A Story of Units®

Eureka Math™

Grade K, Module 2

Student File_B

Contains Sprint and Fluency, and Assessment Materials

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Sprint and Fluency Packet

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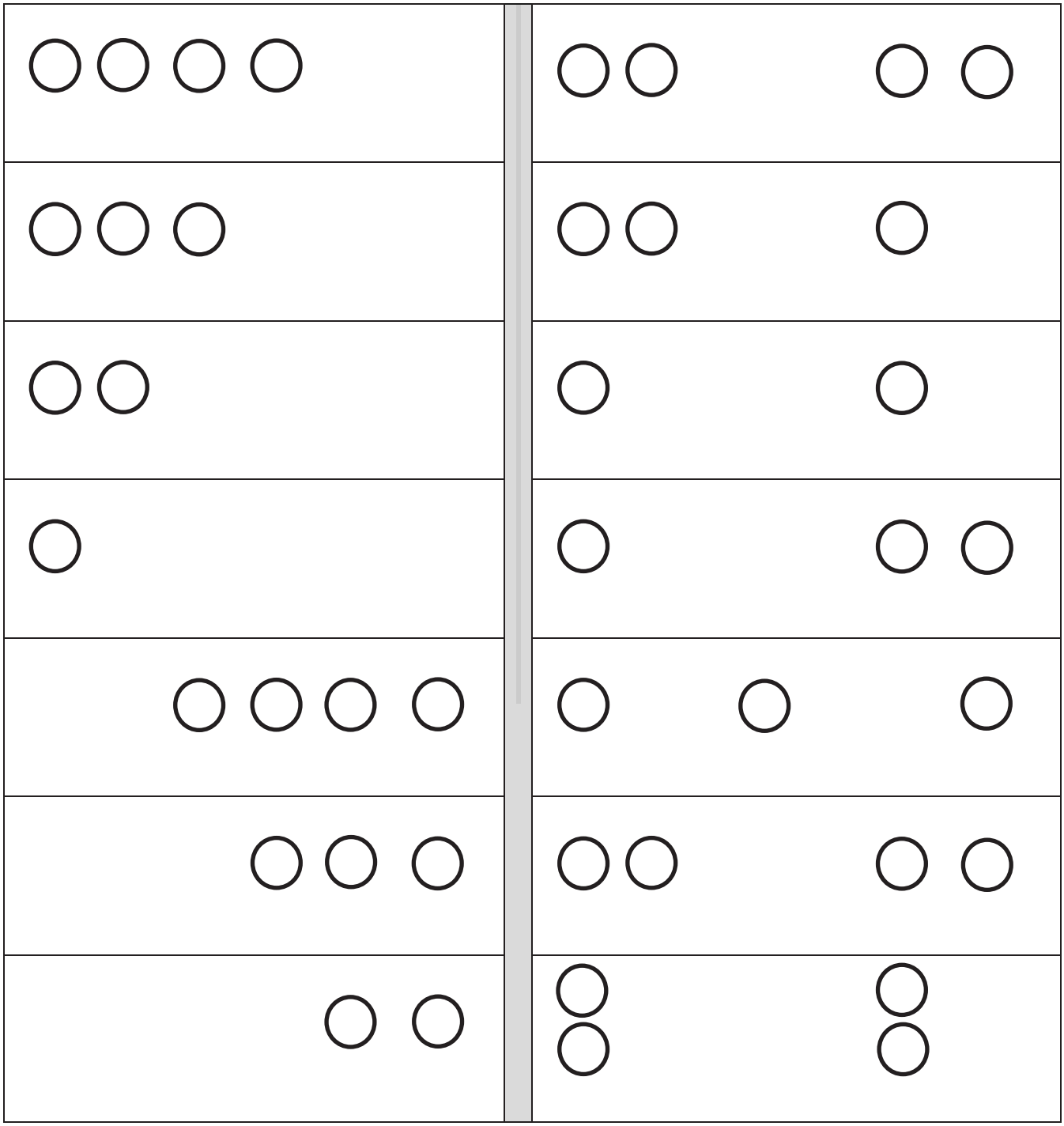

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Assessment Packet

Student Name _____

Topic A: Two-Dimensional Flat Shapes

	Date 1	Date 2	Date 3
Topic A			
Topic B			
Topic C			

Rubric Score: _____ Time Elapsed: _____

Materials: (S) Paper cutouts of typical triangles, squares, rectangles, hexagons, and circles; paper cutouts of variant shapes and difficult distractors (see Geometry Progression, p. 6)

1. (Hold up a rectangle. Use different shapes for each student.) Point to something in this room that is the same shape, and use your words to tell me all about it. How do you know they are the same shape?
2. (Place several typical, variant, and distracting shapes on the desk. Be sure to include three or four triangles.) Please put all the triangles in my hand. How can you tell they were all triangles?
3. (Hold up a rectangle.) How is a triangle different from this rectangle? How is it the same?
4. (Place five typical shapes in front of the student.) Put the circle next to the rectangle. Put the square below the hexagon. Put the triangle beside the square.

What did the student do?	What did the student say?
1. 2. 3. 4.	

Topic B: Three-Dimensional Solid Shapes

Rubric Score: _____ Time Elapsed: _____

Materials: (S) 1 cone; 3 cylinders (wooden or plastic); a variety of real solid shapes (e.g., soup can, paper towel roll, party hat, ball, dice, or an unsharpened cylindrical—not hexagonal prism—pencil)

1. (Hand a cylinder to the student.) Point to something in this room that is the same solid shape, and use your words to tell me all about it.
2. (Place seven solid shapes in front of the student including three cylinders: wooden, plastic, and realia.) Put all the cylinders in this box.
3. (Show a cone.) How is the cylinder you are holding different from this cone? How is it the same?
4. (Place the set of solid shapes in front of the student.) Put the cube in front of the cylinder. Put the sphere behind the cone. Put the cone above the cube.

What did the student do?	What did the student say?
1.	
2.	
3.	
4.	

Topic C: Two-Dimensional and Three-Dimensional Shapes

Rubric Score: _____ Time Elapsed: _____

Materials: (T/S) Set of flat and solid shapes (do not use the paper cutouts from Topic A, but rather both commercial flat shapes and classroom flat shapes, such as a piece of colored construction paper, a CD sleeve, or a name tag)

1. Can you sort these shapes into one group of flat shapes and one group of solid shapes?
2. Tell me about your groups. What is the same about both groups? What is different?
3. Can you sort these shapes a different way? Tell me about your new groups. What is the same? What is different?

What did the student do?	What did the student say?
1.	
2.	
3.	

Class Record Sheet of Rubric Scores: Module 2				
Student Names:	**Topic A:** Two-Dimensional Flat Shapes	**Topic B:** Three-Dimensional Solid Shapes	**Topic C:** Two-Dimensional and Three-Dimensional Shapes	**Next Steps:**