MA.K.GR.1.1

Overarching Standard: MA.K.GR.1
Identify, compare, and compose two- and three-dimensional figures.

Benchmark of Focus
MA.K.GR.1.1: Identify two- and three-dimensional figures regardless of their size or orientation. Figures are limited to circles, triangles, rectangles, squares, spheres, cubes, cones, and cylinders

Benchmark Clarifications
Clarification 1: Instruction includes a wide variety of circles, triangles, rectangles, squares, spheres, cubes, cones, and cylinders.

Clarification 2: Instruction includes a variety of non-examples that lack one or more defining attributes.

Clarification 3: Two-dimensional figures can be either filled, outlined or both.

Related Benchmark/Horizontal Alignment
- MA.K.M.1.1
- MA.K.DP.1.1

Vertical Alignment

Previous Benchmarks	Next Benchmarks
VPK	MA.1.GR.1.1

Terms from the K-12 Glossary
- Circles
- Cones
- Cubes
- Cylinders
- Rectangles
- Spheres
- Squares
- Triangles

Purpose and Instructional Strategies
The purpose of this benchmark is to help students identify specific two- and three-dimensional figures, and to make connections between the figures. *(MTR.2.1, MTR.5.1)*
- It is not the expectation of this benchmark to make distinctions between two- and three-dimensional figures.

- Instruction focuses on using a variety of figures including different orientations, such as scalene, isosceles, and equilateral triangles, to build the understanding of triangles. (There is no expectation that students learn these terms, but it is important they recognize various types of triangles.) *(MTR.2.1)*
- Instruction for rectangles and squares includes their similarities and differences, and the relationship that all squares are rectangles, but not all rectangles are squares. *(MTR.5.1)*
- Instruction may use manipulatives and other concrete objects to develop student understanding.

Common Misconceptions or Errors

- Students may only recognize figures in a specific orientation or angle distribution (i.e., recognizing isosceles triangles but not scalene).
- Students may not recognize that a square is also a rectangle.
- Students may sort objects by size when asked to sort by shape.
    - For example, students may place large circles with large triangles, or separate large triangles and small triangles.

Questions to ask students:

- Which shapes are 2-dimensional? How do you know?
    - Sample answer that indicates understanding: *The shapes I circled are all flat.*
- Which shapes are 3-dimensional? How do you know?
    - Sample answer that indicates understanding: *The shapes I circled are not flat.*

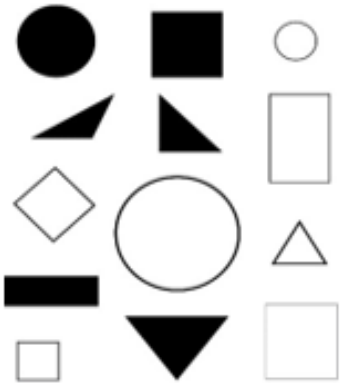
Instructional Tasks

Instructional Task 1: Circle the correct item.

Cone	
Square	
Cylinder	
Triangle	
Cube	
Circle	

Instructional Items

Instructional Item 1: Using the image below, draw an “x” through all the rectangles.



Additional Resources:

CPALMS: [MA.K.GR.1.1]

Khan Academy Video: [Cousin Fal’s Shape Collection]

Resources/Tasks to Support Your Child at Home:

Have your child look for the shapes: circles, triangles, rectangles, squares, spheres, cubes, cones, and cylinders. Then have them draw a picture of the different examples of each shape they can find.

SplashLearn Online Game: Find Shapes All Around Us

Education.com: 2D and 3D Shape Sort Factory

Game: Monster Mansion Match Shapes