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| **NC.1.G.2**  **Compose a Shape** | |
| **Domain** | Geometry |
| **Cluster** | Reason with shapes and their attributes. |
| **Standard** | **NC.1.G.2** Create composite shapes by:  • Making a two-dimensional composite shape using rectangles, squares, trapezoids, triangles, and half-circles naming the components of the new shape.  • Making a three-dimensional composite shape using cubes, rectangular prisms, cones, and cylinders, naming the components of the new shape. |
| **Materials** | BLM of two-dimensional shapes--cut apart, tape |
| **Task** | Cut apart the various shapes on the blackline master. Provide the student with a set of two-dimensional shapes. Say: *I have a pile of different shapes. Choose two of them to put together to create a new shape.* After the student creates the shape say: *Describe your new shape.*  Tape the two shapes together and slide the new composite shape to the side and ask the student to do them same thing with two of the remaining shapes. After the student creates the shape say: *Describe your new shape*. Tape the two shapes together.  Slide the first composite shape next to the new shape. Then say, *You made two new shapes. Now, put them together to create a brand new shape.*  After the student creates the shape say: *Describe your new shape*. |

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| **Continuum of Understanding** | |
| **Not Yet**  **Proficient** | * Describes the new shapes using non-geometric attributes only (e.g., “It looks like a rocket.”) |
| **Progressing** | * Creates a composite shape using two of the given shapes * Describes the new shape using geometric attributes (e.g., number of sides, corners, length of sides) with errors |
| **Meets Expectations** | * Creates a composite shape using two of the given shapes * Describes the new shapes using geometric attributes (e.g., number of sides, corners, length of sides) * Creates a new composite shape using the two shapes created |

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| **Standards for Mathematical Practice** |
| **1. Makes sense and perseveres in solving problems.** |
| 2. Reasons abstractly and quantitatively. |
| 3. Constructs viable arguments and critiques the reasoning of others. |
| 4. Models with mathematics. |
| 5. Uses appropriate tools strategically. |
| 6. Attends to precision. |
| 7. Looks for and makes use of structure. |
| 8. Looks for and expresses regularity in repeated reasoning. |

