . .
Identify their coin using size.	 *I know my coin is a nickel because it is big.*	**S Strengthen** Ask, "Is this enough information to identify your coin?"
Identify their coin using color.	*I know my coin is a nickel because it is silver.*	
Identify their coin using images.	*I know my coin is a nickel because it has a building with the round top on it.*	**S Stretch** Ask, "How do you know if you and your partner have matching coins?"

Whole Class | 10 min

Presentation Screen



Synthesis

Lesson Takeaway: Pennies, nickels, dimes, and quarters can be identified by size, color, and the images that are on each coin.



Use the Think-Pair-Share routine. Ask, "What is each coin called? Tell your partner how you know."

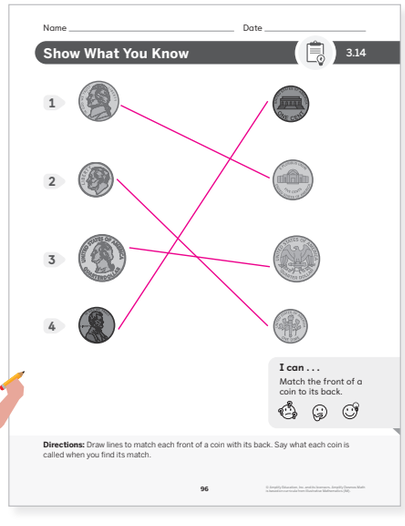
Say, "This is a penny. This is a nickel. This is a dime. This is a quarter. You can use the size, color, and what is on each coin to identify them."

Invite students to refer to the **Summary** during Practice or anytime during the year.

Show What You Know (Optional)

Independent | 5 min

Show What You Know PDF


Name _____ Date _____

Show What You Know 3.14

1 2 3 4

I can . . .
Match the front of a coin to its back.

Directions: Draw lines to match each front of a coin with its back. Say what each coin is called when you find its match.

96

Today's Goals

1. **Goal:** Identify and name pennies, dimes, nickels, and quarters.
   - In the *Show What You Know,* students identified and named pennies, nickels, dimes, and quarters as they matched the front and back of each coin.
2. **Language Goal:** Justify whether a coin is a penny, nickel, dime, or quarter. **(Listening and Speaking)**
   ELPS 1.E, 2.E, 2.F

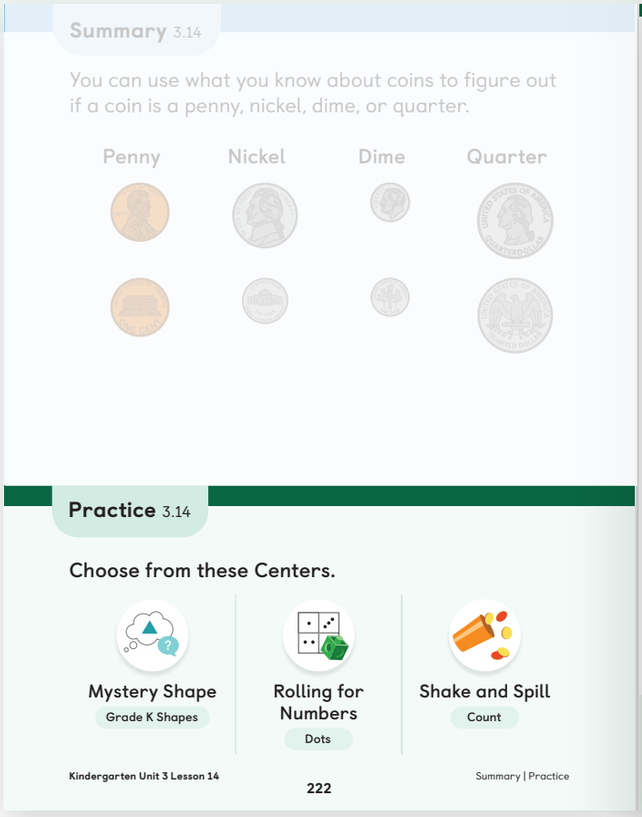
D **Differentiation** See the last page of the lesson for differentiation and Math Language Development support.

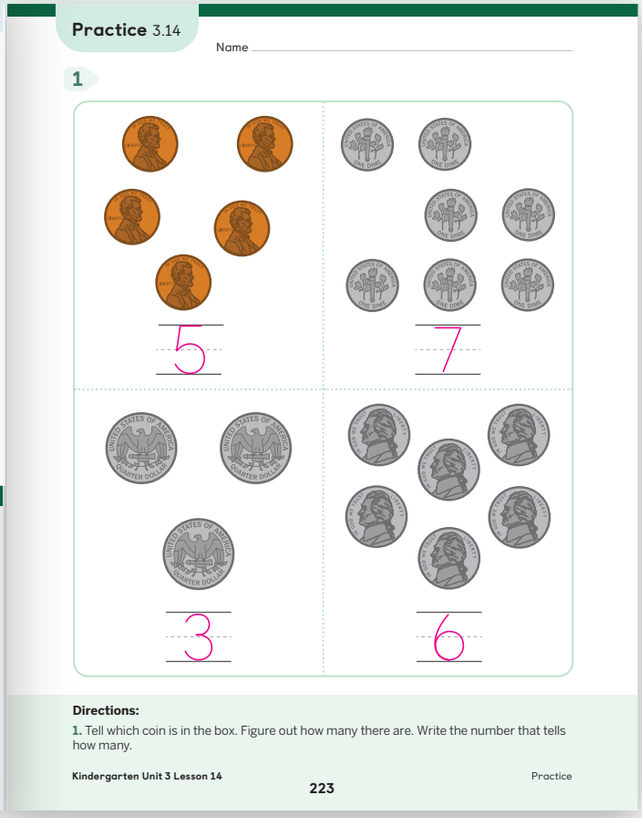
Practice

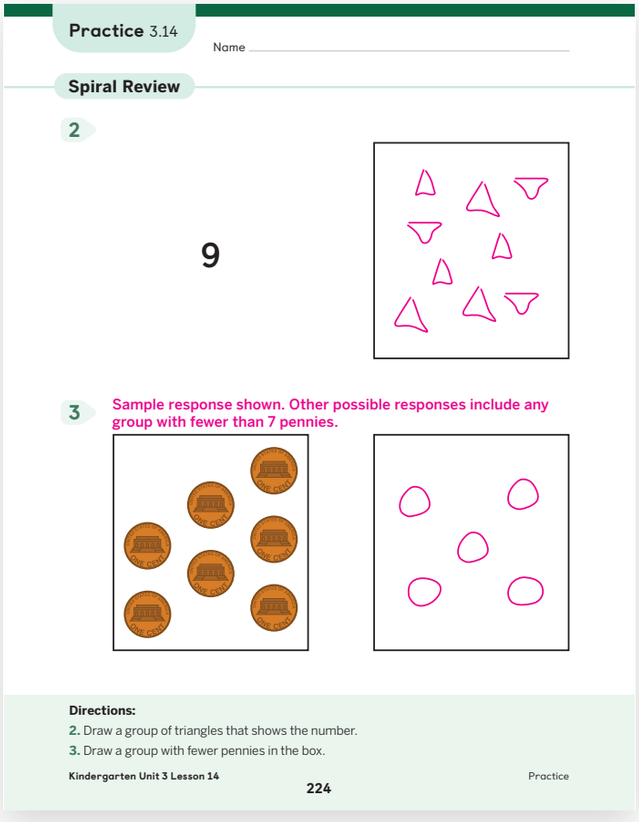
Independent

Provide students with sufficient practice to build and reinforce their conceptual understanding, fluency, and application of mathematical topics, assessment practice, and ongoing spiral review.

Students using print



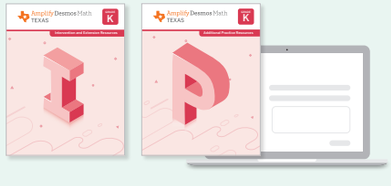




Practice Problem Item Analysis

	Problem(s)	DOK	TEKS
On-Lesson			
	1	1	K.2.B, K.2.C, K.4.A
Spiral Review			
	2	1	K.2.B, K.2.E
	3	1	K.2.E

Need more Practice?



Additional practice can be found in the **Practice Resources, Intervention and Extension Resources,** and online resources (item banks, Boost Personalized Learning, and Fluency Practice).

Center Choice Time

Purpose: Use this time to support students working in Centers, gather formative assessment data, or work with a small group of students on targeted skills.

Presentation Screen



Short on time? Consider omitting the Center Choice Time.

Mystery Shape

Grade K Shapes

Pairs | 15 min | K.6.D

Students take turns choosing a mystery shape and asking *yes* or *no* questions to figure out the mystery shape.

Materials

- counters **(Manipulative Kit)**
- Directions, Gameboard **(Centers Resources)**

Corresponds with the checklist from Unit 3, Sub-Unit 1.

Shake and Spill

Count

Pairs | 15 min | K.2.C

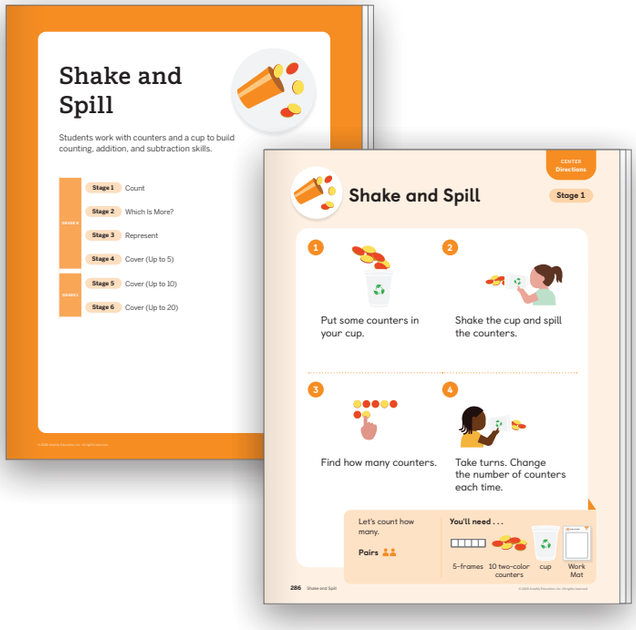
Students shake and spill counters to develop counting skills.

Materials

- 5-frames, two-color counters (10 per pair) **(Manipulative Kit)**
- cups (one per pair) **(Classroom materials)**
- Directions, Work Mat **(Centers Resources)**

Corresponds with the checklist from Unit 2, Sub-Unit 1.





Use Centers as games to offer fun and engaging ways for students to practice math skills.

GAMES

Rolling for Numbers

Dots

Independent **15 min** | **K.2.B, K.2.C**

Students find the total number of dots in a group and record their answer with a written number.

Materials

- connecting cubes (one per student) **(Manipulative Kit)**
- Directions, Recording Sheet, Dot Mat **(Centers Resources)**

Corresponds with the checklist from Unit 2, Sub-Unit 2.

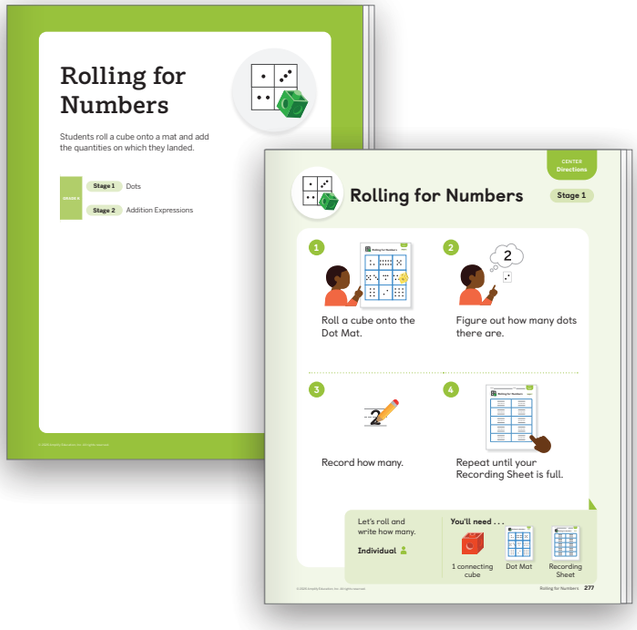
D Differentiation | Teacher Moves

Work with students in their Centers by:

- Reinforcing Center routines and positive interactions.
- Asking probing questions to propel student thinking forward.
- Recording observations using the checklist provided.

Consider pulling a small group of students for:

- Reviewing the lesson's learning goal by using the *Mini-Lesson* or the supports provided in the lesson.
- Reviewing essential skills from prior lessons or units.





Differentiation Use after Lesson 14

Lesson Goal: Identify and name pennies, dimes, nickels, and quarters.

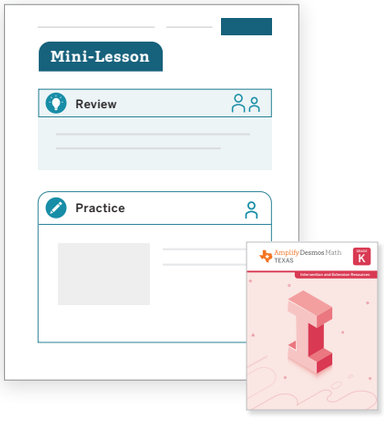
Support

Provide targeted intervention for students by using these resources.

If students draw a line from the front of the nickel to the back of the quarter:

Respond:

- Assign the *Naming All Four Coins* Mini-Lesson. | 15 min
- Revisit Lesson 13.



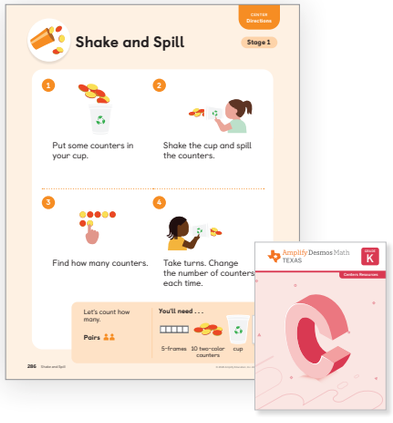
Strengthen

Reinforce students' understanding of the concepts assessed by using these resources.

If students draw a line from the front of the nickel to the back of the nickel and identify the coin as a quarter:

Respond:

- Invite students to play these **Centers. |** 15 min
  Shake and Spill: Count
  Mystery Shape: Grade K Shapes
- Have students complete **Lesson 14 Practice. |** 15 min
- **Item Bank**



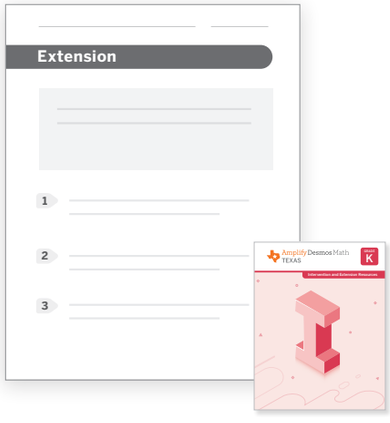
Stretch

Challenge students and extend their learning with these resources.

If students draw a line from the front of the nickel to the back of the nickel and identify the coin as a nickel:

Respond:

- Invite students to explore the **Sub-Unit 2 Extension Activities. |** 15 min
- Revisit Activity 2 and invite students to respond to the **Stretch** question from the *Differentiation: Teacher Moves* table. | 5 min



Support, *Strengthen*, and *Stretch* learning by assigning these digital resources that adjust to each student's current level of skill and understanding.
• Boost Personalized Learning • Fluency Practice • Math Adventures

Math Language Development

EB Use the ***Math Language Development Resources*** for further language support with all your students, including those building English proficiency.

- English/Spanish cognates, e.g., **sum** / **suma**
- Vocabulary routines





Professional Learning

How did students feel when working with partners during this lesson? Are there any changes that you would make to partner work in a future lesson?

Notes:

Assess and Respond

Support, strengthen, and stretch learning by assigning these digital resources that adjust to each student's current level of skill and understanding: • **Boost Personalized Learning** • **Fluency Practice** • **Math Adventures**

Quiz: Sub-Unit 2

Independent | 20 min

Facilitation: Assign this Sub-Unit Quiz at the end of Sub-Unit 2 to evaluate students' proficiency with the key concepts and skills addressed in this sub-unit. The *Up Next* problem previews targeted concepts and skills addressed in the next sub-unit. Read aloud the problems to students.

Item Analysis

Problem(s)	Concept or skill	DOK	TEKS
1–3	Identifying coins	1	K.4.A
Up Next . . . (preparation for lesson 16)			
4*	Distinguishing between gifts and income	2	K.9.B K.1.A

*Because this problem addresses prerequisite concepts for the next sub-unit, the Up Next problem is not intended to be part of a student's overall score on this assessment.

