

Mini-Map for M.EE.5.MD.3

Subject: Mathematics

Measurement and Data (MD)

Grade: 5

Learning Outcome

| DLM Essential Element | Grade-Level Standard |
|--|--|
| M.EE.5.MD.3 Identify common three-dimensional shapes. | M.5.MD.3 Recognize volume as an attribute of solid figures and understand concepts of volume measurement. |

Linkage Level Descriptions

| Initial Precursor | Distal Precursor | Proximal Precursor | Target | Successor |
|---|---|--|--|--|
| Notice or pay attention to a new stimulus (e.g., object, task, sound) introduced in the environment. (Students may use the methods of eye gaze, pointing, etc., to show they have noticed the new stimuli.) | 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. | Match two three-dimensional shapes (e.g., spheres, rectangular prisms, cubes, pyramids) that are the same size and have either the same or different orientation. Match two three-dimensional shapes (e.g., spheres, rectangular prisms, cubes, pyramids) that are different sizes and have either the same or different orientation. | Recognize three-dimensional shapes such as spheres, cones, cubes, and cylinders. | Communicate different attribute values (e.g., number of sides, number of angles, orientation, size) of spheres, cylinders, cubes, and cones. Describe objects in the real world using attributes of three-dimensional shapes (e.g., describing a door as rectangular, a roll of paper towels as a cylinder). |

Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

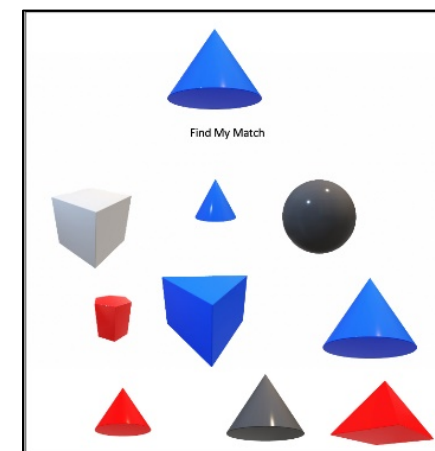
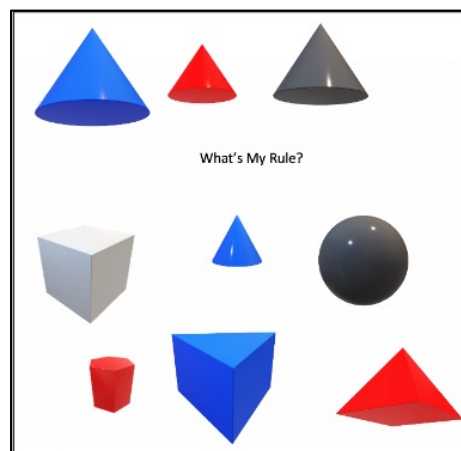
How is the Initial Precursor related to the Target?

In order to identify three-dimensional shapes, students must first begin by learning to notice what is new. In the context of this EE, educators should work on attending while interacting with real objects that have definable shapes (e.g., cylinder, cube, cone). As students' attention to the objects increases, the educator draws the students' attention to the object and labels them (e.g., "This is a cube, it has 6 sides" or "this is a cone it has a round bottom and a pointy top"), and the student observes, feels, or otherwise interacts with it. Educators encourage students to begin placing like objects together, drawing attention to the characteristics that make an item the same or different.

How is the Distal Precursor related to the Target?

Now that students have experience with three-dimensional shapes and objects they need to begin learning about how they are the "same" and "different." Provide instruction that focuses on creating sets that are grouped together in meaningful ways. Students do not have to label the shapes, but they do need to be able to match and identify items in a group based on the rule or attribute. For this Essential Element, it is important to use three-dimensional objects to create sets. These types of activities support students in understanding what attributes to pay attention to and what attributes to ignore based on the goal of the activity.

NOTE: Notice these activities are not just about sorting. The student is comparing an item or group of items to multiple items and learning what attribute he/she should focus on. This should be done with real objects to begin with rather than pictures on a worksheet or folder activity. "Find my match" is an easier activity than "What's my rule" so if students are really struggling to find the rule provide more experiences with finding the match.

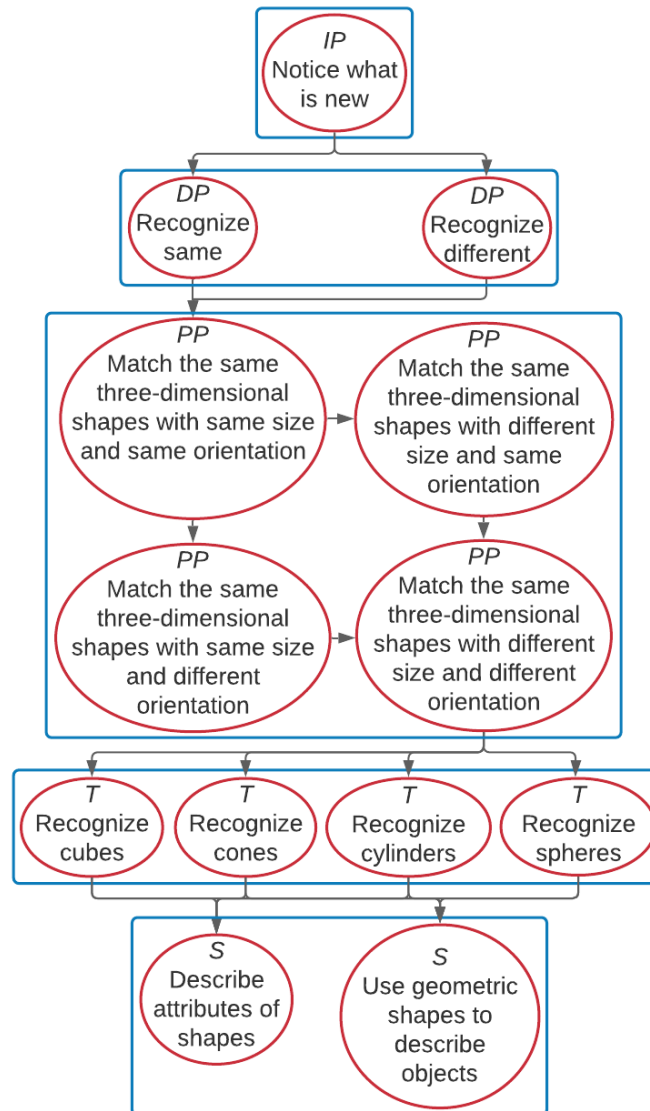


Instructional Resources

| Released Testlets |
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| See the Guide to Practice Activities and Released Testlets . |
| Using Untested (UN) Nodes |
| See the document Using Mini-Maps to Plan Instruction . |

[Link to Text-Only Map](#)

M.EE.5.MD.3 Identify common three-dimensional shapes.



| Map Key | |
|------------------------------------|--------------------|
| IP | Initial Precursor |
| DP | Distal Precursor |
| PP | Proximal Precursor |
| T | Target |
| S | Successor |
| UN | Untested |
| Boxes indicate tested nodes | |