Grade 2 Lesson Plan

What Shapes can you find?

This plan can be used when working on Data (Go Math Chapter 10 Lesson 1, 5 & 6) and Geometry and Fraction Concepts (Go Math Chapter 11, Lessons 4, 5, 6).

Standards:

MAFS.2.G.1.1

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.

MAFS.2.MD.4.10

Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.

MAFS.K12.MP.1.1

Make sense of problems and persevere in solving them.

Materials Needed:
- Model Trucks
- 5 Be Aware of Blind Spots Posters
- Pattern Blocks
- Journal/Notebooks

1. *Have students work in pairs to identify what two-dimensional shapes they see on the Be Aware of Blind Spots poster.*
2. *Students should draw and label all of the two dimensional shapes they observe on the posters in their math journal/notebook.*
3. *Students should work together to build the shapes they see using pattern blocks, identifying the shapes they used to build the*

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overall shape. For example, 6 triangles make up 1 hexagon. Students will complete this task in their math journals.

4. *Have students identify the number of sides, angles, and vertices of each shape they used in a chart like the one below.*

	Triangle	Square	Rectangle	Quadrilateral	Pentagon	Hexagon
SIDES						
ANGLES						
VERTICES						

5. *Have students create a tally chart with the number of triangles, quadrilaterals, pentagons, and hexagons identified in the building of the shapes on the poster with the pattern blocks in step 3.*
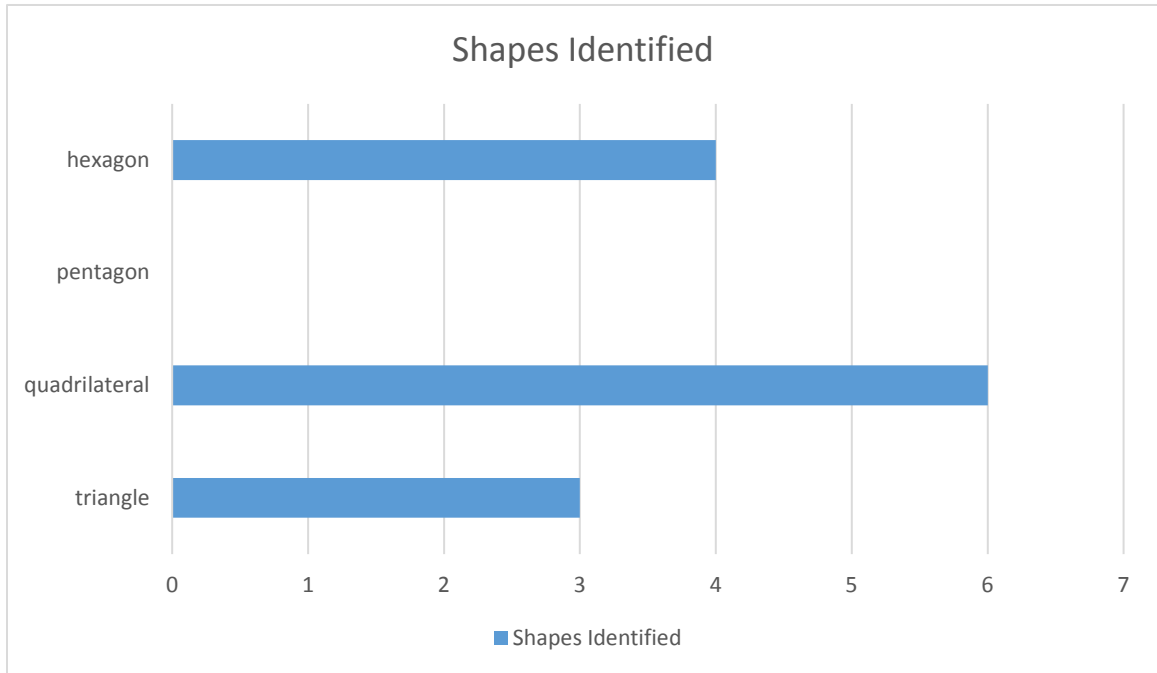
(Example)

SHAPES	TALLIES	TOTAL
Triangles	///	3
Quadrilaterals	///// /	6
Pentagon		0
Hexagon	////	4

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6. *Have students create a bar graph using the data identified in the tally chart created in step 5 (Example)*

Shapes Identified

Shape	Count
hexagon	4
pentagon	0
quadrilateral	6
triangle	3

X-axis: 0 1 2 3 4 5 6 7

■ Shapes Identified

7. *Students can work together to create word problems comparing the number of shapes identified. Students should write an equation along with their answer. Examples: How many triangles where identified? 3 triangles, How many more triangles than pentagons where identified?   3-0= 3 more triangles.*