DYNAMIC® LEARNING MAPS

Mini-Map for M.EE.5.G.1-4
Subject: Mathematics
Geometry (G)
Grade: 5

Learning Outcome

DLM Essential Element	Grade-Level Standard
M.EE.5.G.1-4 Sort two-dimensional figures and identify the attributes (angles, number of sides, corners, color) they have in common.	**M.5.G.1** Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., *x*-axis and *x*-coordinate, *y*-axis and *y*-coordinate). **M.5.G.2** Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation. **M.5.G.3** Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. **M.5.G.4** Classify two-dimensional figures in a hierarchy based on properties.

Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
Recognize "same" as the object that shares all of the same attributes as other objects in a group. Recognize "different" as the object that shares some or none of the attributes as other objects in a group.	Group together two-dimensional shapes that are the same size and have the same orientation. Group together two-dimensional shapes that are different sizes and/or have different orientations.	Communicate attribute values of a shape, such as the number of sides or number of corners (e.g., a square has four sides).	Compare different shapes and communicate common attributes shared by them (e.g., a square and a rectangle have four sides).	Compare different shapes and identify similarities and differences between their attributes (e.g., a square and a rectangle have four sides, but a rectangle has two pairs of congruent sides and a square has four congruent sides).

Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

How is the Initial Precursor related to the Target?

Being able to analyze shapes requires a student to recognize when basic objects and shapes are the same or different. Work on this understanding by providing students with a shape and naming it (e.g., this is a square ■). Then provide multiple examples of the same shape so students can make comparisons

(e.g., ■ ■ ◆ ▦) focusing student attention on the characteristics that make this a particular shape (e.g., a square has 4 sides that are the same size). As students explore shapes, label them and describe them as "same" or "different".

NOTE: When presenting the same shape for comparison, do use shapes with different colors, textures, sizes, and orientation so that students understand the attribute that makes it that shape (e.g., 4 sides that are the same size).

How is the Distal Precursor related to the Target?

As students develop an understanding of same and different shapes, provide opportunities for students to classify or group the same shapes based on the shape size (e.g., this is a big square, this is a little square). As students progress with identifying the size of shapes, the educator can begin to introduce different orientations of the shape.

NOTE: As new attributes (e.g., size and orientation) are introduced, be sure to support the student in remembering that the attribute doesn't change the name of the shape.

Instructional Resources

Released Testlets
See the Guide to Practice Activities and Released Testlets.

Using Untested (UN) Nodes
See the document Using Mini-Maps to Plan Instruction.

M.EE.5.G.1-4 Sort two-dimensional figures and identify the attributes (angles, number of sides, corners, color) they have in common.
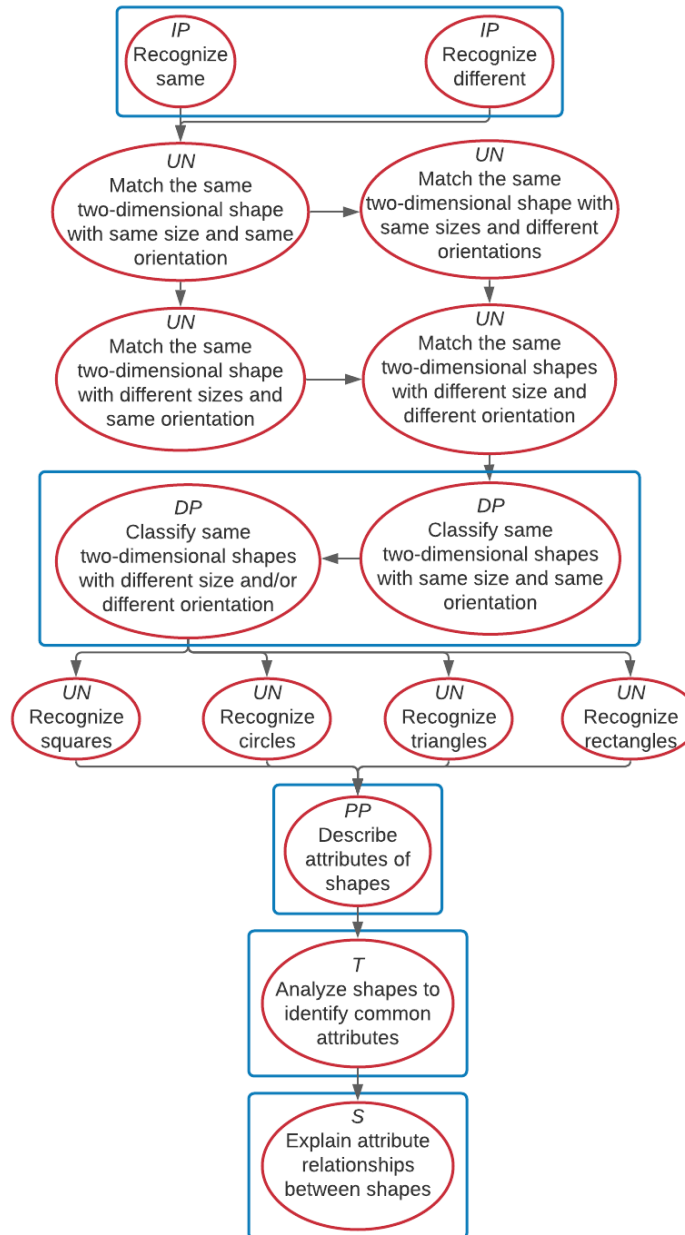
Map Key	
IP	Initial Precursor
DP	Distal Precursor
PP	Proximal Precursor
T	Target
S	Successor
UN	Untested

Boxes indicate tested nodes

DLM Essential Element: M.EE.5.G.1-4