## Eureka Math™ Grade K Module 2 Student File\_B Additional Student Materials

## This file contains

- GK-M2 Sprint and Fluency Resources<sup>1</sup>
- GK-M2 End-of-Module Assessment

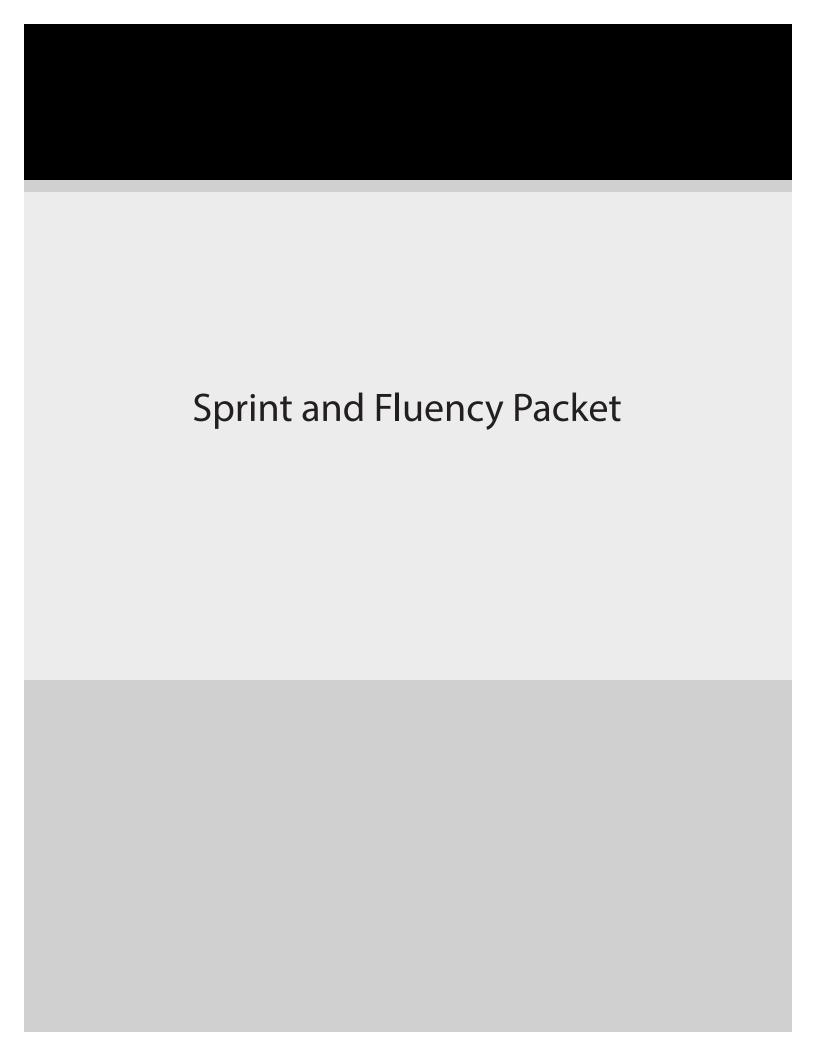
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<sup>&</sup>lt;sup>1</sup>Note that not all lessons in this module include sprint or fluency resources.

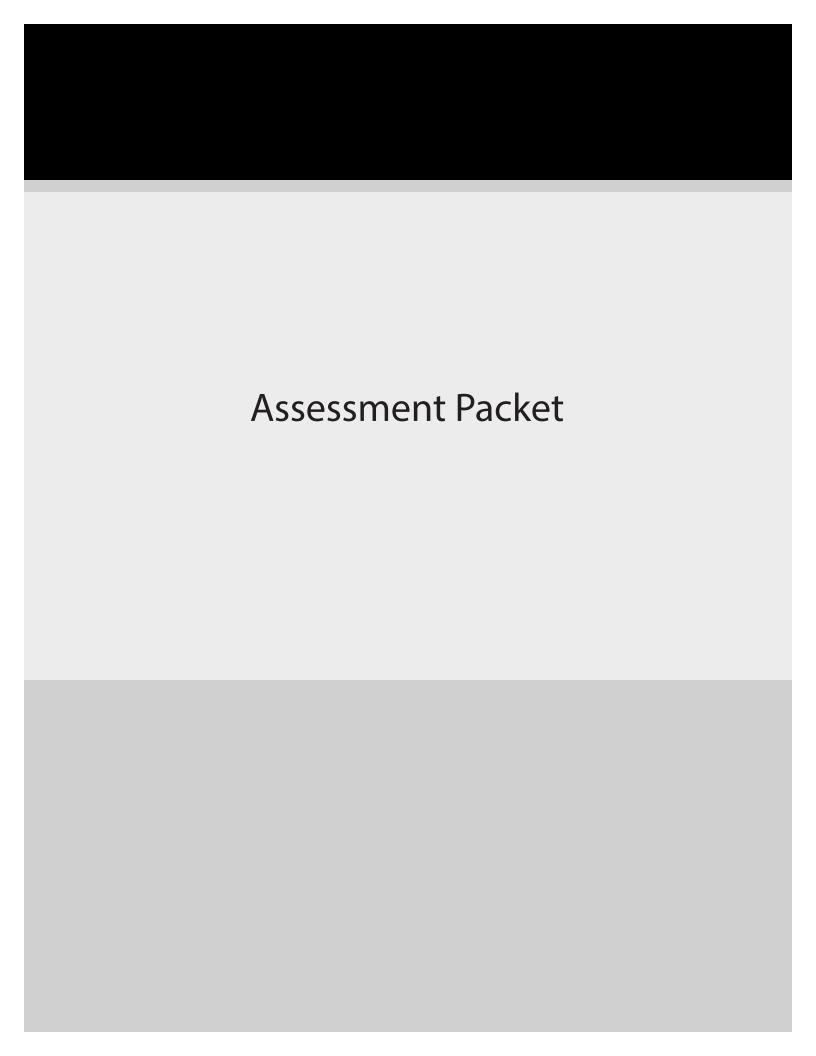


## Draw more to make 5.

0000	00	00
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0	0	00
0000	0 0	
000	00	00
0 0	0	0

draw more





Student Na	me				
Topic A: T	wo-Dimensional Flat Shapes		Date 1	Date 2	Date 3
Rubric Score: Time Elapsed:		Topic A			
		Topic B			
Materials:	(S) Paper cutouts of typical triangles, squares, rectangles, hexagons, and circles; paper cutouts of variant shapes and difficult distractor	Topic C			
		s (see Geome	try Progressio	n, 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.	



Module 2:

Two-Dimensional and Three-Dimensional Shapes

Topic B: Three-Dimensional Solid Shapes				
R	Rubric Score: Time Elapsed:			
Ν	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 somet use your words to tell me all about it.	thing in this room that is the same solid shape, and	
	2.	(Place seven solid shapes in front of the student realia.) Put all the cylinders in this box.	including three cylinders: wooden, plastic, and	
	3.	(Show a cone.) How is the cylinder you are hold	ing 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.			
	Wha	t 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 commercial flat shapes and classroom flat shapes a CD sleeve, or a name tag)	the paper cutouts from Topic A, but rather both napes, such as a piece of colored construction paper,		
1. Can you sort these shapes into one group of flat			
2. Tell me about your groups. What is the same ab			
3. Can you sort these shapes a different way? Tell What is different?	me about your new groups. What is the same?		
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	<b>Topic B:</b> Three-Dimensional Solid Shapes	Topic C: Two-Dimensional and Three- Dimensional Shapes	Next Steps:

