

April Gr.1 Unit 9: Two Dimensional shapes and Equal Shares

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

Unit Overview

Students will learn about two dimensional shapes and equal shares.

Enduring Understandings

We recognize two dimensional shapes by defining their attributes.

We can mak new shapes by putting two together.

We can partition shapes in equal parts.

Essential Questions

How can I recognize two dimensional shapes and equal shares?

Instructional Strategies & Learning Activities

Math – Chapter 9

- **Pacing Guide**
Suggested Pacing

Instruction	15 days
Review/Assessment	2 days
Total*	17 days

- *Includes additional time for remediation and differentiation.

Lesson	Objective	Material & Manipulatives	Vocabulary	Standard
Lesson 1 <i>pp.</i> 635-640 Squares and	Use defining attributes to identify and describe squareshapes and rectangles.	• construction paper • attribute blocks	two-dimensional shapes side	1.G.1 Major

Rectangles		<ul style="list-style-type: none"> • crayons • timer • classroom objects 	vertex/vertices square rectangle	Cluster MP 1, 2, 3, 4, 6, 7 1.G.1
Lesson 2 <i>pp.</i> 641-646 Triangles and Trapezoids	Use defining attributes to identify and describe trapezoids and triangles.	<ul style="list-style-type: none"> • construction paper shapes • pattern blocks • geoboard • rubber bands • classroom objects 	triangle trapezoid	Major Cluster MP 1, 2, 3, 5, 6, 7 1.G.1
Lesson 3 <i>pp.</i> 647-652 Circles	Use defining attributes to identify and describe circles.	<ul style="list-style-type: none"> • attribute blocks • index cards 	circle	Major Cluster MP 2, 3, 6, 7, 8 1.G.1
Lesson 4 <i>pp.</i> 653-658 Compare Shapes	Compare two-dimensional shapes.	<ul style="list-style-type: none"> • scissors • attribute blocks • pattern blocks • shape cards 		Major Cluster MP 1, 3, 4, 6, 7
Check My Progress Lesson 5 <i>pp.</i> 661-666 Composite Shapes	Use two-dimensional shapes to make a composite shape.	<ul style="list-style-type: none"> • pattern blocks • shape and shape name cards 	composite shape	1.G.2 Major Cluster MP 1, 2, 3, 6, 7, 8 1.G.2
Lesson 6 <i>pp.</i> 667-672 More Composite Shapes	Use two-dimensional shapes to make a composite shape and compose new shapes from the composite shape.	<ul style="list-style-type: none"> • pattern blocks 		Major Cluster MP 1, 2, 3, 4, 6 1.G.2
Lesson 7 <i>pp.</i> 673-678 Problem-Solving Strategy: Use Logical Reasoning	Use logical reasoning to solve problems.	<ul style="list-style-type: none"> • pattern blocks 		Major Cluster MP 2, 3, 4

Check My Progress

Lesson 8 pp. 681-686 Equal Parts	Partition shapes into two or four equal shares and identify how many parts are in the whole.	<ul style="list-style-type: none">• glue• scissors• pattern blocks• magazine or newspaper ads	whole equal part	1.G.3 Major Cluster MP 1, 2, 3, 4, 5, 6, 8
Lesson 9 pp. 687-692 Halves	Partition shapes into two equal parts.	<ul style="list-style-type: none">• two-column chart• pattern blocks• attribute blocks• crayons• index cards	halves	1.G.3 Major Cluster MP 1, 2, 3, 7, 8
Lesson 10 pp. 693-698 Quarters and Fourths	Partition shapes into four equal parts.	<ul style="list-style-type: none">• fraction circles• crayons• attribute blocks• index cards	fourths	1.G.3 Major Cluster MP 1, 2, 6, 7, 8

My Review and Reflect

- **Chapter 9: Targeted Strategic Intervention**
-
-
- **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.

TECH.9.4.2.CI.1	Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem. Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). Brainstorming can create new, innovative ideas.
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).
WRK.9.2.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job. Different types of jobs require different knowledge and skills.

TECH.9.4.2.CT.3

Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

TECH.9.4.2.CI.2

Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).

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 student's own pace through the Standards in Math for Grade 1.

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 Benchmark assessments three times a year.

Summative Assessments

My Math Chapter assessments.

Instructional Materials

See materials listed in the above lesson plans.

Standards

MA.1.G.A.3

Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

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.