Assessment Resources



- Student Print Assessments
- Answer Keys and Rubrics

Differentiation Resources





Intervention and Extension Resources include:

- Mini-Lessons
- Extensions

Centers Resources includes:

- Centers

Practice

During Sub-Unit 3, if students need further review or practice with concepts or skills, consider the following resources:

- Lesson Practice (Print)
- Item Bank

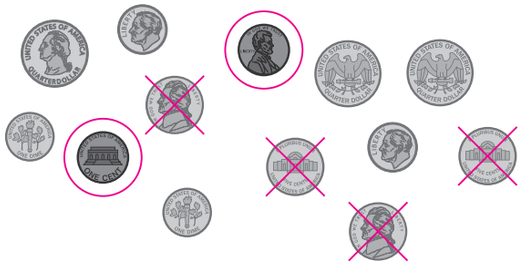
Assessment Resource PDF

Name _____ Date _____

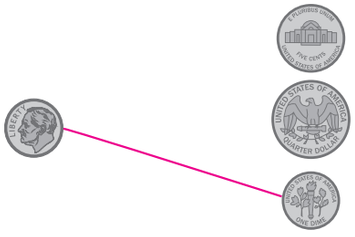
Quiz: Sub-Unit 2

Unit K.3

1



2



Directions

1. Circle **TWO** pennies. Cross out **FOUR** nickels.
2. Draw a line to match the front of the dime with the back of the dime.
3. Draw a line to match the front of the quarter with the back of the quarter.
4. Circle the **ONE** story problem that talks about earning income.

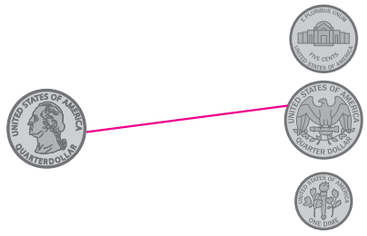
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Name _____ Date _____

Quiz Sub-Unit 2 (continued)

Unit K.3

3



Up Next . . .

4

Jada got 5 dollars in a birthday card from her Grandma.

Trina cleaned her bedroom and the bathroom. Her mom gave her 5 dollars for her hard work.

D Differentiation (Quiz: Sub-Unit 2)

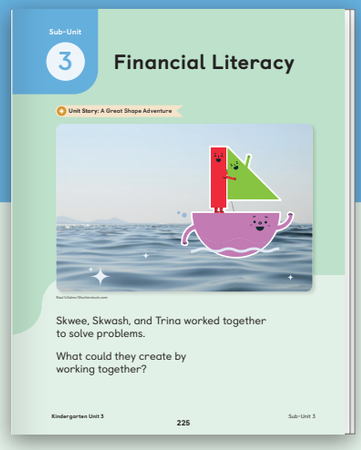
To **Strengthen** and **Stretch** students' learning, refer to the differentiation resources suggested throughout this Sub-Unit.

Sub-Unit Goals	Problem(s)	Respond to Student Thinking
Sub-Unit 2: Identify pennies, nickels, dimes, and quarters.	1	**Support** • **Mini-Lesson:** *Sorting and Identifying Coins* (ML 3.13) • **Teacher Move:** Consider revisiting Lesson 13, Activity 2 to provide students further practice with sorting and naming coins.
	2, 3	**Support** • **Mini-Lesson:** *Naming All Four Coins* (ML 3.14) • **Teacher Move:** Consider inviting students to review the problem with different representations of coins to match the front and back of coins.
Up Next . . . (preparation for lesson 16)		
Sub-Unit 3: • Develop financial literacy by understanding that income is money earned and the main way to meet wants and needs. • Develop financial literacy by distinguishing between wants and needs and identifying the skills needed to do jobs.	4	**Support** • **Mini-Lesson:** *Identifying Income and Gifts* (ML 3.16) • **Teacher Move:** Plan to spend more time on Lesson 16 to refine the definition of income and gifts as they relate to the definition of *needs* and *wants*.

Notes:

Sub-Unit 3

Financial Literacy



Sub-Unit 3 Goals:

- Identify and distinguish between wants and needs.
- Identify income and different ways to earn an income to meet one's wants and needs.
- Differentiate between money earned and money received as a gift.
- Identify simple skills associated with jobs in the community.

Progression of TEKS in Sub-Unit 3

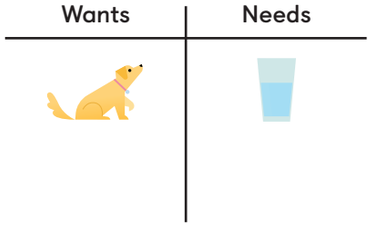
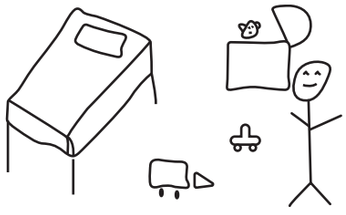
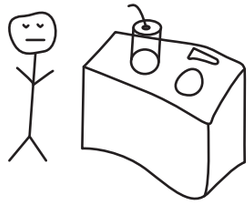
- **Lesson 15:** Identify wants and needs and recognize income as a source to meet both wants and needs.
- **Lesson 16:** Identify ways to earn an income and different ways to receive money.
- **Lesson 17:** Describe skills needed for different jobs in the community.

Sub-Unit 3 Progression	Lesson 15	Lesson 16	Lesson 17
Personal Financial Literacy			
TEKS K.9.A	○	●	○
TEKS K.9.B	○	●	○
TEKS K.9.C	○	○	●
TEKS K.9.D	●	●	○

Math That Matters Most

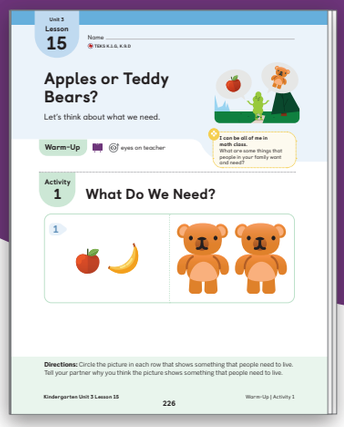
Sub-Unit 3: Identify ways to earn an income and describe how income can meet wants and needs.

Progression of Strategies, Skills, or Language

Progression	For example . . .
Identify examples of wants and needs.	 • A puppy dog would be nice to have, so it is a want. • Water is a must to survive, so it is a need.
Describe ways to earn money.	 Doing chores can earn money.  Income can be earned working at a restaurant.
Identify different ways to earn an income to meet wants and needs.	Income is money earned from doing chores, selling things, or having a job. Income can be used to buy what you need to survive and things that you might want.

Unit 3
Lesson
15

Student Edition pages and Presentation Screens support learning in this lesson.



Apples or Teddy Bears?

Distinguishing Between Wants and Needs

Let's think about what we need.

Key Concepts

Today's Goals

1. **Goal:** Identify and distinguish between wants and needs.
2. **Language Goal:** Justify why something is a want or a need. **(Listening and Speaking)** ELPS 1.B, 2.B, 2.E

Connections and Coherence

Students consider what things people need, such as food, water, a safe place to live, and clothing. Students are introduced to the terms **wants** and **needs**. Students distinguish between wants and needs as they sort cards into groups and justify why the item belongs in that category. **(TEKS K.1.G)**

Prior Learning

In Sub-Unit 2, students sorted coins into groups.

Future Learning

In Lesson 16, students will identify ways to earn income.

Integrating Rigor in Student Thinking

- Students build their **conceptual understanding** of the difference between wants and needs.

Vocabulary

New Vocabulary

needs

wants

TEKS

Addressing

K.9.D

Distinguish between wants and needs and identify income as a source to meet one's wants and needs.

Also Addressing: **K.2.A, K.5.A**

Math Process Standard: K.1.G

ELPS: 1.B, 1.E, 2.B, 2.C, 2.E, 2.F, 3.E

Building Toward

1.9.D

Building Math Identity

I can be all of me in math class.
What are some things that people in your family want and need?

Invite students to reflect on this question as they complete this lesson

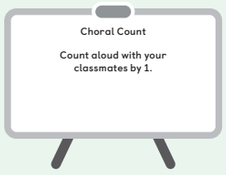
Lesson at a Glance 60 min

TEKS: K.1.G, K.2.A, K.5.A, K.9.D

Warm-Up Fluency

Whole Class | 10 min

Students use the **Choral Count** routine, in which they count as a class by 1 from 1 to 30. After the count is recorded, students may notice patterns that help them answer questions about which number comes next in the count sequence.



Activity 1

Pairs | 10 min

Students circle pictures to identify things that people need to live, such as food, water, clothing, and a safe place to live. Students are introduced to the term **needs** in the Connect.

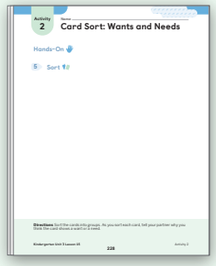


Activity 2

Pairs | 15 min

Students are introduced to term **wants** in the launch and sort wants and needs into groups using the **Card Sort** routine. Students justify why each card shows a want or need and write a number to record how many cards are in each group.

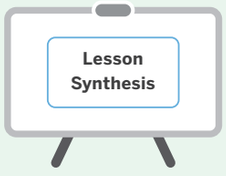
Materials: Activity 2 PDF, *Wants and Needs Cards*, Activity 2 PDF, *Wants and Needs Sorting Mat*
Additional Prep Cut out: Activity 2 PDF cards



Synthesis

Whole Class | 10 min

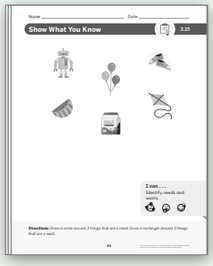
Students review and reflect on the differences between wants and needs.



Show What You Know (optional)

Independent | 5 min

Students demonstrate their understanding by identifying items that are needs and wants.

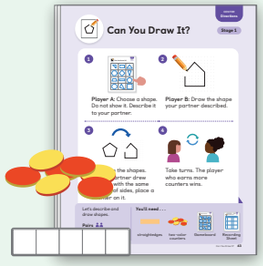


Center Choice Time

Small Groups | 15 min

Students have an opportunity to revisit these Centers practice counting and representing quantities and describing and drawing shapes.

- Can You Draw it?
- Counting Collections
- Math Fingers



Math Language Development

Emergent Bilinguals

Consider using the *Math Language Development Resources* with the **Activity 2, Monitor** to support math language acquisition.

- ✓ Visuals
- ✓ Sentence frames and word bank

ELPS 1.B, 1.E, 2.B, 2.C, 2.D, 2.E, 2.F



Pre-Production	Beginning	Intermediate	High Intermediate	Advanced
Students **listen** to spoken English and **respond** using their primary languages and gestures.	Students **listen** to spoken English and **speak** using their primary languages, gestures, and single words or short phrases.	Students **listen** to spoken English and **speak** using short phrases or simple sentences.	Students **listen** to spoken English and **speak** using a variety of sentence types.	Students **listen** to spoken English and **speak** using longer sentences. Exemplar responses are provided.

Whole Class | 10 min

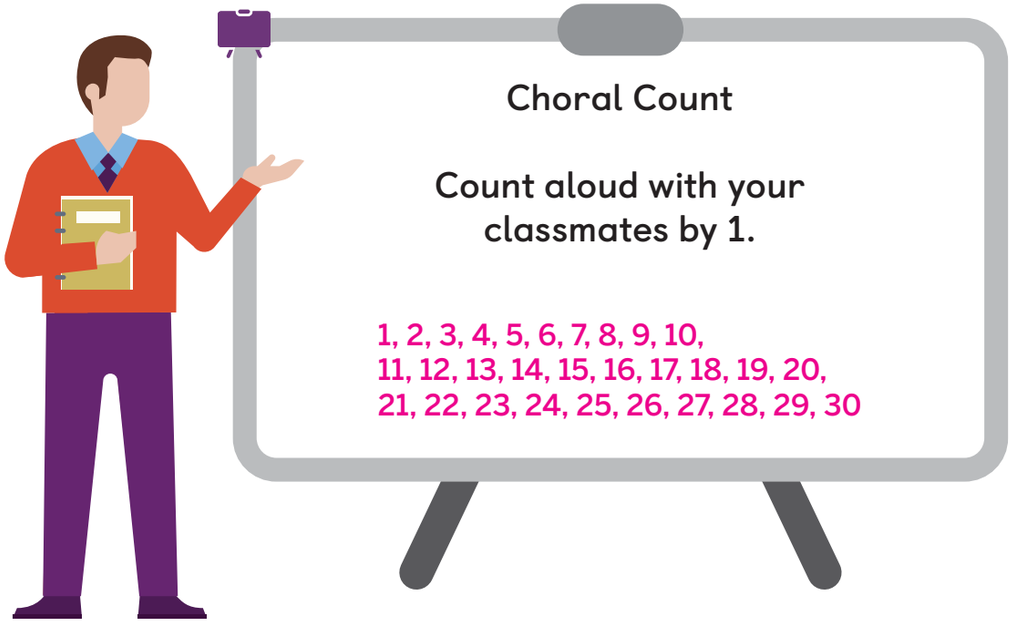
Warm-Up Choral Count

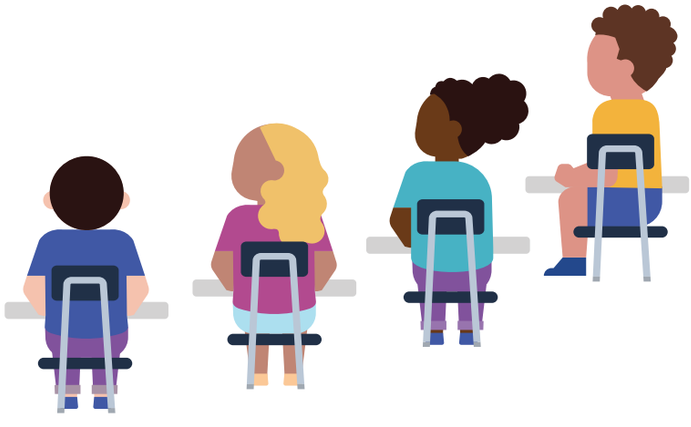
Fluency

Purpose: Students count by 1 to develop fluency with counting to 30.

Presentation Screen







1 Launch

Use the Choral Count routine. ELPS 2.E

Say, "Let's count by 1, starting at 1 and ending at 30."

Record each number as students count, so the recorded numbers are displayed as shown on the screen.

2 Connect

Say, "Now let's count by 1, starting at 1 and ending at 12."

Ask, "What number comes next when we count?"

Repeat the steps when counting aloud by 1, starting at 1 and ending at 17 and then ending at 21.

Pairs | 10 min

Presentation Screens



Activity 1 What Do We Need?

Purpose: Students identify basic needs in preparation for distinguishing between wants and needs.

1 Launch



Use the Think-Pair-Share routine. Ask, "What do plants need to live?"

EB **Emergent Bilinguals** Provide wait time for students to formulate a response. Allow students to rehearse with a partner before sharing with the class. ELPS 1.E, 2.F

Say:

- "Plants need water, sunlight, and food, or nutrients, to live and grow."
- "Circle the pictures that show things that people need to live. Tell your partner why you think the picture shows something that people need to live."

2 Monitor



After students complete **Problem 1,** refer to the D Differentiation | Teacher Moves table on the following page.

If students need help getting started . . .

- Ask, "What do you see in each picture?"
- Ask, "What would you do with an apple and a banana? What would you do with teddy bears?"

3 Connect



Invite students to share their responses to each problem.

Use the Think-Pair-Share routine. Ask, "We circled the apple and banana, shirt and pants, house, and water. How are these things alike?"

MLR **MLR8: Discussion Supports — Sentence Frames** ELPS 1.E, 2.C, 2.E
Display this sentence frame to support student discussion.

- "These are alike because ___."

Key Takeaway: Say, "A safe place to live, water, food, and clothing are **needs**. They are things that people need to live or *survive*."

Unit 3
Lesson 15

Name

TEKS K.1.G, K.9.D

Apples or Teddy Bears?

Let's think about what we need.



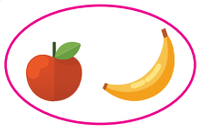
Warm-Up eyes on teacher

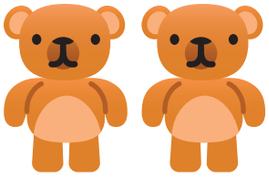
I can be all of me in math class.
What are some things that people in your family want and need?

Activity 1

What Do We Need?

1





Directions: Circle the picture in each row that shows something that people need to live. Tell your partner why you think the picture shows something that people need to live.

Activity 1

Name

What Do We Need? (continued)

2





3





4

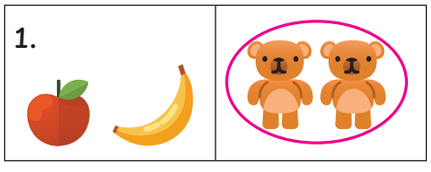
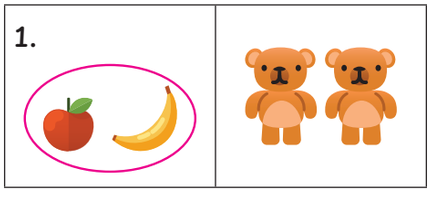




Directions Circle the picture in each row that shows something that people need to live. Tell your partner why you think the picture shows something that people need to live.

