

Dear Parents,

We will begin our next unit of study in math soon. The information below will serve as an overview of the unit as you work to support your child at home. If you have any questions, please feel free to contact me. I appreciate your on-going support.

Sincerely,

Your Child's Teacher

## Unit Name: Shapes

### Common Core State Standards:

**K.G.1** Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above*, *below*, *beside*, *in front of*, *behind*, and *next to*.

**K.G.2** Correctly name shapes regardless of their orientations or overall size.

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

**K.G.4** Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).

### Essential Vocabulary:

- |             |                      |               |
|-------------|----------------------|---------------|
| • Square    | • Sphere             | • Below       |
| • Circle    | • Flat               | • Beside      |
| • Triangle  | • Solid              | • In front of |
| • Rectangle | • Edge               | • Behind      |
| • Hexagon   | • Face               | • Next to     |
| • Cube      | • Side               | • Same        |
| • Cone      | • Vertices (corners) | • Different   |
| • Cylinder  | • Above              |               |

### Unit Overview:

Through this unit, students will be exposed to what defining attributes (number of sides, number of vertices) and non-defining attributes (color, size, orientation) of a shape are. Through this unit, teachers will be looking for formal mathematical language to develop (example: This looks like a box. This is a square because it has four equal sides.). This will be done through modeling and multiple experiences with the various shapes and figures. In K.G.1, students will focus their attention on shapes and figures around them. They will identify which shape(s) and figure(s) they see and where they are in relation to other shapes. For proficiency in K.G.2, students will be able to understand and apply defining and non-defining attributes to shapes. This will be done through multiple experiences with shapes that are in various orientations, sizes and colors. While working through K.G.3, students will be expected to identify objects as flat (2-d) or solid (3-d) in addition to other vocabulary used to describe a shape or figure. After multiple experiences with shapes and figures, students will move into K.G.4, where they will be expected to draw upon their knowledge of 2-d shapes and 3-d figures to tell how two shapes are similar and how they are different.

### Strategies/Skills:

As students are being introduced to this new unit, expansion of vocabulary will play a large role in mastery of this standard. Students will need to be able to use position words to describe the location of shapes. They will also need to understand defining and non-defining attributes of shapes. Through multiple experiences and mastery of this new vocabulary, students will then begin to apply their new vocabulary to describe how two shapes or figures are the same and different.

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### **Video Support:**

Video support can be found on The WCPSS Academics YouTube Channel.

- <http://tinyurl.com/WCPSSAcademicsYouTube>
  - [ES K Math Shapes](#)

### **Additional Resources:**

If you have limited/no internet access, please contact your child's teacher for hard copies of the resources listed in this document.

- NCDPI Unpacking Document: [Kindergarten Unpacking Document](#)
- Where's the Monkey? <https://www.youtube.com/watch?v=idJYhjGyWTU>
- Positional Worlds for Kindergarten <https://www.youtube.com/watch?v=Mv2SmM7XjPc>
- 3-d Shapes <https://www.youtube.com/watch?v=2cg-Uc556-Q&list=RD2cg-Uc556-Q>