**MGSE5.G.3 This standard calls for student to reason about the attributes (properties) of shapes. Student should have experiences discussing the property of shapes and explaining their reasoning.**

**MGSE5.G.4 This standard builds on what was done in 4th grade. Figures from previous grades: polygon, rhombus/rhombi, rectangle, square, triangle, quadrilateral, pentagon, hexagon, cube and trapezoid.**

* Identify similarities and differences among two-dimensional figures.
* Reason about attributes (properties) of two-dimensional figures.
* Have experiences discussing properties of two-dimensional figures.

Tasks:

Program your robot to make a square.

Program your robot to make a rectangle.

Program your robot to make a rhombus.

Program your robot to make a pentagon.

Program your robot to make a hexagon.

Program your robot to make an acute angle.

Program your robot to make an obtuse angle.

Program your robot to make a right angle.

\*Considerations:

* Time, distance, and speed affect each other. Ex: Programming the robot to move for 3 seconds will result in a different distance than if you programmed the robot to move for 10 seconds. The speed at which you move your robot will also affect the distance traveled. So you want to set you robots speed in a consistent manner.
* Available Area… How much space do you have to work with? Programming your robot to move for 20 seconds at a medium speed will most likely send your robot on a mission which you will not have enough room for.
* Identity… How can you alter your robot’s look, so it will be easily identifiable if it gets away from you or mixed up with someone else’s robot?