Grade 4 Math: 2D Shapes

Learning Objective/Standard/ Outcomes/Skills

TEKS

• §111.6. Grade 4: 6D

Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines or the presence or absence of angles of a specified size.

Common Core

<u>CCSS.MATH.CONTENT.4.G.A.2</u>

Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.

Essential Question/Enduring Understanding

How is math (specifically two-dimensional objects) connected to art?

Why is it important that we are able to measure two-dimensional objects?

There are patterns in how we classify shapes, lines, and angles.

Entry Point/Hook

Put students in partners and give each pair a set of tangrams. Ask them to see how many different shapes they can make from the tangrams (provide a list of shape names and attributes they may not know to encourage them to stretch).

What kind of differentiated experience will I utilize?

Note: You will use *CogAT* data to inform the differentiation decisions. *Options for all three relative strengths are offered in the strategies playlist.*

Content

Do I want to focus on skills and concepts today, allowing freedom and flexibility in the specific materials or details?

Process

Do I want to vary how my students manipulate new content so the learning is memorable and engaging?

Product

Do I want to allow students the freedom and flexibility to showcase their learning in a format that makes sense to them?

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Conversational Roundtable

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PLC Question 3:

Provide students with a 2D figures, angles, and lines notes page as well as iconic prompt stems for guidance.

PLC Question 4:

Offer iconic combinations to further the thinking challenge.

Transfer, Meaning Making, Acquisition

Have students find examples of 2d shapes in the classroom, at recess, or at home. For elevated readiness, ask them to recreate what they found by adding a line to the shapes, and tehn by taking the line away.





NV+

Displayed icons are suggestions.

Reflection on Learning

Whole-class discussion: Share results of Conversational Roundtable discussions.

NV: nonverbal; Q: quantitative; PLC: professional learning community; V: verbal.

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