

Unit Understandings:

- There are multiple shapes
- Shapes combine together to make 3D objects

Transfer Goals :

- Giving to instructions
- Listening to instructions
- Directionality



What facts, from various subject areas help to illustrate the Big Idea?

Content: (What will the students know? What content from the subject areas listed in the Big Ideas do students need to know? Content can change over time)

Math:

- Single attributes of 2D shapes and 3D objects

Art:

Traditional and contemporary Aboriginal arts and arts-making processes

A variety of local works of art and artistic traditions from diverse cultures, communities, times, and places

Core Competencies:

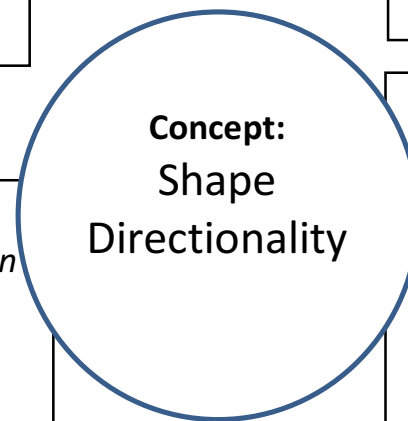
- Creative Thinking
- Communication



When developing your overarching Big Idea, think about what concepts the big ideas from different content areas have in common?

Big Ideas: (Choose more than one)

- Objects and shape
- Designs develop o
- Skills can be devel



Curriculum Con

Math 1:

- Sorting 3D
- Compare 2
- Describe re
- Replicating

Math 2:

- Sorting 3D
- Describe cc
- Identify 2D
- Using tradi

ADST:

- Identify ne
- Generate i
- Choose toc
- Make a prc
- Decide on l
- Demonstra explain hov environme



What skill(s) could you focus on developing while investigating this Big Idea?



ASSESSMENT

Summative assignment:

- Create a unique design using a variety of shapes studied in class, incorporating geometric and northwest shapes
- In partners, give instructions for peers to replicate the same design
- Create a class mural/ display, using all the shapes/ designs

Learning Plan

Week	Content	Activities	Essential Questions
WEEK 1 – Lesson 1	Introduction to shapes: basic and northwest	<ul style="list-style-type: none"> • Hook: Read little hummingbird • Students draw shapes they see while reading the book • Identify shapes in the drawings • Shapes walk : all shapes (northwest and geometric) 	<p>How do shapes relate to a design?</p> <p>How do shapes relate to a design?</p>
WEEK 1 - Lesson 2	Using shapes	<ul style="list-style-type: none"> • Each student has the outline of a different animal taken from the book • Uses a variety of shapes to fill/ decorate the animal 	How to shapes make a whole?
WEEK 2	Sorting shapes Identifying shapes Vocabulary of geometry	<ul style="list-style-type: none"> • Identify shapes and 3D solids • Identify curved/ straight lines • Sort shapes based on characteristics • Drawing shapes • Tracing and cutting out shapes (use for sorting & in summative tasks) • Play with shapes – what can you make? 	<p>What characteristics do shapes have?</p> <p>What 2D shapes are used on 3D objects?</p>
WEEK 3	Directionality	<ul style="list-style-type: none"> • Directions with bodies: whole group (Have the whole class in lines in the gym – practice moving left/ right/ forwards/ backwards) • Practice giving directions on paper (coding unplugged) 	How do I give directions?
WEEK 4	Design	<ul style="list-style-type: none"> • With a partner, design a pattern using the class shapes • Explain (write & oral) your shape design and its significance 	<p>How can I use shapes in a design?</p> <p>How can I use shapes in a design?</p>
WEEK 5	Replicate shape Giving instructions, identifying shapes, moving shapes	<ul style="list-style-type: none"> • Have another group replicate your design • Create a class mural • Self-assessment on unit 	<p>How can I use shapes in a design?</p> <p>How can I use shapes in a design?</p> <p>How can I use shapes in a design?</p>