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Curriculum Design

**Sequencing Rationale First Grade Geometry**

 Mathematics is a content area that builds from concepts that were previously learned. This means that students are introduced to a concept without having to master it immediately. The same concepts can be introduced and re-introduced several times before mastery happens. Within my Curriculum Design, my First Grade students are learning shapes and how to correctly identify their attributes.

 My unit starts off with the ability to identify shapes. The first step would be two dimensional shapes. My students will be able to identify squares, rectangles, triangles, circles, rhombuses, ovals, hexagons, and pentagons. My students will be identifying how many sides, angles, and corners each shape has. Once they are able to identify the shapes, the students will then identify whether the shape is open or closed. Once my students have been introduced to shapes (most will have this easier concept mastered), we then move onto three dimensional shapes. Cubes, rectangular prisms, cylinders, pyramids, and spheres will be taught. My students will use manipulatives to examine these three dimensional shapes and demonstrate an understanding of how many sides (flat or round) each shape possesses.

 My second unit is identifying attributes of each shape. My students will start off by identifying defining attributes of each shape learned in unit one. These attributes include what kind of shape and whether the shape is open or closed. These are defining attributes that my students will be able to mater. My students will also identify non-defining attributes. This includes the color of the shape, orientation, and size. The First Grade students will be able to demonstrate their understanding through a variety of activities. This includes sorting shapes by their attributes, building shapes to show attributes, drawing shapes when given attributes, and constructing shapes using straws and geoboards when given attributes.

 The shapes and attributes units build off of one another. In order to be successful, my students must first be able to identify both two and three dimensional shapes. Once this foundational skill is mastered, my students will then be able to define shapes by their attributes.