Presentation Screens

D Differentiation | Teacher Moves

Look for students who . . .	For example . . .	Provide support . . .
Almost there Circle the picture of 2 teddy bears.	1. 	**Support** Ask, "Plants need water, sunlight, and food to grow and survive. Do you need apples and bananas or teddy bears?"
Circle the picture of the apple and banana.	1. 	**Stretch** "What are other things that you need?"

Pairs | 15 min

Activity 2 Card Sort: Wants and Needs

Purpose: Students sort pictures into groups to notice the difference between wants and needs.

Presentation Screens



Materials

Lesson Resources:

- Distribute one set of the pre-cut Activity 2 PDF, *Wants and Needs Cards* cards to each pair.
- Distribute a sorting mat from the Activity 2 PDF, *Wants and Needs Sorting Mat* to each pair.

Short on time? Consider sorting the cards as a class. Display each card and have students discuss with a partner which group the card should be sorted into and why.

1 Launch



Use the Think-Pair-Share routine. Ask, "Which picture shows something that you need?"

Say:

- "Food, like corn, bread, and milk, is something that people need."
- "A bicycle is not a need, it is a **want**. A want is something that is nice to have, but you do not need it to survive."

Use the Notice and Wonder routine. Ask:

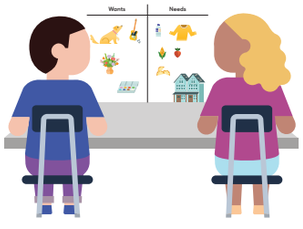
- "What do you notice about the sorting mat?"
- "What groups will we sort our cards into?"

Say:

- "We will sort our cards into 2 groups: wants and needs. As you sort each card, tell your partner why you think the card belongs in that group."
- "When you finish sorting all the cards, figure out how many cards are in each group and write a number to show how many."

EB **Emergent Bilinguals** Invite students to share what the new terms, *wants* and *needs*, remind them of. (e.g., "When I hear wants, I think . . .") This may help surface multiple meanings and encourage students to connect to their prior knowledge. ELPS 2.B

2 Monitor



While students complete the activity, refer to the D Differentiation | Teacher Moves table on the following page.

If students need help getting started . . .

- Ask, "Which card do you want to sort first?"
- Ask, "Are there any cards that you know show something you need? How do you know?"

A **Accessibility: Memory and attention** Chunk this task into smaller, more manageable parts by having students first choose which card they want to sort, then identify if it is a want or a need, and then determine which section of the sorting mat to put it on.

3 Connect



Invite 2 pairs of students to share how they sorted the cards.

Use the Think-Pair-Share routine.

- Display the paints card and ask, "How did you decide which group to put this card in?"
- Display the house card and ask, "How did you decide which group to put this card in?"

Key Takeaway: Say, "A **want** is something that is nice to have, but that is not needed to survive."

Activity 2

Name _____

Card Sort: Wants and Needs

Hands-On

5 Sort

Directions Sort the cards into groups. As you sort each card, tell your partner why you think the card shows a want or a need.

Activity 2

Name _____

Card Sort: Wants and Needs (continued)

6

wants 

needs 

Directions Write a number to show how many cards you sorted into each group.

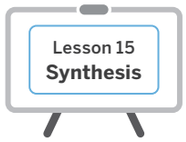
Presentation Screens

D Differentiation | Teacher Moves

Look for students who . . .	For example . . .	Provide support . . .
Almost there Sort water into the wants category.	Wants | Needs 	**Support** Ask, "Would you feel healthy without water to drink?"
Sort water into the needs category and a dog into the wants category.	Wants | Needs 	**Strengthen** Ask, "What is the same about all of the things that you put in the Wants group?"

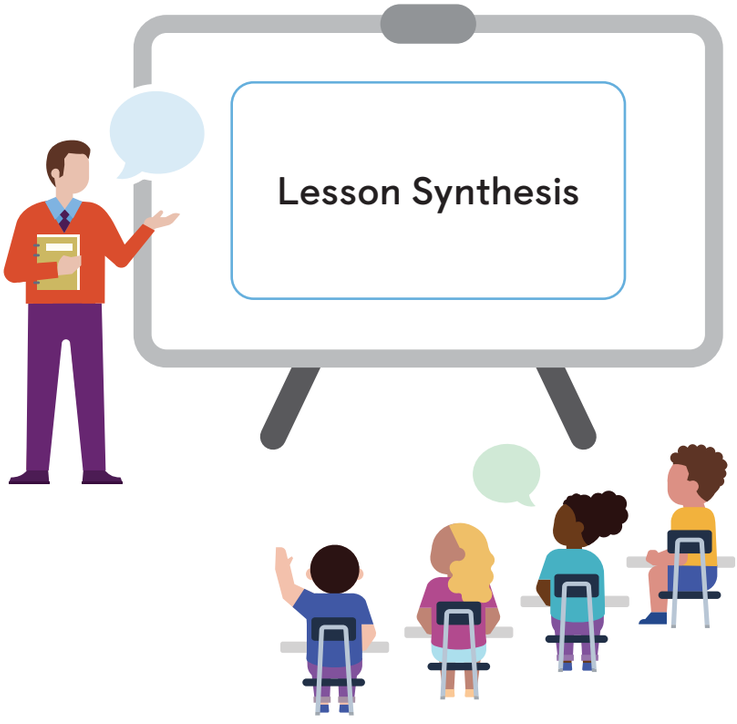
Whole Class | 10 min

Presentation Screens



Synthesis

Lesson Takeaway: **Needs** are things that people must have for survival, while **wants** are things that are nice to have, but not needed to survive.



Use the Think-Pair-Share routine. Ask, "What is 1 thing that you would add to the group of needs? What is 1 thing that you would add to the group of wants?"

Say, "People have both **wants**, things that are nice to have, and **needs**, things that are needed to survive."

Formalize vocabulary: **needs, wants**

(optional) **Consider using the Word Connections: Making Predictions routine** by reading the sentences and asking students, "What do you notice about the words *need* and *needs* in these sentences? How can you use your understanding of the term *need* in the first sentence to predict what the term *needs* means in the second sentence?" **ELPS 3.E**

- "I *need* a drink of water because I'm thirsty."
- "Food and water are *needs*."

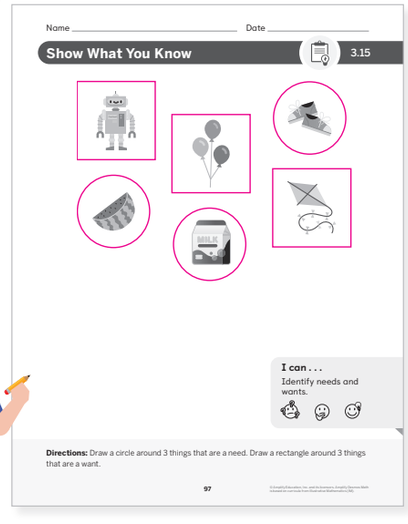
Refer to the *Math Language Development Resources* for a description of this routine and for more vocabulary support.

Invite students to refer to the **Summary** during Practice or anytime during the year.

Show What You Know (Optional)

Independent | 5 min

Show What You Know PDF


Name _____ Date _____

Show What You Know 3.15

I can . . .
Identify needs and wants.

Directions: Draw a circle around 3 things that are a need. Draw a rectangle around 3 things that are a want.

97

Today's Goals

1. **Goal:** Identify and distinguish between wants and needs.
   - In the *Show What You Know*, students identified wants and needs.
2. **Language Goal:** Justify why something is a want or a need. **(Listening and Speaking)** **ELPS 1.B, 2.B, 2.E**

Differentiation See the last page of the lesson for differentiation and Math Language Development support.

Practice

Independent

Provide students with sufficient practice to build and reinforce their conceptual understanding, fluency, and application of mathematical topics, assessment practice, and ongoing spiral review.

Students using print



Summary 3.15

People have both **wants**, things that are nice to have, and **needs**, things that they must have to survive.

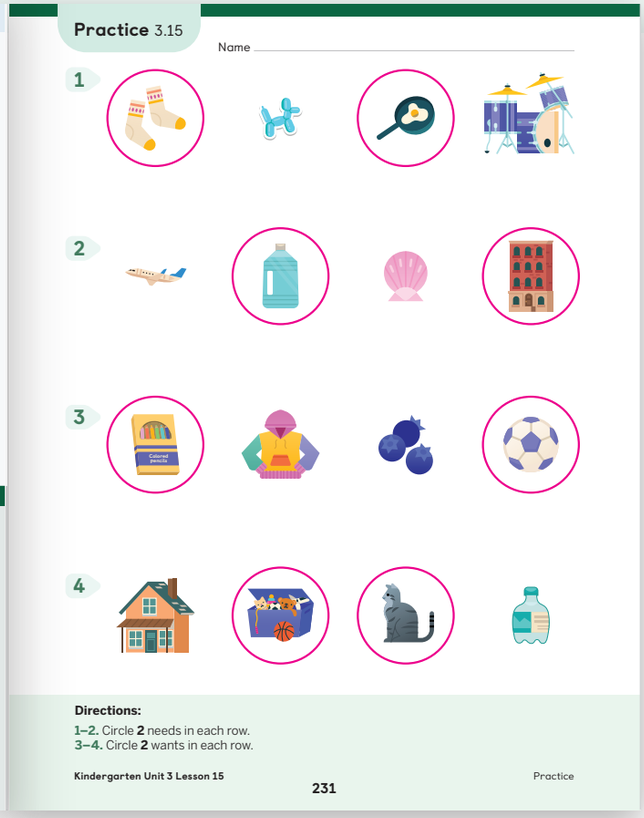
Wants	Needs

Practice 3.15

Choose from these Centers.

Can You Draw It?	Counting Collections	Math Fingers
Grade K Shapes	Sort and Count	Fewer or More

Kindergarten Unit 3 Lesson 15 230 Summary | Practice



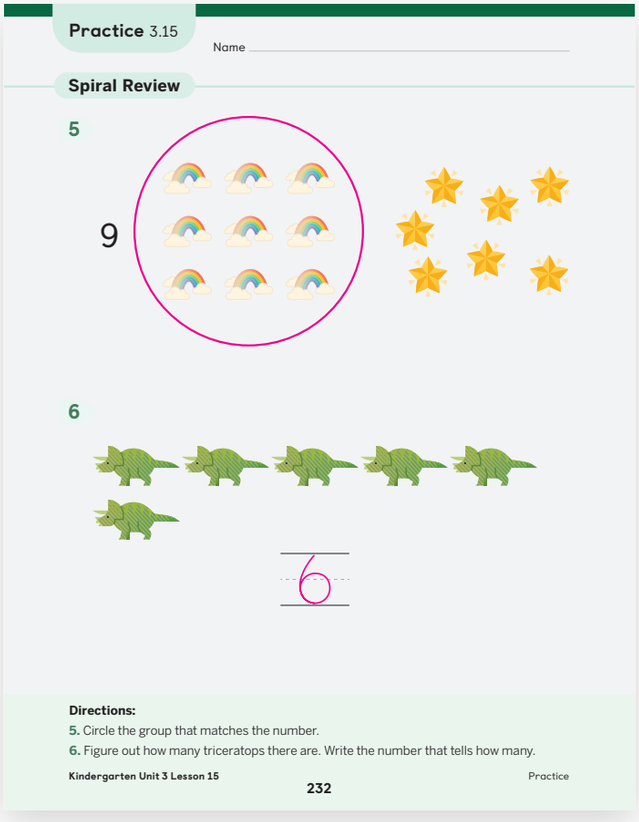
Practice 3.15

Name _____

1 2 3 4

Directions:
1–2. Circle **2** needs in each row.
3–4. Circle **2** wants in each row.

Kindergarten Unit 3 Lesson 15 231 Practice



Practice 3.15

Name _____

Spiral Review

5

9

6

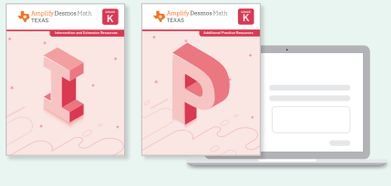
Directions:
5. Circle the group that matches the number.
6. Figure out how many triceratops there are. Write the number that tells how many.

Kindergarten Unit 3 Lesson 15 232 Practice

Practice Problem Item Analysis

	Problem(s)	DOK	TEKS
On-Lesson			
	1–4	1	K.9.D
Spiral Review			
Fluency	5	1	K.2.B
Fluency	6	1	K.2.B, K.2.C

Need more Practice?

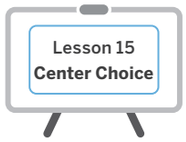


Additional practice can be found in the **Practice Resources, Intervention and Extension Resources,** and online resources (item banks, Boost Personalized Learning, and Fluency Practice).

Center Choice Time

Purpose: Use this time to support students working in Centers, gather formative assessment data, or work with a small group of students on targeted skills.

Presentation Screen



Short on time? Consider omitting the Center Choice Time.

Can You Draw It?

Grade K Shapes

Pairs | 15 min | K.6.D, K.6.F

Students describe and draw two-dimensional shapes with a partner.

Materials

- two-color counters **(Manipulative Kit)**
- straightedges **(Classroom materials)**
- Directions, Gameboard, Recording Sheet **(Centers Resources)**

Corresponds with the checklist from Unit 3, Sub-Unit 1.

Counting Collections

Sort and Count

Pairs | 15 min | K.2.B, K.2.C

Students sort and count collections of up to 10 objects to practice sorting and to develop fluency with counting.

Materials

- 5-frames, collections of objects (up to 10) **(Manipulative Kit)**
- Directions, Recording Sheet **(Centers Resources)**

Corresponds with the checklist from Unit 3, Sub-Unit 1.





Use Centers as games to offer fun and engaging ways for students to practice math skills.

GAMES

Math Fingers

Fewer or More

Pairs | 15 min | K.2.D, K.2.E

Students use their fingers to show fewer or more than a quantity from 1 to 10.

Materials

- Directions, Math Fingers Cards (one set per pair) **(Centers Resources)**

Corresponds with the checklist from Unit 2, Sub-Unit 1.

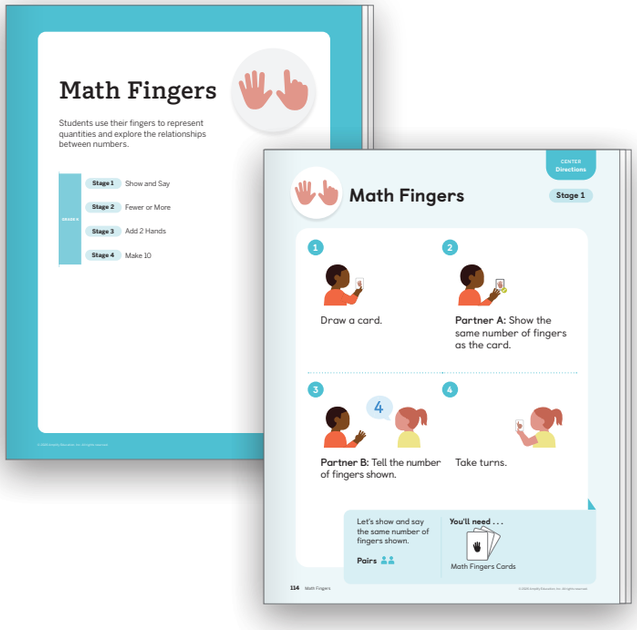
D Differentiation | Teacher Moves

Work with students in their Centers by:

- Reinforcing Center routines and positive interactions.
- Asking probing questions to propel student thinking forward.
- Recording observations using the checklist provided.

Consider pulling a small group of students for:

- Reviewing the lesson's learning goal by using the *Mini-Lesson* or the supports provided in the lesson.
- Reviewing essential skills from prior lessons or units.





Differentiation Use after Lesson 15

Lesson Goal: Identify and distinguish between wants and needs.

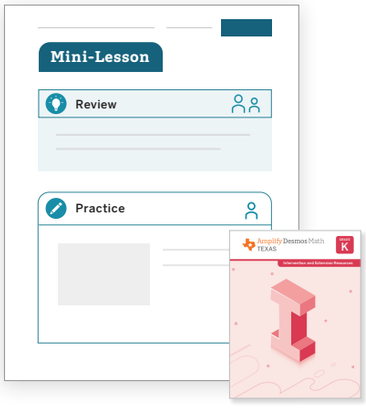
Support

Provide targeted intervention for students by using these resources.

If students draw a circle around balloons and a kite as needs:

Respond:

- Assign the *Identifying Needs and Wants* Mini-Lesson. | 15 min
- Invite students to discuss which items are wants and needs in Activity 1 with a partner.



