**A06\_Kelly**

**Standard**

MCC.2.G.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.

**Standards for Mathematical Practice**

4. Model with mathematics.

6. Attend to precision.

7. Look for and make use of structure.

**Essential Questions**

What are tessellations?

What shapes will make tessellations?

**Enduring Understandings**

Further develop understandings of basic geometric figures.

**Materials**

<http://www.exploratorium.edu/geometryplayground/>

<http://library.thinkquest.org/16661/>

<http://www.mathcats.com/explore/tessellationtown.html>

<http://www.pbs.org/parents/education/math/games/first-second-grade/tessellation/>

Promethean Board

**Objectives**

Students will create tessellations.

**Learning Activities**

Engage: The students will view the website Geometry Playground on the Smart Board. The students will recognize how geometry is related to their everyday lives in unexpected ways.

Explore: The students will discover what shapes will make tessellations.

Explain: Students will explain why the shape(s) they chose made tessellations.

Elaborate: Students will design a pattern for their tessellation.

Evaluate: Student assessment.

Extend: Students will search the internet and look through magazines for examples of tessellations in our world.

**Formative Assessments**

The students will evaluate each-other’s work in their group as they sort the shapes and identify the rules. They will check to see if the tessellations 1) cover the whole paper, 2) don’t overlap, 3) don’t have any gaps, and 4) have repeating pattern(s). Students will have the opportunity to make corrections.

References

Georgia Department of Education. (2012). Mathematics, grade 2, unit 5: Understanding plane and solid figures.