May Gr.1 Unit 10: Three dimensional shapes

Content Area: **Math**
Course(s):
Time Period: **May**
Length: **4-5 Weeks**
Status: **Obsolete**

Unit Overview

Students will learn about 3 dimensional shapes.

Enduring Understandings

There are defining and non-defining attributes to use to identify a cube, a rectangular prism, a cylinder, and cone.

We can combine 3 dimensional shapes to make a composite shape.

Essential Questions

How can I identify three dimensional shapes?

Instructional Strategies & Learning Activities

Math Chapter 10

- **Pacing Guide**
  Suggested Pacing

Instruction	8 days
Review/Assessment	2 days
Total*	**10 days**

- *Includes additional time for remediation and differentiation.

Lesson	Objective	Material & Manipulatives	Vocabulary	Standard
Lesson 1 *pp. 711-716* **Cubes and Prisms**	Look at attributes to identify cubes and rectangular prisms.	• geometric solids • classroom objects	**three-dimensional shape** **cube**	1.G.1 **Major**

			rectangular prism **face**	**Cluster** **MP** **2, 3, 4, 6, 8**
Lesson 2 *pp. 717-722* **Cones and Cylinders**	Look at attributes to identify cones and cyliners.	• geometric solids • crayons • classroom objects	**cone** **cylinder**	1.G.1 **Major Cluster** **MP** **2, 3, 6, 7, 8**
Check My Progress				
Lesson 3 *pp. 725-730* **Problem-Solving Strategy: Look for a Pattern**	Look for a pattern to solve problems.	• cube and rectangular prism pages • scissors • write-on/wipe-off boards • dry erase markers		1.G.1 **Major Cluster** **MP** **2, 3, 4, 7**
Lesson 4 *pp. 731-736* **Combine Three-Dimensional Shapes**	Combine three-dimensional shapes to make a composite shape.	• geometric solids • write-on/wipe-off boards • dry erase markers		1.G.2 **Major Cluster** **MP** **1, 2, 3, 4, 6, 7**

My Review and Reflect

- **Chapter 10 Targeted Strategic Intervention**
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- **Differentiated Instruction**
- **What's the Math in This Chapter?**
- **Reading Connections**

Integration of Career Readiness, Life Literacies and Key Skills

Students will establish and follow rules, routines, and responsibilities throughout the year.

WRK.9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.
TECH.9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
TECH.9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
TECH.9.4.2.CT.2	Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
TECH.9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

	Brainstorming can create new, innovative ideas.
	Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.
	Different types of jobs require different knowledge and skills.

Technology and Design Integration

Students will interact with the textbook/workbooks on the Smartboard throughout My Math Lessons.

Students will engage in lessons on Dreambox, an interactive Math program that allows progress at a students own pace through the Standards in Math for Grade 1.

CS.K-2.8.1.2.CS.1	Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

Interdisciplinary Connections

Students will use leveled books to reinforce and extend problem-solving skills and strategies.

LA.RI.1.1	Ask and answer questions about key details in a text.
LA.RI.1.7	Use the illustrations and details in a text to describe its key ideas.
LA.SL.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

Differentiation

Each My Math unit throughout the series offers "approaching level", "on level" and "Beyond level" differentiated instructional hands-on choices, as well as ELL differentiated support. Please refer to the teacher edition for the activities.

Modifications & Accommodations

IEP and 504 accommodations will be followed.

Formative Assessments

Teacher observation

Student conferences

Discussion

Activities

games

homework

Benchmark Assessments

Aimsweb Math testing 3 times a year.

Summative Assessments

My Math chapter assessments

Instructional Materials

See materials listed above in lesson plans.

Standards

MA.1.G.A.1	Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.
MA.1.G.A.2	Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.