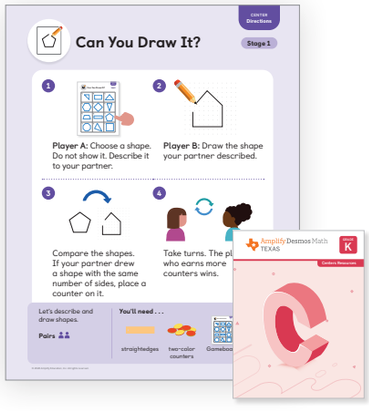
Strengthen

Reinforce students' understanding of the concepts assessed by using these resources.

If students draw a circle around watermelon and shoes as needs:

Respond:

- Invite students to play these **Centers.** | 15 min
  Can You Draw It?: Grade K Shapes
  Counting Collections: Sort and Count
  Math Fingers: Fewer and More
- Have students complete **Lesson 15 Practice.** | 15 min
- **Item Bank**



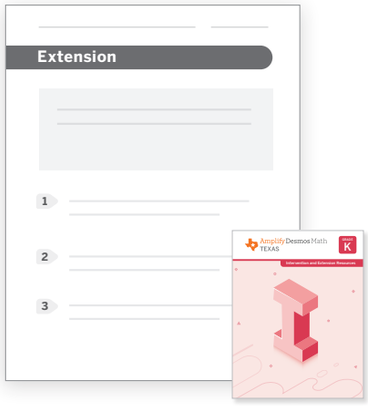
Stretch

Challenge students and extend their learning with these resources.

If students draw a circle around watermelon, shoes, and milk as needs and draw a square are balloons, a kite, and a robot as wants:

Respond:

- Invite students to explore the **Sub-Unit 3 Extension Activities.** | 15 min
- Revisit Activity 1 and invite students to respond to the **Stretch** question from the *Differentiation: Teacher Moves* table. | 5 min



Support, *Strengthen*, and *Stretch* learning by assigning these digital resources that adjust to each student's current level of skill and understanding.
• **Boost Personalized Learning** • **Fluency Practice** • **Math Adventures**

Math Language Development

EB Use the ***Math Language Development Resources*** for further language support with all your students, including those building English proficiency.

- English/Spanish cognates
- Vocabulary routines

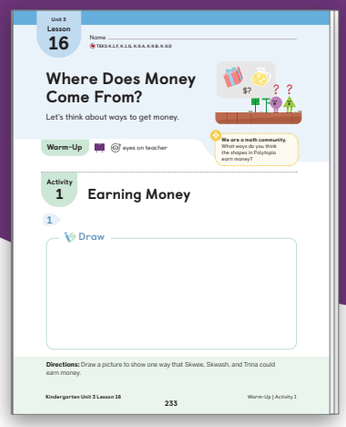


Professional Learning

What opportunities in this lesson did students have to relate the content to their identity and personal experiences?

Unit 3
Lesson
16

Student Edition pages and Presentation Screens support learning in this lesson.



Where Does Money Come From?

Differentiating Between Earning Income and Receiving Gifts

Let's think about ways to get money.

Key Concepts

Today's Goals

1. **Goal:** Identify different ways to earn income.
2. **Goal:** Differentiate between money earned as income and money received as a gift.
3. **Language Goal:** Justify whether money is being earned as income or received as a gift. **(Listening and Speaking)** ELPS 1.B, 2.B, 2.E

Connections and Coherence

Students identify different ways to earn money and are introduced to the terms **income** and **job**. Students identify income as a source to meet one's wants and needs. Students consider given situations and justify whether money is being earned as income or received as a gift. **(TEKS K.1.G)**

Prior Learning

In Lesson 15, students identified and distinguished between needs and wants.

Future Learning

In Lesson 17, students will identify jobs in their community and describe skills needed to perform those jobs.

Integrating Rigor in Student Thinking

- Students build their **conceptual understanding** that income is money that is earned and can be used as a source to meet one's needs and wants.
- Students **apply** their understanding of income to differentiate between money earned as income and money received as a gift.

Vocabulary

New Vocabulary

income

job

Review Vocabulary

needs

wants

TEKS

Addressing

K.9.A

Identify ways to earn income.

Also Addressing: **K.2.D, K.9.B, K.9.D**

Math Process Standards: K.1.F, K.1.G

ELPS: 1.B, 1.E, 2.B, 2.C, 2.D, 2.E, 3.E, 3.F

Building Toward

1.9.A

1.9.B

1.9.D

Building Math Identity

We are a math community.
What ways do you think the shapes in Polytopia earn money?

Invite students to reflect on this question as they complete this lesson.

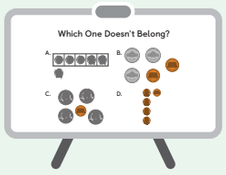
Lesson at a Glance 60 min

TEKS: K.1.F, K.1.G, K.2.D, K.9.A, K.9.B, K.9.D

Warm-Up Fluency

Whole Class | 10 min

Students use the **Which One Doesn't Belong?** routine to compare groups of coins and notice that a total can be composed of smaller parts in different ways.
(TEKS K.1.F, K.1.G)



Activity 1

Pairs | 10 min

Students draw a picture to show a way to earn money. While sharing, students notice that there are many ways to earn income, such as doing chores, selling things, or having a job. Students are introduced to the terms **income** and **job** during the connect.

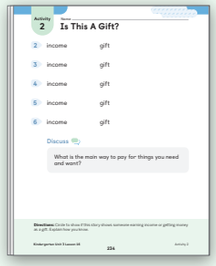
Materials: Unit Story, *A Great Shape Adventure*



Activity 2

Pairs | 15 min

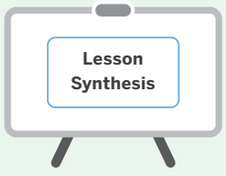
Students listen to stories and determine if the story shows someone earning money as income or being given money as a gift. Distinguishing between earning money as income and receiving money as a gift help students solidify their understanding that income is money that is earned.



Synthesis

Whole Class | 10 min

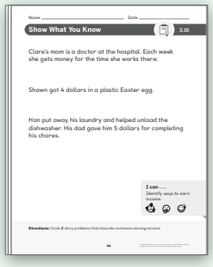
Students review and reflect on how money is needed to obtain wants and needs and how money can be earned as income or given as a gift.



Show What You Know (optional)

Independent | 5 min

Students demonstrate their understanding by identifying which stories describe a person earning income.

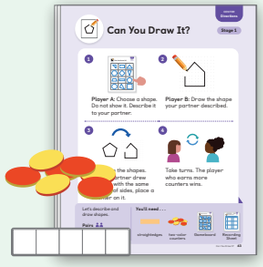


Center Choice Time

Small Groups | 15 min

Students have an opportunity to revisit these Centers practice counting and representing quantities and describing and drawing shapes.

- Can You Draw it?
- Counting Collections
- Math Fingers



Math Language Development

EB Emergent Bilinguals

Consider using the *Math Language Development Resources* with the **Activity 2, Monitor** to support math language acquisition.

✓ Sentence frames and word bank

ELPS 1.B, 1.E, 2.B, 2.C, 2.D, 2.E, 2.F



Pre-Production	Beginning	Intermediate	High Intermediate	Advanced
Students **listen** to spoken English and **respond** using their primary languages and gestures.	Students **listen** to spoken English and **speak** using their primary languages, gestures, and single words or short phrases.	Students **listen** to spoken English and **speak** using short phrases or simple sentences.	Students **listen** to spoken English and **speak** using a variety of sentence types.	Students **listen** to spoken English and **speak** using longer sentences. Exemplar responses are provided.

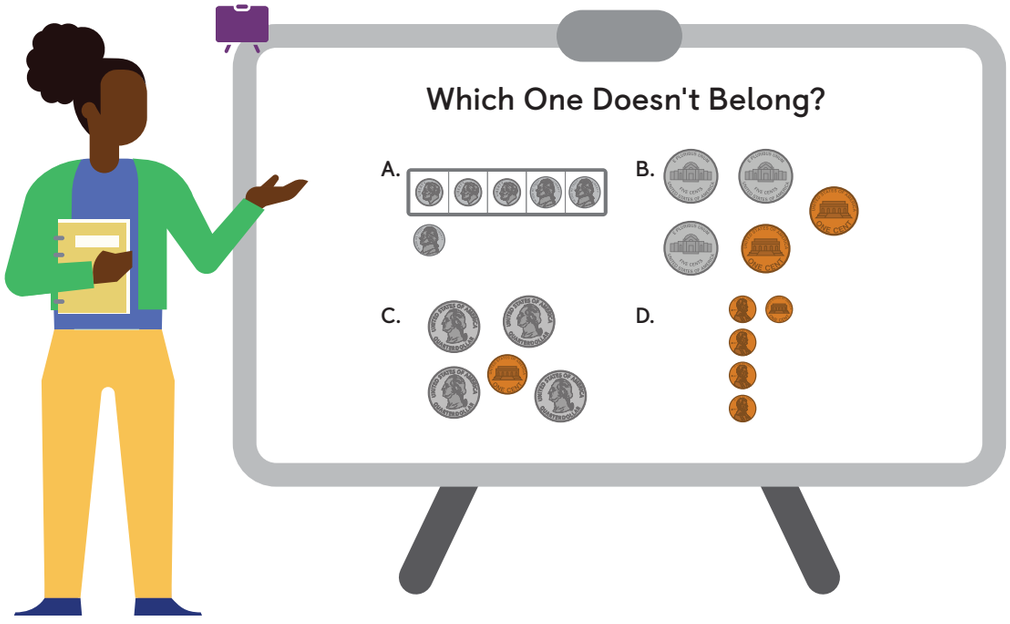
Whole Class | 10 min

Presentation Screen



Warm-Up Which One Doesn't Belong? Fluency

Purpose: Students analyze and compare groups of coins to notice the total quantity and the different types and amounts of coins within the total.



Why these problems? These problems allow students to identify coins while subitizing small quantities.

1 Launch

Display the 4 images.

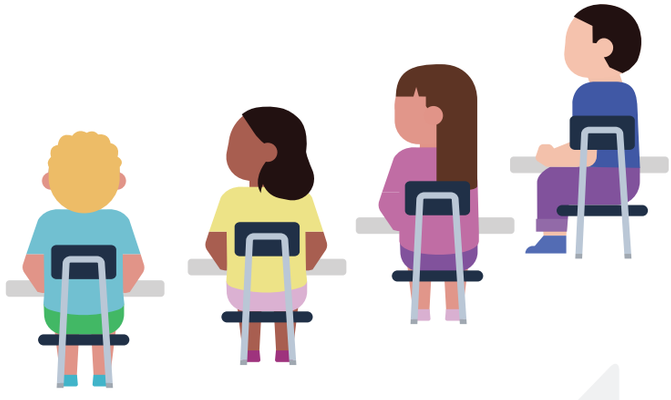
Use the Which One Doesn't Belong? routine.

Say, "Choose 1 that doesn't belong. Be ready to share your reasoning."

2 Connect

Record students' responses as they share.

Ask, "Which one was the easiest to see how many coins there are? Why do you think it is the easiest?"



Students might say . . . ELPS 2.C, 2.D, 2.E

A: It is the only one that is not 5. It is 6.

B: It is the only one that doesn't show the front of the coins. It only shows the back of the coins.

C: It is the only one that is messy. The coins are not organized.

D: It is the only one that only shows one type of coin. There are only pennies.

Pairs | 10 min

Activity 1 Earning Money

Purpose: Students draw pictures of ways to earn money to develop their understanding that income is money that is earned.

Presentation Screens



Materials

- Display page 11 of the Unit Story, *A Great Shape Adventure* during the Launch.

1 Launch



Display page 11 of the Unit Story, *A Great Shape Adventure*.

Say, "Skwee, Skwash, and Trina are exploring Polytopia. They are getting hungry. They want to buy some groceries to cook for dinner."

Use the Think-Pair-Share routine. Ask, "What do they need to buy some groceries from the store?"

Say, "They need money to be able to buy some groceries. Draw a picture to show 1 way that Skwee, Skwash, and Trina could earn money."

2 Monitor



While students complete the activity, refer to the D **Differentiation | Teacher Moves** table on the following page.

If students need help getting started . . .

- Ask, "What is 1 thing that Skwee, Skwash, and Trina could do to earn money?"
- Ask, "How could you show that with a drawing?"

EB **Emergent Bilinguals:** Ask students to explain what is happening in their drawing. Write words to annotate what is happening in their drawing. ELPS 3.F

3 Connect



MLR **MLR7: Compare and Connect** ELPS 1.B, 1.E, 2.B, 2.D, 2.E

Invite students to share responses for Problem 1.

Use the Think-Pair-Share routine. Ask:

- "How are these responses alike?"
- "How are these responses different?"

Say:

- "Our pictures show working to earn money. Money that is earned is called **income**. Income is the main way to get money to meet our wants and needs."
- "There are different ways to earn income, such as doing chores, selling things, or having a **job**. A job is work that is done to earn income."

Key Takeaway: Say, "There are different ways to earn **income** to buy the things we need and want."

Student Edition



Unit 3
Lesson
16

Name

TEKS K.1.F, K.1.G, K.9.A, K.9.B, K.9.D

Where Does Money Come From?

Let's think about ways to get money.

Warm-Up eyes on teacher

We are a math community. What ways do you think the shapes in Polytopia earn money?

Activity 1

Earning Money

1

Draw

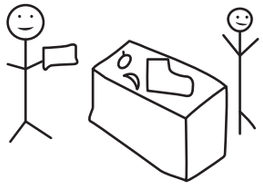
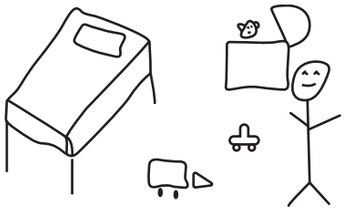
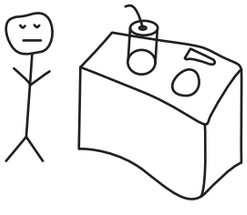
Sample response shown.

Directions: Draw a picture to show one way that Skwee, Skwash, and Trina could earn money.

Kindergarten Unit 3 Lesson 16 233 Warm-Up | Activity 1

Presentation Screens

D Differentiation | Teacher Moves

Look for students who . . .	For example . . .	Provide support . . .
Almost there Draw a picture of a person using money to buy groceries.		**Support** Ask, "How do you think this person might have gotten the money to buy the groceries?"
Draw a picture of a person completing a chore, such as cleaning their room.		**Stretch** Ask, "What is the same about doing chores and having a job? What is different?"
Draw a picture of a person doing a job, such as working at a restaurant.		

Pairs | 15 min

Activity 2 Is This A Gift?

Purpose: Students determine whether the examples show money being given as a gift or earned as income.

Presentation Screens



Materials

Lesson Resources:

- Read aloud Problems 2–6 on the Activity 2 PDF during the Launch.

Short on time? Consider omitting Problems 5 and 6.

1 Launch



Use the Think-Pair-Share routine. Ask, "What is something that you have gotten as a gift?"

EB **Emergent Bilinguals:** Invite students to share what they know about gifts to increase access to the task. If needed, say "A gift, or present, is something that is given to someone." ELPS 2.C, 2.D

Say:

- "Sometimes, we may receive money as a gift."
- "Listen to each story. Circle to show if this story shows the person earning income or getting money as a gift. Explain to your partner how you know."

Read aloud Problems 2–6 on the Activity 2 PDF.

2 Monitor



After complete **Problem 2,** refer to the D Differentiation | Teacher Moves table on the following page.

If students need help getting started . . .

- Ask, "What happened in the story?"
- Ask, "What is different about earning income and getting a gift?"

A **Accessibility: Conceptual processing** Suggest students act out or draw a picture to show what is happening in each story.

3 Connect



Invite students to share their responses for Problem 2.

