**A03\_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.

**Essential Questions**

How do we use the terms sides and vertices to describe geometric figures?

How do we describe geometric figures?

**Materials**

*The Greedy Triangle*

Geoboards and rubber bands

Plane Shapes Concept Map

Cut out figures

“What’s my rule” task sheet

Promethean Board

Pencils, crayons, scissors, glue

**Objectives**

Students will use geo-boards to recreate the story of *The Greedy Triangle* during the 2nd reading with 100% accuracy.

Working with a partner, students will identify shapes using clues given by their partners. They will draw a model of the shape, record the number of sides and vertices, and give an example of the shape in the real world with 80% accuracy.

**Learning Activities**

Engage: The teacher will read the book *The Greedy Triangle* asking the students questions, such as how many sides and vertices the shape has and what they think the shape will become next.

Explore: The students will recreate the story using geoboards as the teacher rereads it. They will then have time to create new shapes.

Explain: Students will help the teacher complete the concept map on the promethean board. They will copy the map in their math journals.

Elaborate: Working in small groups, the students will take turns sorting the shape cards according to a rule (shapes having 3 sides, 4 sides) and will write down the rule. A team member will tell the sorter to stop when he/she thinks he/she knows the rule. The one who correctly identifies the rule sorts next.

Evaluate: The students will evaluate each-other in their group as they sort the shapes and identify the rules. The teacher will circulate and monitor the groups, listening as the students describe the shapes.

Extend: Students will find and cut out pictures of triangles, hexagons, quadrilaterals, and pentagons from magazines, or they may draw their own.

**Formative Assessments**

The teacher will monitor & provide help as needed while the students make each shape on their geoboards. Students may also help their neighbor as needed.

Students will assess each other and check their teams’ task sheets as they work on the sorting activity. The teacher will circulate and monitor the teams as they work, listening to their descriptions and providing guidance as needed.

Teams will turn in their task sheets for further evaluation.

References

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