Geometry

I can use good test- taking strategies to complete my unit screener.

I can identify a quadrilateral.

I can identify attributes of a rectangle.

I can identify shared attributes of shapes.

I can correctly name rhombuses, squares, and rectangles.

I can create a set of tangrams by using geometric terminology in order to identify congruent and similar triangles.

I can construct polygons by using tangrams in order to determine the similarities and differences between shapes.

I can create a series of polygons by using toothpicks in order to build and explore the attributes of polygons.

I can create a series of polygons by using geoboards in order to match the polygon to its attribute.

I can construct, draw, and sort quadrilaterals by using a variety of attributes in order to deepen understanding of figures and their attributes.

I can identify different quadrilaterals by using a variety of attributes in order to distinguish one quadrilateral from another.

I can write a riddle about quadrilaterals by using a variety of attributes in order to demonstrate an understanding of quadrilaterals.

I can find the perimeter of a polygon by estimating and measuring in order to compare different quadrilaterals.

I can create rectangles with the same perimeter but different area by using square unit tiles in order to understand the relationship between the two measurements.

I can find the area of a rectangle by using a variety of strategies in order to efficiently measure the area of a figure.

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I can create rectangles with the same area but different perimeter by using square unit tiles in order to understand the relationship between the two measurements.

I can solve problems involving perimeter and area by using a variety of strategies in order to understand the relationship between the two measurements.

I can partition a square into parts with equal areas by using a geoboard in order to explore and discuss area, congruency, and symmetry.

I can partition a square into parts with equal areas by using a geoboard in order to explore fractional relationships.

I can generate simple equivalent fractions by partitioning shapes into parts with equal areas in order to demonstrate an understanding of what the whole has been partitioned into.

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I can solve problems by using a variety of strategies in order to demonstrate understanding of geometry, area, and perimeter.