Read aloud Problems 3 and 5 again. ELPS 1.E

Use the Think-Pair-Share routine. Ask:

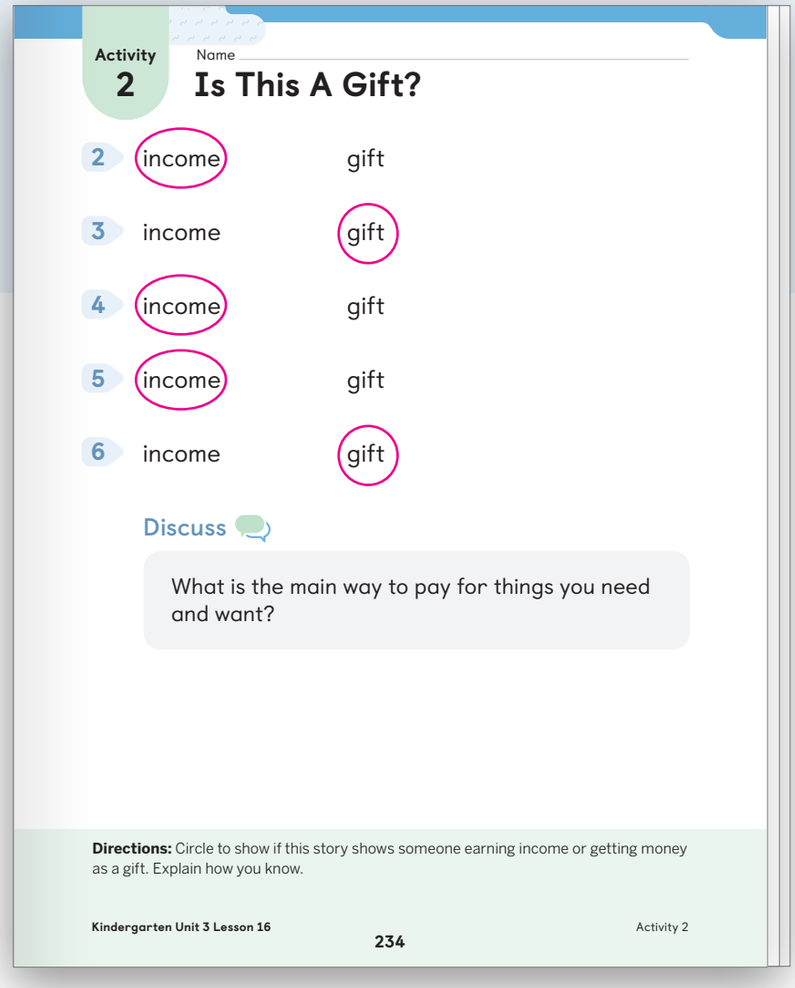
- "What is alike about these stories?"
- "What is different about these stories?"

Say (if not yet mentioned in the discussion):

- "These stories are alike because the kids have money at the end in both of the stories. Jada has 20 dollars and Clare has 5 dollars."
- "These stories are different because Clare earned money by doing her chores, while Jada was given a gift. Jada did not do work to earn the money she was given - it was a gift for Lunar New Year. The money that Clare has is called income, because she worked to earn it."

Key Takeaway: Say, "Money can be earned as income or received as a gift."

Student Edition



Activity 2

Name

Is This A Gift?

2	income	gift
3	income	gift
4	income	gift
5	income	gift
6	income	gift

Discuss

What is the main way to pay for things you need and want?

Directions: Circle to show if this story shows someone earning income or getting money as a gift. Explain how you know.

Kindergarten Unit 3 Lesson 16 234 Activity 2

Presentation Screens

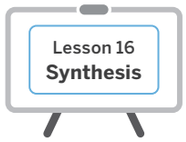
D Differentiation | Teacher Moves

Look for students who . . .	For example . . .	Provide support . . .
Almost there Identify getting money by selling lemonade at a lemonade stand as receiving a gift.	2. income **gift**	**Support** Ask, "Why do Shawn and Diego have 7 dollars?"
Identify getting money by selling lemonade at a lemonade stand as earning income.	2. **income** gift	**Stretch** Ask, "Shawn and Diego had a lemonade stand in their neighborhood. What are some places in your neighborhood where you buy things?"

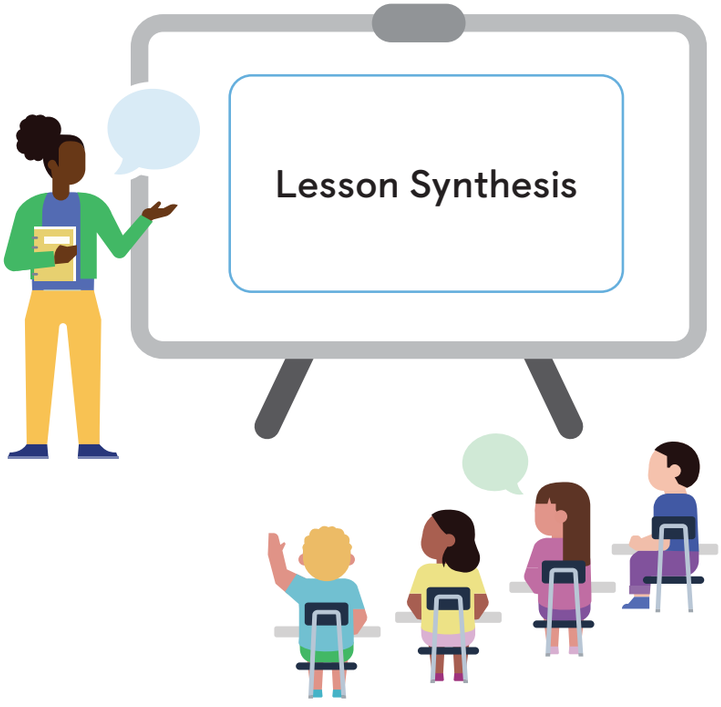
Whole Class | 10 min

Synthesis

Presentation Screens



Lesson Takeaway: Income is money that is earned through a job or other means, in contrast to money that is given as a gift, and is a source to meet needs and wants.



Ask, "There are things that we need and things that we want. What is 1 thing that you need? What is 1 thing that you want?"

Use the Think-Pair-Share routine. Ask, "What is a way that you can earn income to pay for the things you need or want?"

Use the Think-Pair-Share routine. Ask, "Priya's older brother works at the farm stand. At the end of the week, he was given $50. Did Priya's older brother earn income or receive a gift?

Say, "Money is needed to buy things we need and want. We can earn **income** by having a **job**, doing chores, or selling things and then use that money to buy what we need or want."

Formalize vocabulary: income, job

(optional) **Consider using the Word Connections: Making Predictions routine** to support students' understanding of the term **income**. Consider asking, "How can you think about money "coming in" to help you predict what "income" might mean?" **ELPS 3.E**

Refer to the *Math Language Development Resources* for a description of this routine and for more vocabulary support.

Invite students to refer to the **Summary** during Practice or anytime during the year.

Show What You Know (Optional)

Independent | 5 min

Show What You Know PDF


Name _____ Date _____

Show What You Know 3.16

Clare's mom is a doctor at the hospital. Each week she gets money for the time she works there.

Shawn got 4 dollars in a plastic Easter egg.

Han put away his laundry and helped unload the dishwasher. His dad gave him 5 dollars for completing his chores.

I can . . .
Identify ways to earn income.

Directions: Circle **2** story problems that describe someone earning income.

98

Today's Goals

1. **Goal:** Identify different ways to earn income.
2. **Goal:** Differentiate between money earned as income and money received as a gift.
   - In the *Show What You Know*, students identify stories that show a person earning income instead of receiving a gift.
3. **Language Goal:** Justify whether money is being earned as income or received as a gift. **(Listening and Speaking)** **ELPS 1.B, 2.B, 2.E**

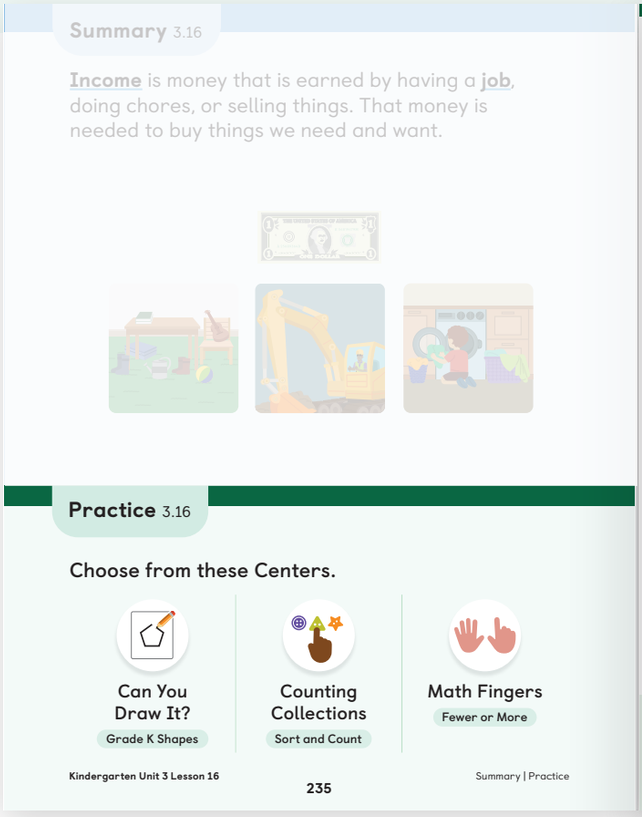
D **Differentiation** See the last page of the lesson for differentiation and Math Language Development support.

Practice

Independent

Provide students with sufficient practice to build and reinforce their conceptual understanding, fluency, and application of mathematical topics, assessment practice, and ongoing spiral review.

Students using print


Summary 3.16

Income is money that is earned by having a job, doing chores, or selling things. That money is needed to buy things we need and want.

Practice 3.16

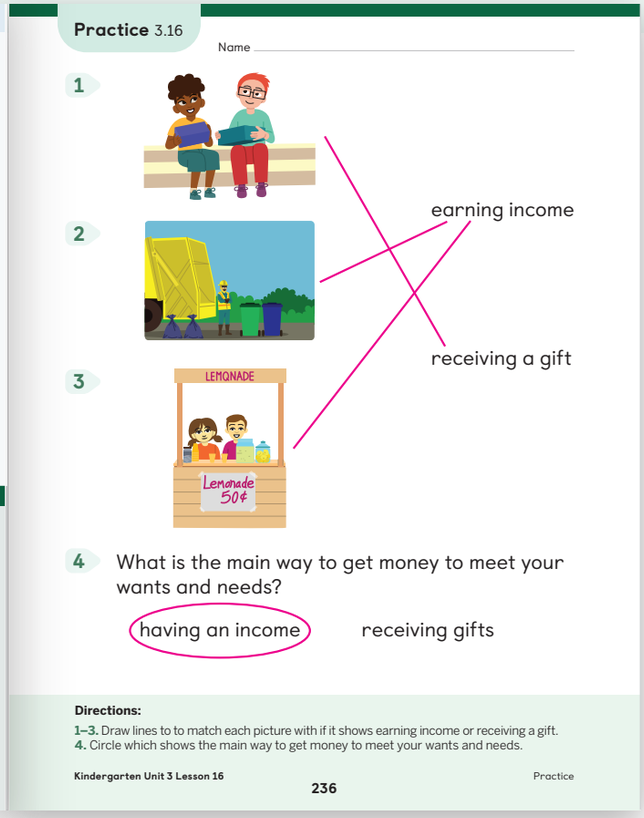
Choose from these Centers.

Can You Draw It? — Grade K Shapes

Counting Collections — Sort and Count

Math Fingers — Fewer or More

Kindergarten Unit 3 Lesson 16 235 Summary | Practice


Practice 3.16

Name _____

1 2 3

earning income

receiving a gift

LEMONADE

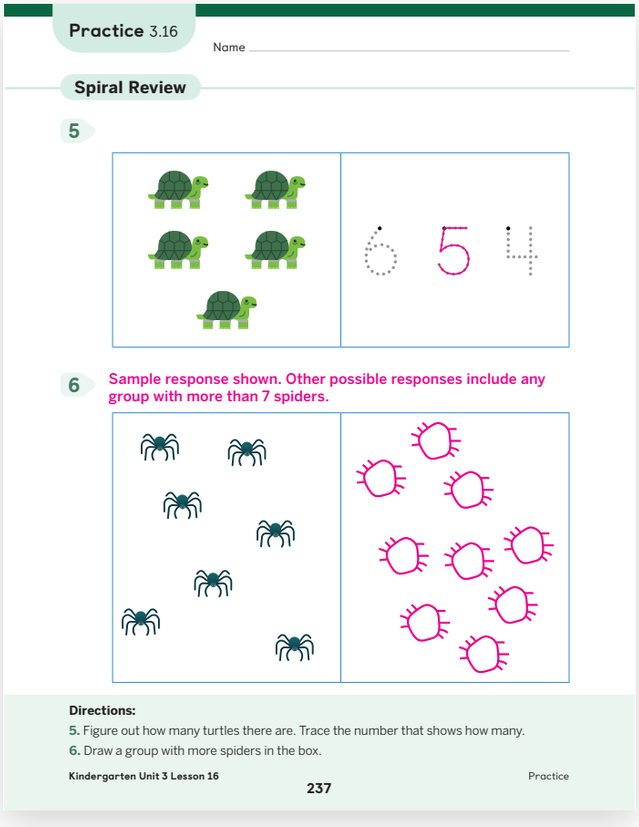
Lemonade 50¢

4 What is the main way to get money to meet your wants and needs?

having an income receiving gifts

Directions:
1–3. Draw lines to to match each picture with if it shows earning income or receiving a gift.
4. Circle which shows the main way to get money to meet your wants and needs.

Kindergarten Unit 3 Lesson 16 236 Practice


Practice 3.16

Name _____

Spiral Review

5

6 Sample response shown. Other possible responses include any group with more than 7 spiders.

Directions:
5. Figure out how many turtles there are. Trace the number that shows how many.
6. Draw a group with more spiders in the box.

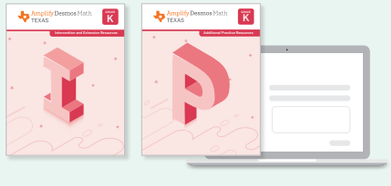
Kindergarten Unit 3 Lesson 16 237 Practice

Practice Problem Item Analysis

	Problem(s)	DOK	TEKS
On-Lesson			
	1–4	2	K.9.B
Spiral Review			
	5	1	K.2.B*, K.2.C
	6	1	K.2.B

*This problem builds toward the standard shown.

Need more Practice?

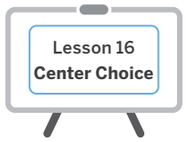


Additional practice can be found in the **Practice Resources, Intervention and Extension Resources,** and online resources (item banks, Boost Personalized Learning, and Fluency Practice).

Center Choice Time

Purpose: Use this time to support students working in Centers, gather formative assessment data, or work with a small group of students on targeted skills.

Presentation Screen



Short on time? Consider omitting the Center Choice Time.

Can You Draw It?

Grade K Shapes

Pairs | 15 min | K.6.D, K.6.F

Students describe and draw two-dimensional shapes with a partner.

Materials

- two-color counters **(Manipulative Kit)**
- straightedges **(Classroom materials)**
- Directions, Gameboard, Recording Sheet **(Centers Resources)**

Corresponds with the checklist from Unit 3, Sub-Unit 1.

Counting Collections

Sort and Count

Pairs | 15 min | K.2.B, K.2.C

Students sort and count collections of up to 10 objects to practice sorting and to develop fluency with counting.

Materials

- 5-frames, collections of objects (up to 10) **(Manipulative Kit)**
- Directions, Recording Sheet **(Centers Resources)**

Corresponds with the checklist from Unit 3, Sub-Unit 1.





Use Centers as games to offer fun and engaging ways for students to practice math skills.

GAMES

Math Fingers

Fewer or More

Pairs | 15 min | K.2.D, K.2.E

Students use their fingers to show fewer or more than a quantity from 1 to 10.

Materials

- Directions, Math Fingers Cards (one set per pair) **(Centers Resources)**

Corresponds with the checklist from Unit 2, Sub-Unit 1.

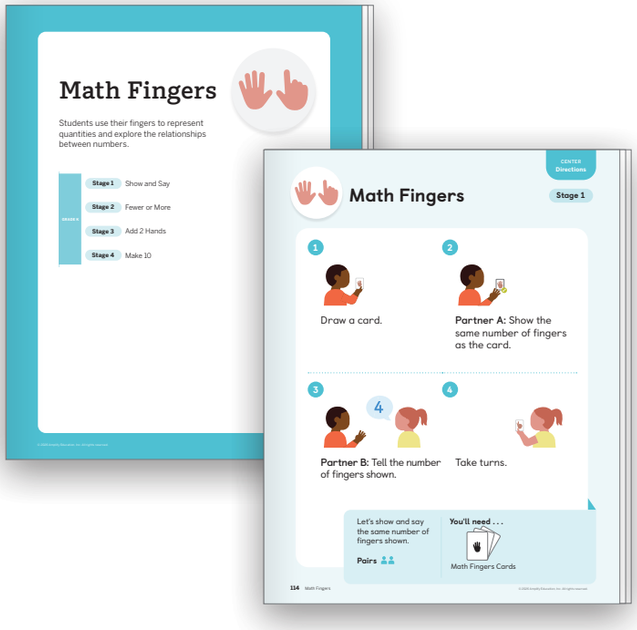
D Differentiation | Teacher Moves

Work with students in their Centers by:

- Reinforcing Center routines and positive interactions.
- Asking probing questions to propel student thinking forward.
- Recording observations using the checklist provided.

