Unit 6 Shape (November: Weeks 3&4)

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| **Strand(s) > Strand unit(s)** | Shape and Space > Shape. |

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| **Learning Outcome(s)** | Through appropriately playful and engaging learning experiences children should be able to examine, categorise and model 3-D and 2-D shapes |

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| **Lesson** | **Focus of Learning (with Elements)** | **CM** | **Learning Experiences** | **Assessment** |
| **1** | **Shape Collections:** Creates collections or families of shapes based on common properties (U&C); Conjectures and justifies about whether an unfamiliar shape belongs to a certain category (R) |  | [D] Notice & Wonder L1[D] Think-Pair-Share L1, 3, 5–8[D] Reason & Respond L1–8[D] Write-Hide-Show L1–2, 4, 6–7[C] Build it; Sketch it; Write it L1[C] Sorting Shapes L2[C] Sensory (‘Feely’) Bag L2[C] Making 2-D Shapes L3[C] Making 2-D Shapes with Geoboards L3[C] Drawing 2-D Shapes L3[C] Sorting 2-D Shapes L4[D] Concept Cartoon L5, 7[C] Quartering the Square L5[D] Would This Work? L5 [C] Shape Stations L5, 8 [C] Sorting 3-D Shapes L6[C] Roll, Stack or Slide? L6[C] Drawing Around 3-D Shapes L7[C] [P] Recording Faces, Edges and Vertices L7**Print resources**Pupil’s Book pages 38–44 Home/School Links Book pages 16–17 PCMs 23, 24 | **Intuitive Assessment:**responding to emerging misconceptions**Planned Interactions:** responding to insights gleaned from children’s responses to learning experiences**Assessment Events:** information gathered from completion of the unit assessment in the Progress Assessment Booklet pages 14–15 |
| **2** | **Properties of 2-D Shapes:** Recognises and names 2-D shapes, including hexagon, parallelogram (U&C); Describes the key differences and similarities of 2-D shapes according to their properties (C) |  |
| **3** | **2-D Shapes: Sides and Vertices (Corners):** Describes the key differences and similarities between 2-D shapes according to their sides and vertices (C); Models 2-D shapes using materials or through drawings (U&C) |  |
| **4** | **Classifying 2-D Shapes:** Represents classification of 2-D shapes according to common properties using tables or diagrams (C) |  |
| **5** | **Shapes in Shapes:** Combines and partitions 2-D shapes (A&PS); Solves problems requiring the greatest or least number of 2-D shapes needed to compose a larger 2-D shape in a variety of ways (A&PS); Solves tasks and problems involving technology/virtual manipulatives (A&PS) |  |
| **6** | **Classifying 3-D Shapes:** Recognises and names 3-D shapes, including pyramid (U&C); Analyses the relationships between properties and capabilities in families of shapes (U&C) |  |
| **7** | **3-D Shapes: Faces, Edges and Vertices:** Describes the key differences and similarities of 3-D shapes according to their faces, edges and vertices (C) |  |
| **8** | **Constructing and Deconstructing 3-D Shapes:** Dissects and/or constructs 3-D shapes using modelling materials (U&C) |  |
| **9** | **Review and Reflect:** Reviews and reflects on learning (U&C) |  |

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| **Key: Elements:** (U&C) Understanding and Connecting; (C) Communicating; (R) Reasoning; (A&PS) Applying and Problem-Solving. **CM: Cuntas Míosúil:** please tick when you have completed the focus of learning. **Learning Experiences:** [C]concrete activity; [D]digital activity; [P]activity based on printed materials, followed by lesson numbers. |