DragonBox Elements: Key Standards Supported

GEOMETRY

Use: DragonBox Elements is a digital manipulative. It is designed to be used as a teaching tool together with classroom instruction and discussion. The following standards are covered combined with classroom instruction and discussion. See wewanttoknow.com/teachers for teacher manuals and worksheets.

3.G: Reason With Shapes And Their Attributes.	
3.G.1	Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.
4.G: Draw And Identify Lines And Angles, And Classify Shapes By Properties Of Their Lines And Angles.	
4.G.1	Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.
4.G.2	Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.
5.G: Classify Two-Dimensional Figures Into Categories Based On Their Properties.	
5.G.3	Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right

	angles and squares are rectangles, so all squares have four right angles.
7.G: Draw, Construct, And Describe Geometrical Figures And Describe The Relationships Between Them.	
7.G.2	Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.
8.G: Understand Congruence And Similarity Using Physical Models, Trans- Parencies, Or Geometry Software.	
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.
8.G.5	Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles. For example, arrange three copies of the same triangle so that the sum of the three angles appears to form a line, and give an argument in terms of transversals why this is so.