Consider pulling a small group of students for:

- Reviewing the lesson's learning goal by using the *Mini-Lesson* or the supports provided in the lesson.
- Reviewing essential skills from prior lessons or units.





Differentiation Use after Lesson 16

Lesson Goal: Differentiate between money earned as income and money received as a gift.

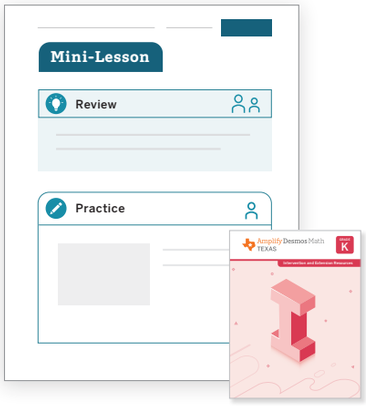
Support

Provide targeted intervention for students by using these resources.

If students circle the story in which Shawn finds 4 dollars in an Easter egg:

Respond:

- Assign the *Identifying Income and Gifts* Mini-Lesson. | 15 min
- Students will also have more opportunities to develop this concept in future lessons, so intervention is not necessary at this time.



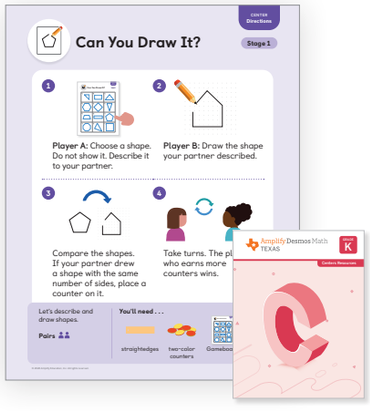
Strengthen

Reinforce students' understanding of the concepts assessed by using these resources.

If students circle the story in which Clare's mom receives money for working as a doctor at the hospital:

Respond:

- Invite students to play these **Centers.** | 15 min
  Can You Draw It?: Grade K Shapes
  Counting Collections: Sort and Count
  Math Fingers: Fewer and More
- Have students complete **Lesson 16 Practice.** | 15 min
- **Item Bank**



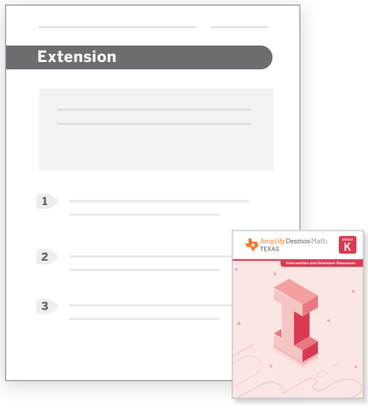
Stretch

Challenge students and extend their learning with these resources.

If students circle the story in which Clare's mom receives money for working as a doctor at the hospital and the story in which Han receives money for completing his chores:

Respond:

- Invite students to explore the **Sub-Unit 3 Extension Activities.** | 15 min
- Revisit Activity 1 and invite students to respond to the **Stretch** question from the *Differentiation: Teacher Moves* table. | 5 min



Support, *Strengthen*, and *Stretch* learning by assigning these digital resources that adjust to each student's current level of skill and understanding.
• **Boost Personalized Learning** • **Fluency Practice** • **Math Adventures**

Math Language Development

EB Use the ***Math Language Development Resources*** for further language support with all your students, including those building English proficiency.

- English/Spanish cognates
- Vocabulary routines



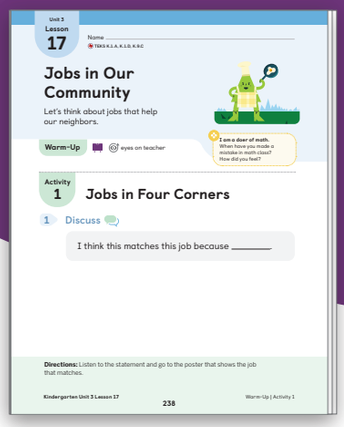


Professional Learning

In this lesson, students made sense of stories that were read aloud to them. In what ways can you support students in making sense of stories they hear in future lessons and units?

Unit 3
Lesson
17

Student Edition pages and Presentation Screens support learning in this lesson.



Jobs in Our Community

Skills Needed for Different Jobs

Let's think about jobs that help our neighbors.

Key Concepts

Today's Goal

1. **Language Goal:** Describe skills that are needed to do different jobs. **(Listening and Speaking)** ELPS 1.B, 2.B, 2.E

Connections and Coherence

Students are introduced to the term **skill** and consider what skills are needed to do jobs in their community. Identifying skills needed to perform a variety of jobs prepares students to apply mathematics to solve problems that arise in society and the workplace. **(TEKS K.1.A)**

Prior Learning

In Lesson 16, students identified ways to earn income.

Future Learning

In Grade 1, students will understand income as a way to obtain goods and services.

Integrating Rigor in Student Thinking

- Students build their **conceptual understanding** that jobs require a variety of skills.

Vocabulary

New Vocabulary

skill

Review Vocabulary

job

TEKS

Addressing

K.9.C

List simple skills required for jobs.

Also Addressing: **K.2.D**

Math Process Standards: K.1.A, K.1.D

ELPS: 1.A, 1.B, 1.C, 1.E, 2.B, 2.C, 2.D, 2.E

Building Toward

1.9.B

Building Math Identity

I am a doer of math.

What are some jobs that people in your community do?

Invite students to reflect on this question as they complete this lesson.

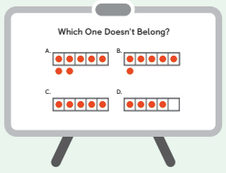
Lesson at a Glance 60 min

TEKS: K.1.A, K.1.D, K.2.D, K.9.C

Warm-Up Fluency

Whole Class | 10 min

Students use the **How Many Do You See?** routine, in which they develop fluency by looking at and describing different arrangements of dots on 5-frames. They may use the structure of the 5-frame and their knowledge of 1 more and 1 less to determine how many dots there are.
(TEKS K.1.D)

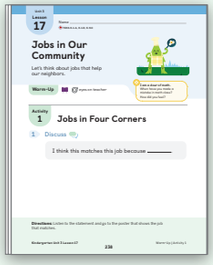


Activity 1

Whole Class | 15 min

Students travel around the room to posters to match statements to 4 different jobs: nurse, grocery store cashier, firefighters, and bus driver. Students are introduced to the term **skills** during the connect and discuss how different jobs need different skills.

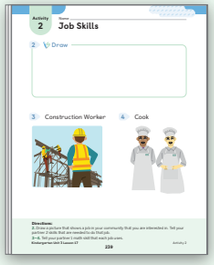
Note: The Student Edition is not required for this activity.
Materials: Activity 1 PDF, *Job Posters*, Activity 1 PDF, *Job Statements*
Additional Prep Prepare: Place each page of the Activity 1 PDF, Job Posters around the classroom



Activity 2

Pairs | 10 min

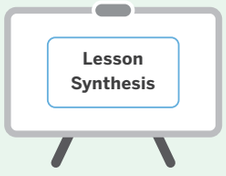
Students draw a picture to show a job in their community and describe skills needed for that job. They also describe math skills that are needed by construction workers, cooks, and other jobs.



Synthesis

Whole Class | 10 min

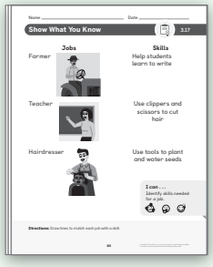
Students review and reflect on skills that are needed for jobs in their community.



Show What You Know (optional)

Independent | 5 min

Students demonstrate their understanding by matching each skill with a corresponding job.

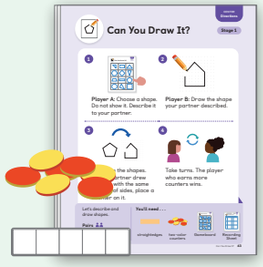


Center Choice Time

Small Groups | 15 min

Students have an opportunity to revisit these Centers practice counting and representing quantities and describing and drawing shapes.

- Can You Draw it?
- Counting Collections
- Math Fingers



Math Language Development

EB Emergent Bilinguals

Consider using the *Math Language Development Resources* with the **Activity 2, Monitor** to support math language acquisition.

✓ Sentence frames and word bank

ELPS 1.B, 1.E, 2.B, 2.C, 2.D, 2.E, 2.F



Pre-Production	Beginning	Intermediate	High Intermediate	Advanced
Students **listen** to spoken English and **respond** using their primary languages and gestures.	Students **listen** to spoken English and **speak** using their primary languages, gestures, and single words or short phrases.	Students **listen** to spoken English and **speak** using short phrases or simple sentences.	Students **listen** to spoken English and **speak** using a variety of sentence types.	Students **listen** to spoken English and **speak** using longer sentences. Exemplar responses are provided.

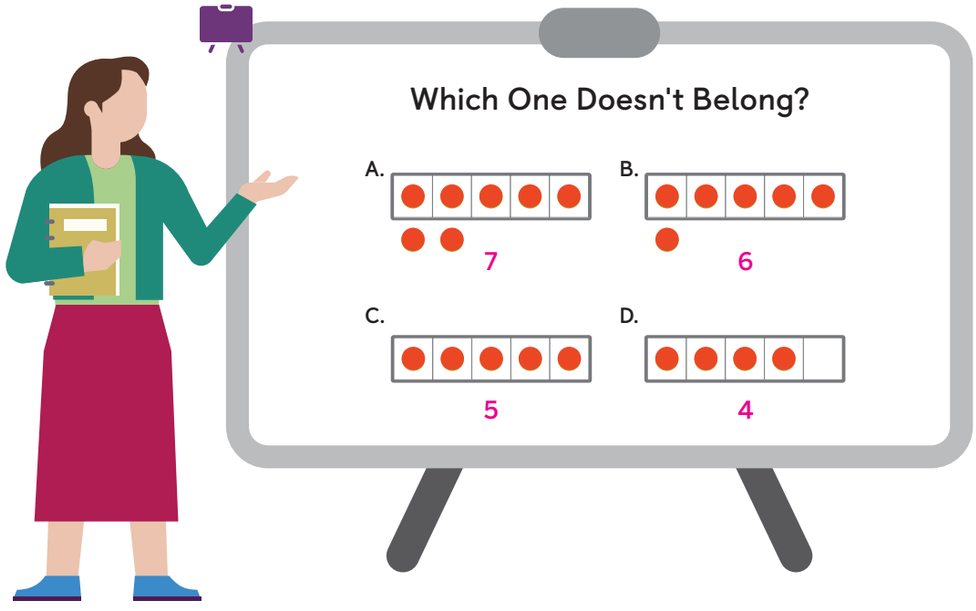
Whole Class | 10 min

Presentation Screen



Warm-Up How Many Do You See? Fluency

Purpose: Students use the 5 + n structure of 5-frames to quickly determine the number of dots.



Why these problems? These images lend themselves to using the structure of the 5-frame to quickly determine the number of dots.

1 Launch

Use the How Many Do You See? routine.

Flash Image A for 3–5 seconds, and ask, "How many do you see? How do you see them?"

Say, "Give me a signal when you have an answer."

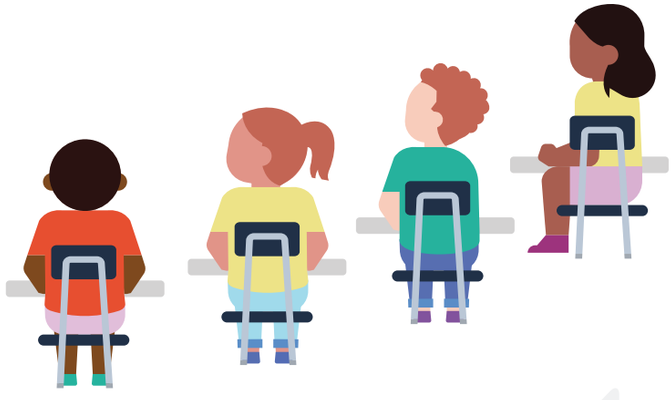
Display the image again, leaving it displayed to discuss.

2 Connect

Record 2 or 3 students' responses, and ask, "How did you see them?"

Repeat for each image, spending the most time discussing Image A and Image B.

Display Image B and Image C and ask, "What changed from Image B to Image C?"



Students might say . . . ELPS 2.C, 2.D

A: *There are 5, 6, 7. There are 7.*

B: *There are 5 on top and 1 more. There are 6.*

C: *The 5-frame is full, so there are 5.*

D: *There is 1 less, so there are 4.*

Whole Class | 15 min

Activity 1 Jobs in Four Corners

Purpose: Students match skills to jobs that are in their community to develop their understanding that different jobs need different skills.

Presentation Screens



Materials

- Display each page of the Activity 1 PDF, *Job Posters* around the classroom before the activity.
- Read aloud each statement on the Activity 1 PDF, *Job Statements*, during the Launch.

Short on time? Consider omitting the last 2 statements.

1 Launch



Use the Think-Pair-Share routine. Ask, "A job is work that is done to earn income. What are some jobs that people do in our community?"

Say:

- "There are many different jobs in our community."
- "I'm going to read some statements about things that people do as part of jobs in our community. Go to the poster of the job that matches."

A **Accessibility: Executive functioning** Review where students will travel in the room. Ask, "For example, if I said 'This person needs to be able to use a big hose, which poster would you go to?'

2 Monitor



While students complete the activity, refer to the D Differentiation | Teacher Moves table on the following page.

If students need help getting started . . .

- Say, "Tell me in your own words what the statement is about."
- Ask, "What does a nurse do? What does a bus driver do?"

3 Connect



Display all 4 of the job posters.

Use the Think-Pair-Share routine. Ask:

- "What is alike about these jobs?"
- "What is different about these jobs?":

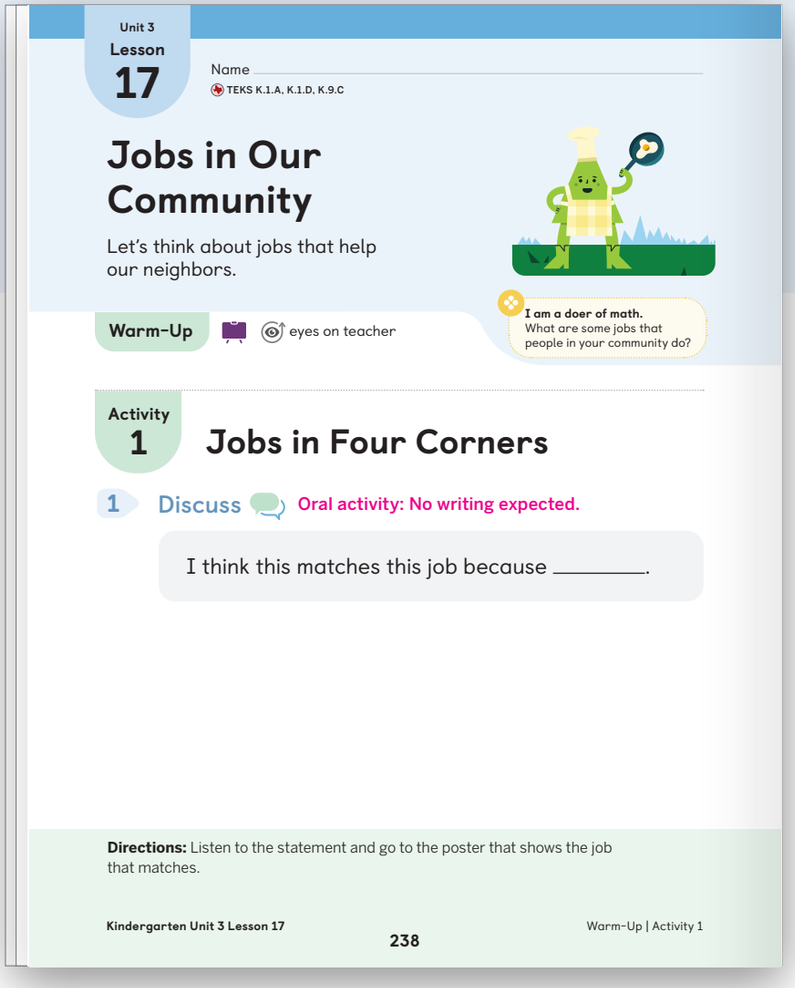
Say:

- "These jobs all help our community. There are certain things that people in these jobs need to be able to do."
- "A **skill** is something that you need to be able to do well in order to do a job. A bus driver needs to know how to park the bus. They also need to remember the routes to get kids from their houses to school and back. A firefighter needs to be able to use a big fire hose. These are examples of skills."

EB **Emergent Bilinguals:** Invite students to share what the new term, *skill*, reminds them of. (e.g., "When I hear [term], I think . . .") This may help surface multiple meanings and encourage students to connect to their prior knowledge. ELPS 2.B

Key Takeaway: Say, "Different jobs need different **skills**."

