SAU 50
Grade 2
Mathematics
Geometry

Geometry: Reason with shapes and their attributes.

SAU 50 District Competency:

Students will independently use their learning to compose, decompose, and manipulate figures based on spatial reasoning.

Essential Questions

- How can you use attributes to compare, compose, and analyze?
- Why is it important for fractions of a whole to be equally sized?
- Why can equal shares of the same whole be different in size?

Acquisition

Students will demonstrate the following to meet the standards.

- I can describe the shares using the words halves, thirds, half of, a third of.
- I can describe the whole as two halves, three thirds, four fourths.
- I can recognize shapes having specified attributes.
- I can draw/compose shapes having specified attributes.
- I can identify triangles, quadrilaterals, pentagons, hexagons, and cubes.
- I can partition a rectangle into rows and columns of same-size squares and count to find the total number of them.
- I can partition circles and rectangles into two, three, or four equal shares.
- I can recognize that equal shares of identical wholes need not have the same shape. Ex: Students reason that two different shaped halves of identical wholes are each ½ because they are 1 of 2 equal pieces or they may prove that each ½ has the same area. (A sandwich cut on a diagonal vs. down the middle)

Standards

NH College and Career Ready Standards

Key to Standard Notation:

2.G.1: 2 *(grade level)* **G** *(domain: Geometry)* **1** *(number of the standard)*

Geometry
Reason with shapes and their attributes.
2.G.1: Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.
2.G.2: Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.
2.G.3: Partition circles and rectangles into two, three, or four equal shares, describe the shares using words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.

[New Hampshire College and Career Ready Standards](#)

References:

National Governors Association Center for Best Practices, Council of Chief State School Officers. (2010). *Common Core Standards for Mathematics* (United States, National Governors Association Center for Best Practices, Council of Chief State School Officers). Retrieved August 10, 2016, from http://www.corestandards.org/assets/CCSSI_Math%20Standards.pdf

Math is fun/definitions. (n.d.). Retrieved April 17, 2017, from http:/www.mathisfun.com/definitions