**Fairfield Public Schools Balanced Math Instructional Model**

Grade K Unit 2 Lesson 21 Assessment

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| Materials: Fluency: 2-D shapes. Lesson: “How Many Shapes” student sheet ( GrKU2L21S1)Assessment recording sheet 2 ,Sheet with all of the 2-D shapes (Gr KU2L21T1) |
| Fluency Work(1-5 min.) | Review the names of the pattern block shapes as well as the circle and rectangle.  |
| Teaching Point | *Assessment for the Progress Report Standards:*Students will consistently identify, compare and create two-and three- dimensional shapes of different sizes describing their similarities, differences and other attributes. Students will consistently describe shapes and solids using positional words such as above, below, beside, in front of, beside and next to receive an M. If students are inconsistent they will receive a P. |
| Mini-Lesson | ***This Assessment will be completed while students are independently working on Gr K U2 L21.*** After having the students practice the names of the 2-D shapes demonstrate how to complete the “How Many Shapes Page” by coloring in the circle next to the correct number for each shape. If students finish early they can use math pattern block tubs to sort, pattern, build or count.  |
| Focus Questions for APS(1 min.) |  What are the names of the 2-D shapes?- triangle, square, circle, oval, rectangle, trapezoid, hexagon, rhombusWhat does above, below, beside, in front of, and next to mean? |
| Active Problem Solving | Call the students over individually to a workspace. Display the Teacher sheet with all of the 2-D shapes. Ask the student to identify each shape. Use the recoding sheet provided (GrKU2Assessment2) to keep track of their accuracy. If the child was inconsistent in demonstrating knowledge of positional words throughout the unit complete the following assessment. Hand the student two pattern block shapes Ask them to place the shapes using positional words. For example, *ask the student to place the square above the triangle, ask the student to put the triangle beside the square etc.* Continue using the positional words from the progress report standard. Please note this is a formal assessment. Informal assessments done throughout the unit will also be used for grading this Progress Report standard. |
| Differentiation Suggestions |   |
| Assessment Point  | Based on this assessment and informal assessments done throughout the unit, if the students are able to identify the shapes with consistency they will receive an M on the progress report. If they are inconsistent they receive a P. If they are able to demonstrate understanding of positional words consistently they will receive an M on the report card. If they are inconsistent they will receive a P. |