Student Edition



Unit 3
Lesson 17

Name

TEKS K.1.A, K.1.D, K.9.C

Jobs in Our Community

Let's think about jobs that help our neighbors.

I am a doer of math.
What are some jobs that people in your community do?

Warm-Up eyes on teacher

Activity 1

Jobs in Four Corners

1 Discuss Oral activity: No writing expected.

I think this matches this job because _____.

Directions: Listen to the statement and go to the poster that shows the job that matches.

Kindergarten Unit 3 Lesson 17 238 Warm-Up | Activity 1

Presentation Screens

D Differentiation | Teacher Moves

Look for students who . . .	For example . . .	Provide support . . .
Almost there Match "knows how to give a shot" with the bus driver poster.	*The bus driver needs to know how to give a shot.*	**Support** Ask, "What kinds of things does a bus driver do? What kinds of things does a nurse do?"
Match "knows how to give a shot" with the nurse poster.	*The nurse needs to know how to give a shot.*	**Stretch** Ask, "What are some other things that a nurse needs to be able to do?"

Pairs | 10 min

Presentation Screens



Activity 2 Job Skills

Purpose: Students recognize that jobs require many skills as they describe the skills needed for the given jobs.

1 Launch



Say, "Draw a picture that shows a job in your community that you are interested in. Tell your partner 2 skills that are needed to do that job."

Have students complete Problem 1 and pause for a class discussion before completing Problems 2 and 3.

Say, "Many jobs use math skills. Tell your partner 1 math skill that each of these jobs uses."

EB **Emergent Bilinguals:** IEncourage students to share their responses in their primary language before sharing in English. This will provide multilingual learners with additional time to make sense of the content that they are sharing. ELPS 1.C, 1.E, 2.C

2 Monitor



After students have completed **Problem 1,** refer to the D Differentiation | Teacher Moves table on the following page.

If students need help getting started . . .

- Ask, "What are some jobs that people in your family do?"
- Ask, "What could you draw to show that job?"

MLR **MLR8: Discussion Supports — Pressing for Details** ELPS 2.E

As students share, press for details in their descriptions. For example:

- If a student says, "A construction worker needs to measure."
- Press for details by asking, "What kind of things do construction workers measure? What other skills do they need?"

3 Connect



Invite students to share their responses from Problem 2.

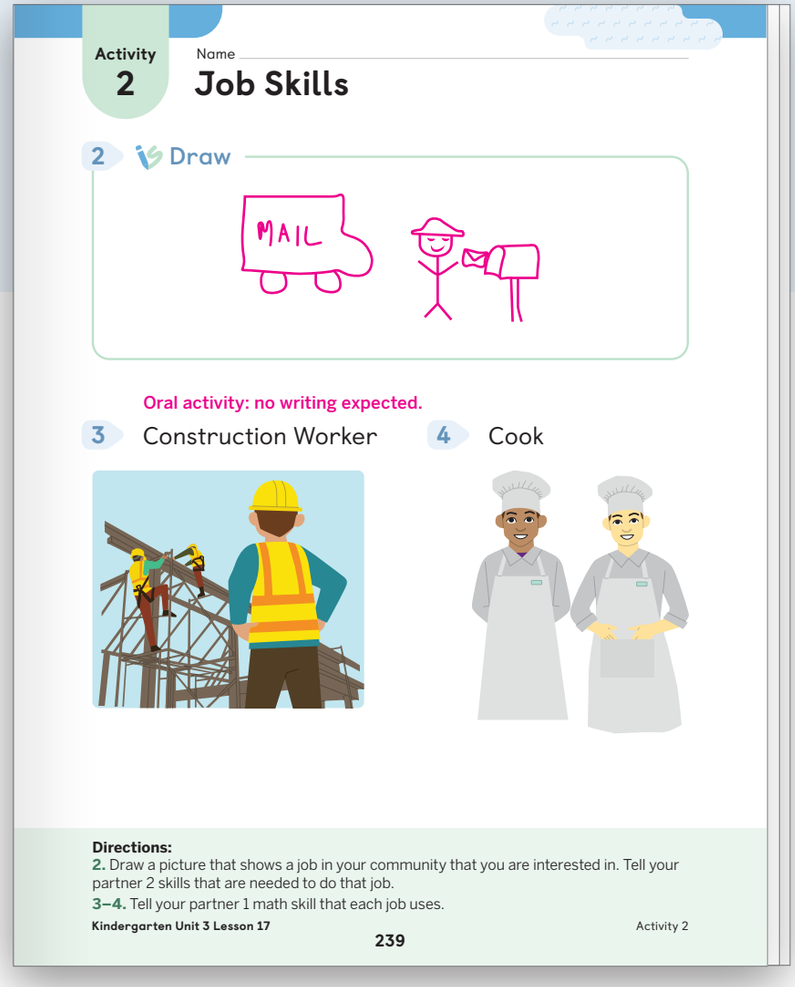
Use the Think-Pair-Share routine. Ask:

- "What are some jobs that you think need to use counting?"
- "What are some jobs that you think need to measure things?"

Say, "Counting and measuring are math skills that are used in many jobs. For example, an engineer needs to count to figure out how many windows a building should have. A seamstress needs to measure to figure out how long a dress should be."

Key Takeaway: Say, "Jobs require many different skills, including math skills."

Student Edition



Activity 2

Name

Job Skills

2 Draw

Oral activity: no writing expected.

3 Construction Worker

4 Cook

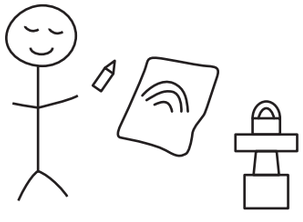
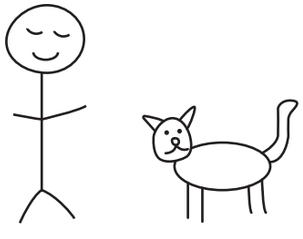
Directions:
2. Draw a picture that shows a job in your community that you are interested in. Tell your partner 2 skills that are needed to do that job.
3–4. Tell your partner 1 math skill that each job uses.

Kindergarten Unit 3 Lesson 17 Activity 2

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Presentation Screens

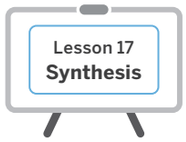
D Differentiation | Teacher Moves

Look for students who . . .	For example . . .	Provide support . . .
Almost there Draw a picture of a veterinarian and list coloring and playing with toys as skills.	 *A vet needs to be able to color and play with toys.*	**Support** Ask, "What kinds of things does a vet do?"
Draw a picture of a veterinarian and list taking care of animals and give medicine as skills.	 *A vet needs to be able to take care of animals and give them medicine.*	**Stretch** Ask, "Are there other jobs that use those same skills?"

Whole Class | 10 min

Synthesis

Presentation Screens



Lesson Takeaway: A **skill** is something that you need to be able to do well in order to be successful in a job. Jobs in our community require a variety of skills.



Use the Think-Pair-Share routine. Ask, "One skill is being able to use tools, like a saw or a screwdriver. What's a job that would need this skill?"

Say, "Different jobs need different skills. A handyman, a carpenter, and a mechanic are all jobs that need to know how to use tools."

Use the Think-Pair-Share routine. Ask, "What are 2 other skills that a mechanic needs to have?"

Say, "A mechanic needs to know about many different types of cars. They also need to be able to fix a tire if it is flat. These are examples of skills."

Formalize vocabulary: skill

(optional) **Consider using the Total Physical Response routine** by inviting students to create a movement that shows a **skill** that a mechanic might need, such as removing a tire. Consider demonstrating this movement if students are unfamiliar. Invite students to perform this physical action as you say the term *skill* aloud. **ELPS 1.A, 1.B, 1.C, 1.E**

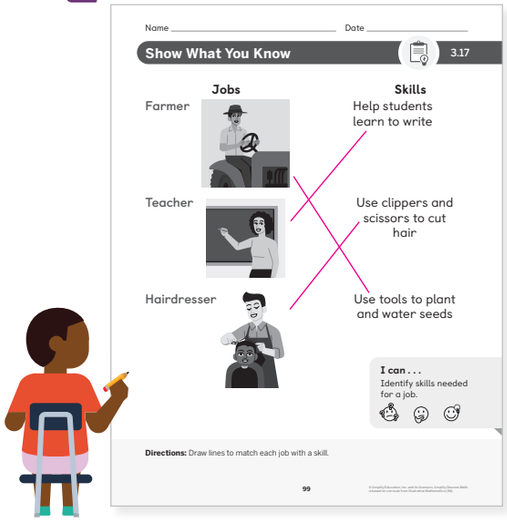
Refer to the *Math Language Development Resources* for a description of this routine and for more vocabulary support.

Invite students to refer to the **Summary** during Practice or anytime during the year.

Show What You Know (Optional)

Independent | 5 min

Show What You Know PDF


Name _____ Date _____

Show What You Know 3.17

Jobs	Skills
Farmer	Help students learn to write
Teacher	Use clippers and scissors to cut hair
Hairdresser	Use tools to plant and water seeds

I can . . .
Identify skills needed for a job.

Directions: Draw lines to match each job with a skill.

99

Today's Goal

1. **Language Goal:** Describe skills that are needed to do different jobs. **(Listening and Speaking)** **ELPS 1.B, 2.B, 2.E**
   - In the *Show What You Know*, students match each skill to a corresponding job.

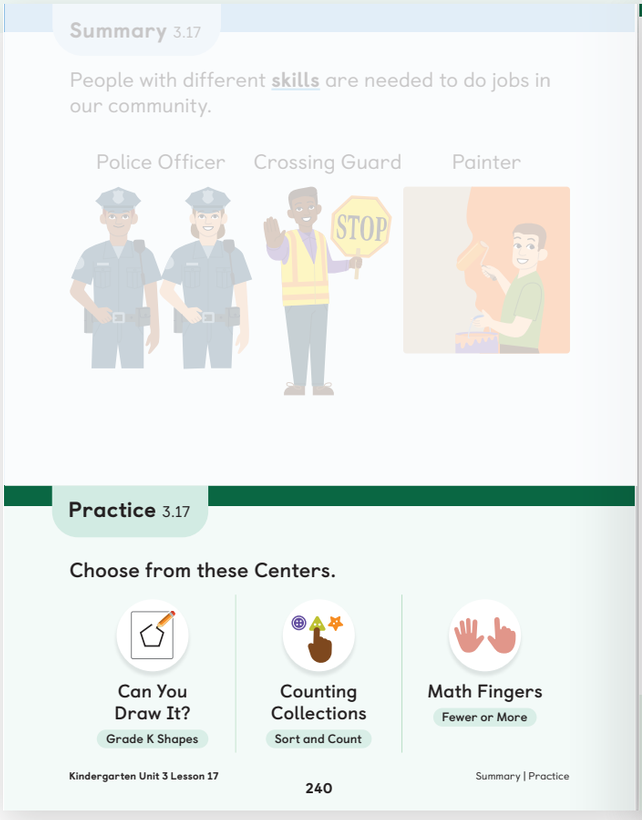
D **Differentiation** See the last page of the lesson for differentiation and Math Language Development support.

Practice

Independent

Provide students with sufficient practice to build and reinforce their conceptual understanding, fluency, and application of mathematical topics, assessment practice, and ongoing spiral review.

Students using print



Summary 3.17

People with different **skills** are needed to do jobs in our community.

Police Officer | Crossing Guard | Painter

Practice 3.17

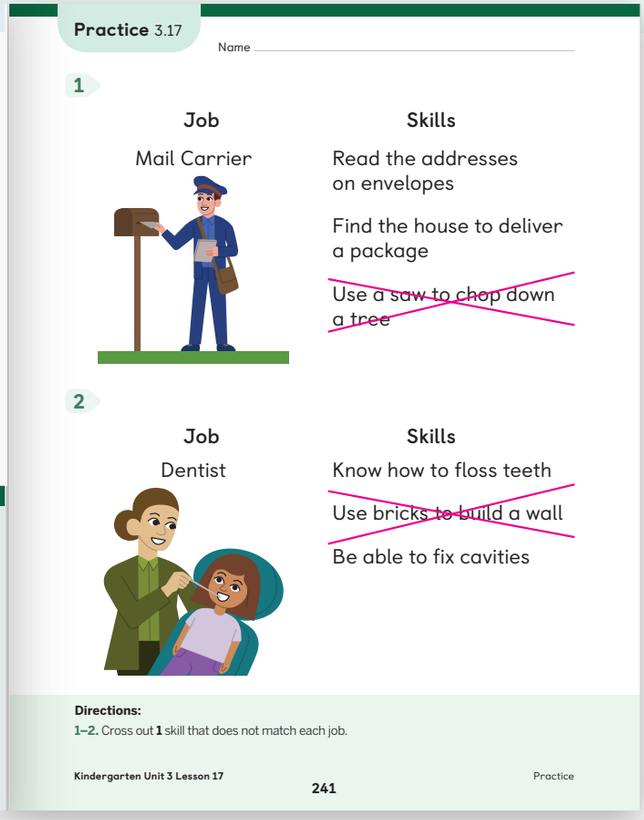
Choose from these Centers.

Can You Draw It? — Grade K Shapes

Counting Collections — Sort and Count

Math Fingers — Fewer or More

Kindergarten Unit 3 Lesson 17 240 Summary | Practice



Practice 3.17

Name _____

1

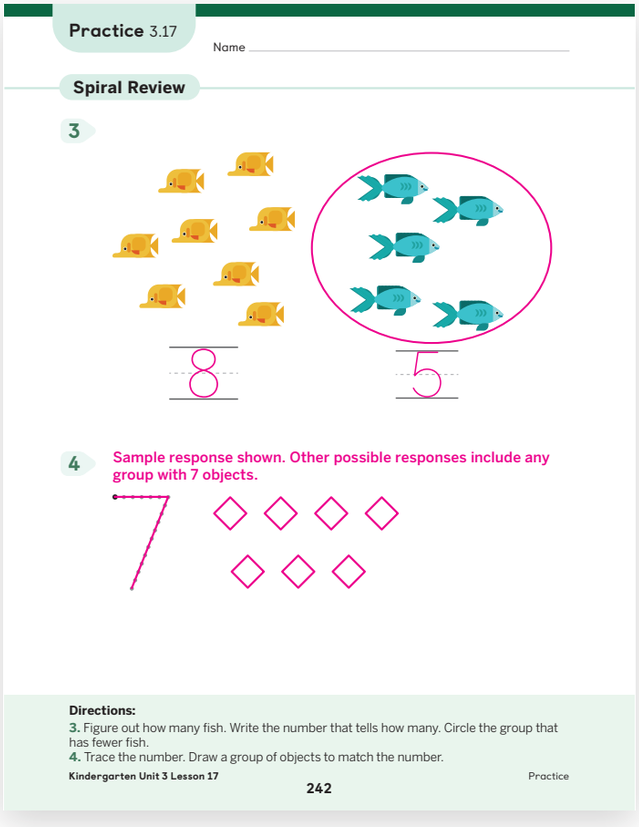
Job	Skills
Mail Carrier	Read the addresses on envelopes
	Find the house to deliver a package
	~~Use a saw to chop down a tree~~

2

Job	Skills
Dentist	Know how to floss teeth
	~~Use bricks to build a wall~~
	Be able to fix cavities

Directions:
1–2. Cross out **1** skill that does not match each job.

Kindergarten Unit 3 Lesson 17 241 Practice



Practice 3.17

Name _____

Spiral Review

3

4 Sample response shown. Other possible responses include any group with 7 objects.

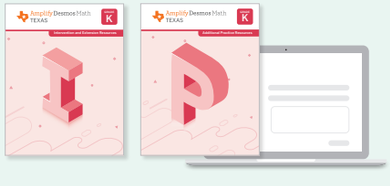
Directions:
3. Figure out how many fish. Write the number that tells how many. Circle the group that has fewer fish.
4. Trace the number. Draw a group of objects to match the number.

Kindergarten Unit 3 Lesson 17 242 Practice

Practice Problem Item Analysis

	Problem(s)	DOK	TEKS
On-Lesson			
	1, 2	2	K.9.C
Spiral Review			
	3	1	K.2.B, K.2.C, K.2.E
	4	1	K.2.B

Need more Practice?

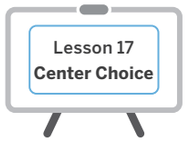


Additional practice can be found in the **Practice Resources, Intervention and Extension Resources,** and online resources (item banks, Boost Personalized Learning, and Fluency Practice).

Center Choice Time

Purpose: Use this time to support students working in Centers, gather formative assessment data, or work with a small group of students on targeted skills.

Presentation Screen



Short on time? Consider omitting the Center Choice Time.

Can You Draw It?

Grade K Shapes

Pairs | 15 min | K.6.D, K.6.F

Students describe and draw two-dimensional shapes with a partner.

