# **Module 6**

### **Analyzing, Comparing and Composing Shapes**

#### **OPPORTUNITIES BY LESSON**

The examples below represent possibilities for observing students working with the key concepts for Module 6. The list is not exhaustive; additional opportunities for assessment exist and may be used. Select one opportunity for observational assessment in each lesson. With practice, it may be possible to record observations at more than one point in the lesson.

**Lesson 1**

Concept Development—Did students draw and build the 2D shapes? Note student precision in depicting the attributes of each shape. Are square corners (90-degree angles) used for rectangles and squares? Are shapes closed?

**☑  Creates 2D shapes using a variety of materials (circle, triangle, rectangle,  
           square) [K.6F]  
     ☑  Draws shapes (circle, triangle, rectangle, square) [K.6F]**

Problem Set—Did students draw the shapes accurately?

**☑  Creates 2D shapes using a variety of materials (circle, triangle, rectangle,  
           square) [K.6F]  
     ☑  Draws shapes (circle, triangle, rectangle, square) [K.6F]**

**Lesson 2**

Concept Development—Notice which 2D shapes students build. Can they name their shapes? Do they attend to attributes like number of straight sides and corners? Closed figures?

**☑  Creates 2D shapes using a variety of materials (circle, triangle, rectangle,  
           square) [K.6F]**

**☑  Identifies attributes of 2D shapes using informal and formal language  
      [K.6D]**

Problem Set—Did students draw the shapes accurately? Precision will increase with practice and attention.

**☑  Draws shapes (circle, triangle, rectangle, square) [K.6F]**

**Lesson 3**

Application Problem—Watch and listen as students build 2D shapes with their partner. Do they accurately name the shapes created?

**☑  Creates 2D shapes using a variety of materials (circle, triangle, rectangle,  
           square) [K.6F]**

Concept Development—Did students accurately build 3D shapes? Consider building the nets from the Problem Set as a group.

**☑  Creates 2D shapes using a variety of materials (circle, triangle, rectangle,  
           square) [K.6F]**

Problem Set—Did students accurately match the flat shape to the object that has a face with that flat shape?

**☑  Identifies 2D components of 3D objects [K.6C]**

**Lesson 4**

Application Problem—Observe triangle and rectangle drawings to note increasing precision.

**☑  Draws shapes (circle, triangle, rectangle, square) [K.6F]**

**Lesson 5**

Problem Set—Did the student create larger composite shapes using the smaller shapes?

**☑  Puts simple shapes together to compose larger shapes [K.6C, K.6F]**

Exit Ticket—Did the student create a rectangle using the two smaller shapes?

**☑  Puts simple shapes together to compose larger shapes [K.6C, K.6F]**

**Lesson 6**

Problem Set—Did the student create larger composite shapes using the smaller shapes?

**☑  Puts simple shapes together to compose larger shapes [K.6C, K.6F]**

**Lesson 7**

Problem Set—Did the student identify the pieces needed to create the given larger shapes on either the front or back side of the Problem Set? Cut out a set of gray pieces to help students who need concrete objects to complete page 2.

**☑  Puts simple shapes together to compose larger shapes [K.6C, K.6F]**