Mini-Map for M.EE.8.G.2

Subject: Mathematics
Geometry (G)
Grade: 8

Learning Outcome

DLM Essential Element	Grade-Level Standard
M.EE.8.G.2 Identify shapes that are congruent.	**M.8.G.2** Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them.

Linkage Level Descriptions

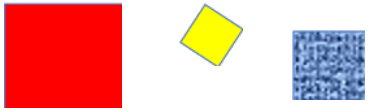
Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
Recognize "same" as the object that shares all of the same attributes as other objects in a group. Recognize "different" as the object that shares some or none of the attributes as other objects in a group.	Match a familiar shape (e.g., square, circle, triangle, rectangle) to a congruent shape (i.e., the shape with same size and orientation), or match a familiar shape (e.g., square, circle, triangle, rectangle) to a similar shape (i.e., the shape shown in a different size but same orientation).	Describe attributes or characteristics of the shape (e.g., size, orientation, the number of sides). Compare shapes and identify attributes shared by the two shapes (e.g., a rectangle and a square each have four sides).	Recognize two shapes that are congruent with or without rotation or reflection.	Communicate understanding that two shapes are congruent if the second can be obtained from the first by a sequence of rotations, reflections, and translations. Describe a sequence of transformations that would result in one figure being superimposed precisely over the other figure.

Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

How is the Initial Precursor related to the Target?

Being able to recognize congruent figures 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, focusing student attention on the characteristics 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 match 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.

[Link to Text-Only Map]

M.EE.8.G.2 Identify shapes that are congruent.