Materials

- two-color counters **(Manipulative Kit)**
- straightedges **(Classroom materials)**
- Directions, Gameboard, Recording Sheet **(Centers Resources)**

Corresponds with the checklist from Unit 3, Sub-Unit 1.

Counting Collections

Sort and Count

Pairs | 15 min | K.2.B, K.2.C

Students sort and count collections of up to 10 objects to practice sorting and to develop fluency with counting.

Materials

- 5-frames, collections of objects (up to 10) **(Manipulative Kit)**
- Directions, Recording Sheet **(Centers Resources)**

Corresponds with the checklist from Unit 3, Sub-Unit 1.





Use Centers as games to offer fun and engaging ways for students to practice math skills.

GAMES

Math Fingers

Fewer or More

Pairs | 15 min | K.2.D, K.2.E

Students use their fingers to show fewer or more than a quantity from 1 to 10.

Materials

- Directions, Math Fingers Cards (one set per pair) **(Centers Resources)**

Corresponds with the checklist from Unit 2, Sub-Unit 1.

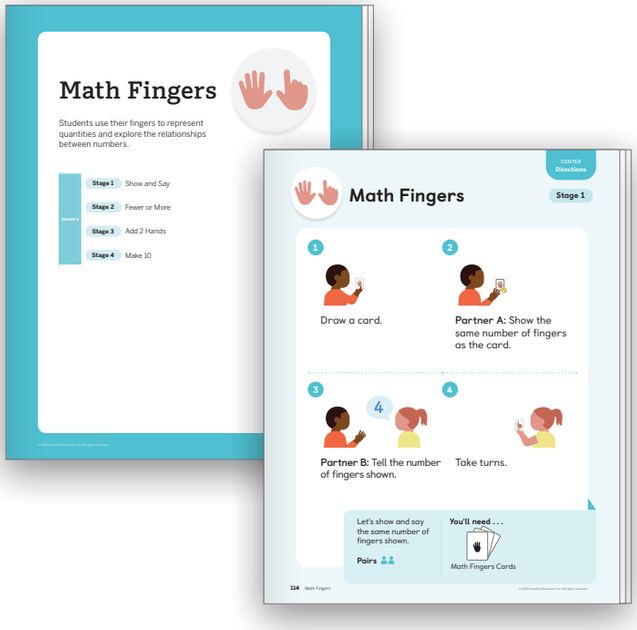
D Differentiation | Teacher Moves

Work with students in their Centers by:

- Reinforcing Center routines and positive interactions.
- Asking probing questions to propel student thinking forward.
- Recording observations using the checklist provided.

Consider pulling a small group of students for:

- Reviewing the lesson's learning goal by using the *Mini-Lesson* or the supports provided in the lesson.
- Reviewing essential skills from prior lessons or units.





Differentiation Use after Lesson 17

Lesson Goal: Describe skills that are needed to do different jobs.

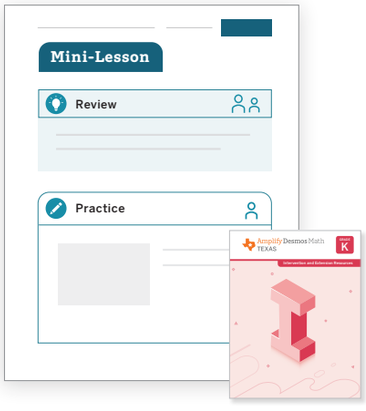
Support

Provide targeted intervention for students by using these resources.

If students match "use clippers and scissors to cut hair" to teacher:

Respond:

- Assign the *Identifying Job Skills* Mini-Lesson. | 15 min
- Review the Activity 1 Connect.



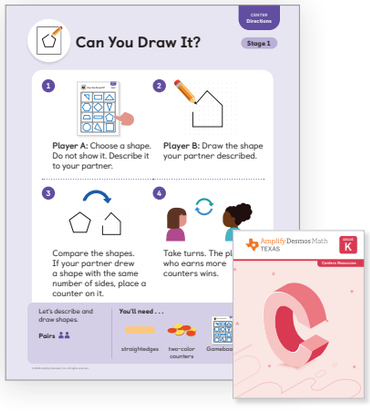
Strengthen

Reinforce students' understanding of the concepts assessed by using these resources.

If students match "use clippers and scissors to cut hair" to hairdresser and "use tools to plant water and seeds" to teacher:

Respond:

- Invite students to play these **Centers.** | 15 min
  Can You Draw It?: Grade K Shapes
  Counting Collections: Sort and Count
  Math Fingers: Fewer and More
- Have students complete **Lesson 17 Practice.** | 15 min
- **Item Bank**



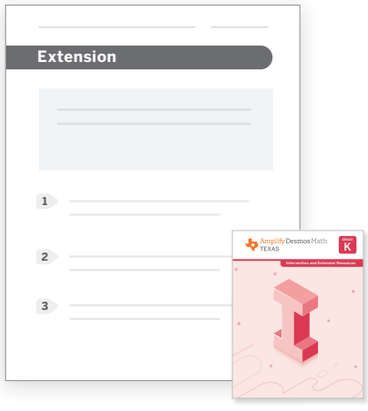
Stretch

Challenge students and extend their learning with these resources.

If students match "use clippers and scissors to cut hair" to hairdresser, "use tools to plant water and seeds" to farmer, and "help students learn to write" to teacher:

Respond:

- Invite students to explore the **Sub-Unit 3 Extension Activities.** | 15 min
- Revisit Activity 2 and invite students to respond to the **Stretch** question from the *Differentiation: Teacher Moves* table. | 5 min



Support, *Strengthen*, and *Stretch* learning by assigning these digital resources that adjust to each student's current level of skill and understanding.
• **Boost Personalized Learning** • **Fluency Practice** • **Math Adventures**

Math Language Development

EB Use the ***Math Language Development Resources*** for further language support with all your students, including those building English proficiency.

- English/Spanish cognates
- Vocabulary routines





Professional Learning

Reflect on when students moved around the classroom during Activity 1. What went well? Were there any parts that were challenging?

Notes:

Watch Your Knowledge Grow (Optional)

Purpose: At the beginning of the unit, students rated their understanding of the concepts they were about to explore in the unit. Return to this page at the end of the unit and invite them to rate their understanding again to see how their knowledge has grown.

Invite students to return to the *Watch Your Knowledge Grow* page at the beginning of their Student Edition for this unit.

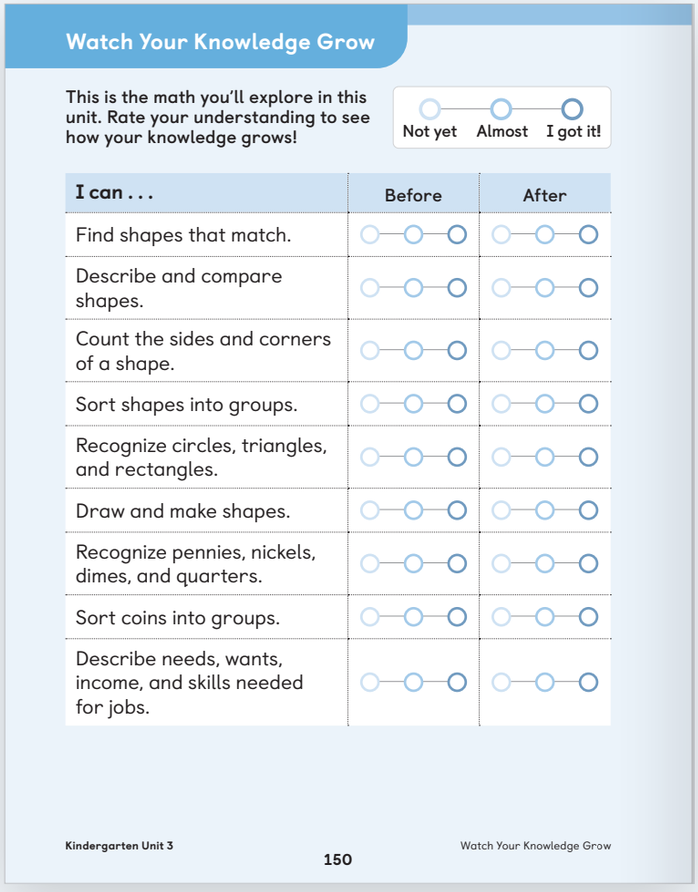
Say, "These were the math concepts that you explored in this unit." Read aloud, or ask a student volunteer to read aloud, the I can statements.

Invite students to rate their understanding of each concept now that they have completed the unit. Then invite them to compare their new understanding to how they rated it at the beginning of the unit. Consider pairing students with a partner and inviting them to discuss these questions:

- "What do you notice? What do you wonder?"
- "How did your knowledge grow in this unit?"
- "What questions do you still have?"

EB **Emergent Bilinguals:** Consider pairing students with partners who speak the same primary language and inviting them to respond to your questions first in their primary language or using a mixture of their primary language and English. **ELPS 1.C, 1.E, 2.C, 2.F**

Math Identity and Community Celebrate the growth of student knowledge throughout the unit, as well as any questions that students still may have about the math concepts they explored. Remind students that it is a normal part of learning to continue to have questions. If you displayed a chart in Unit 1 of students' questions, refer back to it and ask if any of their questions from Unit 1 have been answered. Celebrate any new growth in knowledge, as well as any additional questions that may get added to the chart for this unit!



Watch Your Knowledge Grow

This is the math you'll explore in this unit. Rate your understanding to see how your knowledge grows!

Not yet Almost I got it!

I can . . .	Before	After
Find shapes that match.		
Describe and compare shapes.		
Count the sides and corners of a shape.		
Sort shapes into groups.		
Recognize circles, triangles, and rectangles.		
Draw and make shapes.		
Recognize pennies, nickels, dimes, and quarters.		
Sort coins into groups.		
Describe needs, wants, income, and skills needed for jobs.		

Kindergarten Unit 3 150 Watch Your Knowledge Grow

Notes:

Assess and Respond

Support, strengthen, and stretch learning by assigning these digital resources that adjust to each student's current level of skill and understanding: • **Boost Personalized Learning** • **Fluency Practice** • **Math Adventures**

End-of-Unit Assessment

Independent | 20 min

Facilitation: Assign the End-of-Unit Assessment to learn about your students' understanding of concepts and skills in this unit. Read aloud the problems to students.

Classroom materials:

- One set of 4 pattern blocks with one square, trapezoid, triangle, and hexagon per student

Item Analysis

Problem	Concept or skill	Addressed in	DOK	TEKS
1	Using *longer than* and *shorter than* to compare lengths	Lesson 8	1	K.7.B
2	Identifying shapes	Lesson 7	2	K.6.A
3	Identifying coins	Lesson 13	1	K.4.A
4	Identifying and subitizing shapes	Lesson 6 Unit 2, Lesson 7	2	K.6.A, K.2.D
5	Using wants and needs to compare objects	Lesson 15	2	K.9.D
6	Using wants and needs to identify income and gifts	Lesson 16	2	K.9.A, K.9.B K.1.A
7	Identifying the skills needed for a specific job	Lesson 17	2	K.9.C
8	Creating shapes based on the number of sides and vertices	Lesson 10	2	K.6.F K.1.D
9	Identifying shapes in the environment	Lesson 11	2	K.6.C K.1.A
10	Classifying shapes based on specific descriptions	Lesson 9	2	K.6.D, K.6.E, K.8.A K.1.F

Assessment Resources



- Student Print Assessment
- Answer Keys and Rubrics

Differentiation Resources





Intervention and Extension Resources include:

- Mini-Lessons
- Extensions

Centers Resources includes:

- Centers

Practice

If students need further review or practice with concepts or skills from Unit 3, consider the following resources:

- Lesson Practice (Print)
- Item Bank

Name _____ Date _____

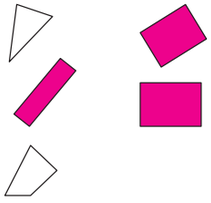
End-of-Unit Assessment

Unit K.3

1



2



3



Directions

1. Put an **X** on the rectangle that is longer.
2. Color **THREE** rectangles.
3. Circle **THREE** quarters. Cross out **FOUR** nickels.
4. Write the number that shows how many triangles you see. Write the number that shows how many circles you see.
5. Circle **THREE** items that are needs. Cross out **THREE** items that are wants.
6. Circle the **ONE** story problem that talks about earning income.
7. Draw lines to match each job with a skill.
8. Draw **ONE** shape with 4 sides and 4 vertices, and draw **ONE** shape with 3 sides and 3 vertices.
9. Circle **THREE** different objects in the picture that look like triangles.
10. Sort your shapes into those with 4 sides and those without 4 sides. Trace the shapes to record your sort.

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Name _____ Date _____

End-of-Unit Assessment (continued)

Unit K.3

4



3 4

5



6

Jada got 4 dollars in her birthday card.	Clare earned 2 dollars from her dad for picking up sticks in the yard.	Han found 3 dollars on the street.

Name _____ Date _____

End-of-Unit Assessment (continued)

Unit K.3

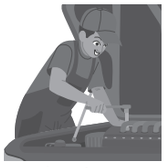
7



garbage collector



bus driver



mechanic

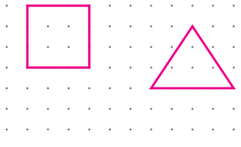
uses tools to fix a car

uses a truck to collect garbage

drives around to help people get to different places

8 Sample response shown.

Draw.



Name _____ Date _____

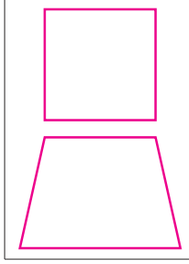
End-of-Unit Assessment (continued)

Unit K.3

9 Sample response shown.



10

Shapes with 4 sides	Shapes without 4 sides
	

D Differentiation (End-of-Unit Assessment)

To **Strengthen** and **Stretch** students' learning, refer to the differentiation resources suggested throughout this Unit.

Sub-Unit Goals	Problem	Respond to Student Thinking
Sub-Unit 1: • Describe, sort, and compare two-dimensional shapes. • Identify squares, circles, triangles, rectangles, and hexagons. • Draw and build two-dimensional shapes.	1	**Support** • **Mini-Lesson:** *Using Longer and Shorter to Compare Lengths* (ML 3.08) • **Teacher Move:** Consider revisiting Lesson 8, Activity 1. • **Emergent Bilinguals:** Consider inviting students to review the vocabulary terms *longer* and *shorter* by defining them first in their primary language and then in English. **ELPS 1.E, 2.B, 3.C, 3.E**
	2	**Support** • **Mini-Lesson:** *Identifying and Comparing Rectangles* (ML 3.07) • **Teacher Move:** Consider inviting students to review the problem and then provide additional opportunities for students to sort rectangles.
	4	**Support** • **Mini-Lessons:** » *Identifying Circles and Triangles* (ML 3.06) » *Counting Objects in Scattered Arrangements* (ML 2.07) • **Center:** *Bingo, Images and Numbers* • **Teacher Move:** Invite students to review the problem and then provide additional opportunities for students to practice subitizing a set of objects in a scattered arrangement. Encourage students to recognize the number of objects without counting.
	8	**Support** • **Center:** *Can You Draw It?, Grade K Shapes* • **Emergent Bilinguals:** Invite students to review the problem by connecting the vocabulary terms *side* and *vertex* with their primary language and then revisiting how to draw the shapes. **ELPS 1.E, 2.B, 3.C, 3.E**
	9	**Support** • **Center:** *Picture Books, Find and Describe Shapes* • **Teacher Move:** Invite students to review the problem and then provide additional opportunities for students to find representations of shapes in different images.
	10	**Support** • **Mini-Lesson:** *Sorting Shapes into Subcategories* (ML 3.09) • **Teacher Move:** Consider revisiting Lesson 9, Activity 1.
Sub-Unit 2: Identify pennies, nickels, dimes, and quarters.	3	**Support** • **Mini-Lesson:** *Sorting and Identifying Coins* (ML 3.13) • **Teacher Move:** Consider inviting students to review the problem and then provide additional practice sorting and naming coins.
Sub-Unit 3: • Develop financial literacy by understanding that income is money earned and the main way to meet wants and needs. • Develop financial literacy by distinguishing between wants and needs and identifying the skills needed to do jobs.	5	**Support** • **Mini-Lesson:** *Identifying Needs and Wants* (ML 3.15) • **Emergent Bilinguals:** Consider inviting students to define the vocabulary terms *needs* and *wants* in their primary language before revisiting the problem with different objects. **ELPS 1.E, 2.B, 3.C, 3.E**
	6	**Support** • **Mini-Lesson:** *Identifying Income and Gifts* (ML 3.16) • **Emergent Bilinguals:** Consider inviting students to define the vocabulary terms *income* and *gifts* in their primary language before providing students with an opportunity to listen to the 2 options in their primary language. **ELPS 1.E, 2.B, 3.C, 3.E**
	7	**Support** • **Mini-Lesson:** *Identifying Job Skills* (ML 3.17)

Notes: