**Geometry K – 2**

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| Kindergarten | Grade 1 | Grade 2 |
| K.G.A.1. Describe objects in theenvironment using names of shapes, and describe the relative positions of theseobjects using terms such as above, below, beside, in front of, behind, and next to. | 1.G.A.1. Distinguish between defining attributes (e.g., triangles are closed and three sided) versus non‐defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes. | 2.G.A.1. Recognize and draw shapes having specified attributes, such as a given number of angles or a givennumber of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, andcubes. (Sizes are compared directly or visually, not compared by measuring.) |
| K.G.A.2. Correctly name shapes regardless of their orientations or overall size. | 1.G.A.2. Compose two-dimensionalshapes (rectangles, squares, trapezoids, triangles, half‐circles, and quarter‐circles)or three‐dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create acomposite shape, and compose new shapes from the composite shape. (Students do not need to learn formal names such as “right rectangular prism.”) | 2.G.A.2. Partition a rectangle into rows and columns of same size squares and count to find the total number of them. |
| K.G.A.3. Identify shapes as two dimensional (lying in a plane, “flat”) or three‐dimensional (“solid”). | 1.G.A.3. Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares. | 2.G.A.3. Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equalshares of identical wholes need not have the same shape. |
| K.G.B.4. Analyze and compare two‐ and three‐dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices /“corners”) and other attributes (e.g., having sides of equal length). |  |  |
| K.G.B.5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes. |  |  |