Pre K Student Workbook
New York State Common Core Mathematics Curriculum

PRE K • MODULE 2
Shapes

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Lesson 1:

Find and describe circles, rectangles, squares, and triangles using informal language without naming.

Date: 6/30/14

To create numeral cards: 1) Print. 2) Fold lengthwise so the outline on the numeral side matches the outline on the dot side. 3) While the paper is folded, cut out individual cards. Do not cut along the fold! 4) Laminate with cards folded so that numeral and dots match.
Lesson 1:

Find and describe circles, rectangles, squares, and triangles using informal language without naming.

Date: 6/30/14
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large triangle cutouts (exemplars and variants)
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Lesson 1: Find and describe circles, rectangles, squares, and triangles using informal language without naming.

Date: 6/30/14

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Lesson 1: Find and describe circles, rectangles, squares, and triangles using informal language without naming.

Date: 6/30/14

Note: These shapes are provided as cards for easy cutting. However, students should have experience with concrete shapes, as well. Teachers may wish to use pattern blocks and cutouts of shapes from construction paper. When preparing shapes, always be sure to include exemplars (like those pictured in the top row) and variants (like the triangles and rectangles in the bottom two rows).

small shape cards
Lesson 2: Identify, analyze, sort, compare, and position triangles.

Date: 6/30/14

“The Ants Go Marching”
triangle non-examples
Lesson 2 Template 3

Lesson 2: Identify, analyze, sort, compare, and position triangles.

Date: 6/30/14

tree mat

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2.A.21

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Lesson 3: Identify, analyze, sort, compare, and position rectangles and squares.

Date: 6/30/14

rectangle non-examples
circle non-examples
Lesson 5: Identify, analyze, sort, compare, and position circles, rectangles, squares, and triangles.

Date: 6/30/14

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wheel
Lesson 8: Construct a circle.

Date: 6/30/14
Pre-Kindergarten End-of-Module 2 Assessment (Administer after Topic C)

Student Name _________________________

Topic A: Two-Dimensional Shapes

Rubric Score: ___________ Time Elapsed: ____________

Materials: (S) 10 pre-cut sturdy two-dimensional shapes, including rectangles, squares, circles, and triangles (End-of-Module Assessment Template); blank mat

1. (Place all 10 two-dimensional shapes on the table. Place the 5 red shapes on the mat.)
   - Point to a triangle. (Record which triangle each student chooses. If the majority of the class chooses the same type of triangle, a review lesson might include experience with more variant triangles.)
   - Point to a circle.
   - Point to a rectangle.
   - Do you see another rectangle on the mat? (If yes, have student point to it.)

2. Clear the mat. Put a blue triangle in the middle of the mat.
   a. Put a circle next to the triangle.
   b. Put a rectangle under the triangle.

3. (Clear the mat and refer to all the shapes on the table.)
   a. Put all the triangles on the mat. Tell me one thing that is the same about all the triangles.

<table>
<thead>
<tr>
<th>What did the student do?</th>
<th>What did the student say?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
</tbody>
</table>
Topic B: Construct Two-Dimensional Shapes

Rubric Score: ___________ Time Elapsed: ___________

Materials: (S) 8 straws cut in half: 4 long, 4 short (cut in half); blank mat

1. (Place 8 straws on the table next to the mat.) Use some straws to make a rectangle on your mat. How many straws did you use?

<table>
<thead>
<tr>
<th>What did the student do?</th>
<th>What did the student say?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>
## Topic C: Three-Dimensional Shapes

Rubric Score: ___________ Time Elapsed: ____________

Materials: (S) Collection of three-dimensional objects: spheres, rectangular blocks, cylinders, cones, cubes, triangular block or pyramids; 2 blank mats, each a different color

1. Look in the box. Put the objects with only one flat side or no flat sides on the red mat. Put the objects with more than one flat side on the blue mat.

2. What’s different about the objects on the red mat from the objects on the blue mat? (This question is not evaluated by the rubric. Record and use this data to inform instruction and review.)

<table>
<thead>
<tr>
<th>What did the student do?</th>
<th>What did the student say?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
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</tbody>
</table>
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