### **End-of-Module (Topics A–C)**

**Lesson 1**

Concept Development—Watch and listen as students are shape detectives. Are they accurately matching the shape found in the environment to the shape name or to the shapes in the bag?

* **Names 2D and 3D shapes in the environment [K.6A]**

**Lesson 2**

Student Debrief—Listen to student responses to the fourth and fifth bullets in the Student Debrief questions. Can students describe how they knew the shape was a triangle?

* **Describes attributes of 2D shapes (triangle, rectangle, square, circle,  
             hexagon) [K.6D]**

**Lesson 3**

Problem Set—Review students’ work to identify rectangles and squares. While students are working, point to the triangles and ask students if they know the name of the shape.

* **Correctly names 2D shapes in multiple sizes and orientations**  
  **(triangle, rectangle, square, circle, hexagon) [K.6E]**
* **Sorts data into two or three categories [K.8A]**

Student Debrief—Listen to student responses to the fifth and sixth bullets in the Student Debrief questions. Can students describe how they knew the shape was a rectangle?

* **Describes attributes of 2D shapes (triangle, rectangle, square, circle,**  
  **hexagon) [K.6D]**

**Lesson 4**

Concept Development—Watch and listen as students are shape detectives. Are they identifying circles and hexagons accurately in the environment?

* **Names 2D and 3D shapes in the environment [K.6A]**

**☑  Uses data to create picture graphs and draw conclusions. [K.8B, K.8C]**

Student Debrief—Listen to student responses to the fourth bullet of the Student Debrief questions. Can students describe how they knew the shape was a hexagon or a circle?

* **Describes attributes of 2D shapes (triangle, rectangle, square, circle,  
       hexagon) [K.6D]**

Homework—If using this Homework in class, review to identify correctly colored shapes.

* **Describes attributes of 2D shapes (triangle, rectangle, square, circle,**  
  **hexagon) [K.6D]**

**Lesson 5**

Fluency: Groups of Shapes—Listen to student responses. Which shapes can they correctly name?

* **Correctly names 2D shapes in multiple sizes and orientations  
        (triangle, rectangle, square, circle, hexagon) [K.6A, K.6E]**

Fluency: Peek-a-Boo Shapes—Listen to student responses. Which shapes can they name correctly? Be sure to hold the shapes in a variety of orientations.

* **Correctly names 2D shapes in multiple sizes and orientations  
        (triangle, rectangle, square, circle, hexagon) [K.6A, K.6E]**

Concept Development—Watch as students play Simon Says. Do they place the objects in the described position?

* **Uses position words to describe placement of objects (above, below,  
       beside, in front of, next to, behind) [K.6D]**

**Lesson 6**

Concept Development—Watch and listen as students are shape detectives. Are they identifying the 2D faces on the solids accurately?

* **Correctly identifies the two-dimensional faces on the 3D shapes.**

**[K.6A, K.6C]**

**Lesson 7**

Fluency: Show Me Shapes—Can students select a shape based on the given attribute?

* **Correctly names 3D shapes (sphere, cube, cone, cylinder*)***  
  **[K.6B]**

Concept Development—Listen to how students describe the faces of the solids. Can they identify the 2D shapes by name?

* Correctly identifies the two-dimensional faces on the 3D shapes.

**[K.6A, K.6C]**

* **Uses data to create picture graphs and draw conclusions. [K.8A, K.8B,**

**K.8C]**

Problem Set—Review the Problem Set to see if students correctly identified 3D shapes by name.

* **Correctly names 3D shapes in multiple sizes and orientations (sphere,**  
  **cube, cone, cylinder). [K.6B]**

**Lesson 8**

Concept Development—Listen to how students describe the attributes of the shape. Notice if they are correctly naming the 3D shape they pull from the bag. Circulate as students play with a partner in order to assess the entire class. While playing with their partner, are students accurately naming the faces of the solids?

* **Correctly names 3D shapes in multiple sizes and orientations (sphere,**  
  **cube, cone, cylinder) [K.6B]**
* **Describes attributes of 3D shapes (sphere, cube, cone, cylinder*),***

**including their faces.** **[K.6C, K.6D]**

**Lesson 9**

Problem Set—Review the Problem Set. Did students accurately circle flat shapes red and solid shapes green?

* **Identifies shapes as*flat* (2D) or *solid* (3D) [K.6E]**

Student Debrief—Listen to student responses to first four bullets in the Student Debrief questions. Are students accurately identifying shapes as flat (2D) or solid (3D)?

* **Identifies shapes as *flat* (2D) or *solid*(3D) [K.6E]**

**Lesson 10**

Concept Development—Listen to students as they work with their partners. Are they correctly naming shapes? Are they correctly naming the 3D shapes and their faces at their station?

* **Correctly names 2D shapes in multiple sizes and orientations**  
  **(triangle, rectangle, square, circle, hexagon) [K.6A, K.6E]**
* **Correctly names 3D shapes in multiple sizes and orientations (sphere,**  
  **cube, cone, cylinder*)* and identifies the two-dimensional faces on the 3D**

**shapes. [K.6B, K.6C, K.6E]**