Unit 13 Reveal Grade 1

Content Area: **Math**
Course(s): **Math**
Time Period: **June**
Length: **3 weeks**
Status: **Published**

Unit Overview

UNIT 13 PLANNER
Equal Shares

PACING: 10 days

LESSON		MATH OBJECTIVE	LANGUAGE OBJECTIVE	SOCIAL AND EMOTIONAL LEARNING OBJECTIVE	LESSON	KEY VOCABULARY
Unit Opener	Cutting Squares in Half	Partition squares into halves and quarters.				
13-1	Understand Equal Shares	Students identify equal shares of circles, rectangles, and squares.	Students use *have* and *are* to describe the shares of partitioned circles and rectangles.	Students demonstrate self-awareness of personal strengths and areas of challenge in mathematics.	13-1	Math Terms equal equal shares whole
13-2	Partition Shapes into Halves	Students partition circles, rectangles, and squares into 2 shares and identify the shares as *halves* or *half of*.	Students use present tense verbs to explain each share as *half of* the whole or two *halves* of the whole.	Students discuss and practice strategies for managing stressful situations.	13-2	equal shares half (halves) half of
13-3	Partition Shapes into Fourths	Students partition circles, rectangles, and squares into 4 shares and identify the shares as *fourths*, *fourth of*, or *quarter of*.	Students use *there are* to identify *fourths*, *fourths of*, *quarters of*, or *four quarters of* the whole.	Students discuss the value of hearing different viewpoints and approaches to problem solving.	13-3	equal shares fourth fourth of quarter quarter of
Math Probe	**Partitioning Into Fourths**	Decide if each notebook has been partitioned into fourths.				
13-4	Describe the Whole	Students count the number of shares in an equally partitioned shape and describe the whole as *two of*, or *four of* the shares.	Students use *there are* to describe the parts of a whole.	Students actively listen without interruption as peers describe how they approached a complex mathematical task.	13-4	equal shares fourth half quarter whole
13-5	Describe Halves and Fourths of Shapes	Students partition identical shapes into halves and fourths to understand that more equal shares create smaller shares.	Students explain that more equal shares create smaller shares using *has*.	Students reflect on and describe the logic and reasoning used to make a mathematical decision or conclusion.	13-5	equal shares fourth half quarter
Unit Review **Fluency Practice**						
Unit Assessment **Performance Task**						

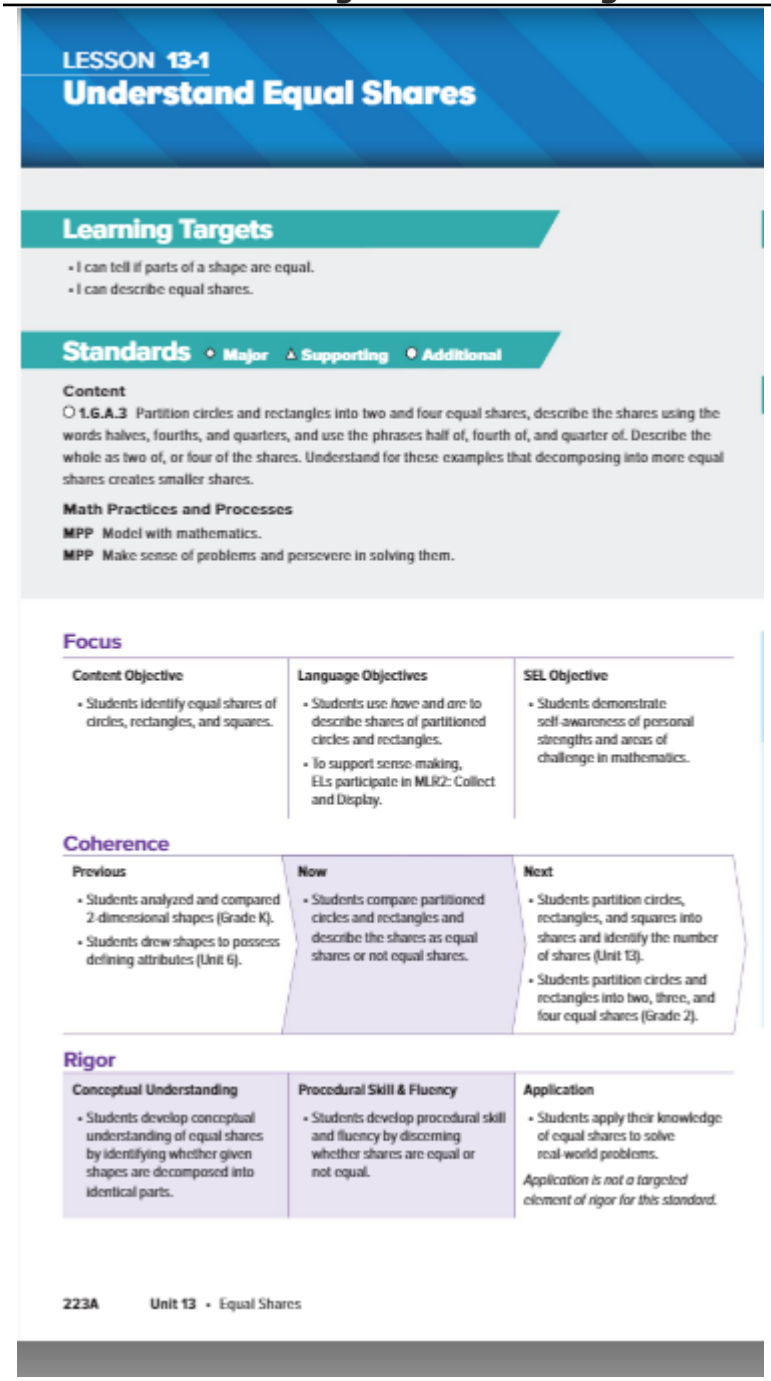
Enduring Understandings

See Above

Essential Questions

See Above

Instructional Strategies and Learning Activities



LESSON 13-1

Understand Equal Shares

Learning Targets

- I can tell if parts of a shape are equal.
- I can describe equal shares.

Standards ◆ Major △ Supporting ○ Additional

Content

○ **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.

Math Practices and Processes

MPP Model with mathematics.

MPP Make sense of problems and persevere in solving them.

Focus

Content Objective	Language Objectives	SEL Objective
• Students identify equal shares of circles, rectangles, and squares.	• Students use *have* and *are* to describe shares of partitioned circles and rectangles. • To support sense-making, ELs participate in MLR2: Collect and Display.	• Students demonstrate self-awareness of personal strengths and areas of challenge in mathematics.

Coherence

Previous	Now	Next
• Students analyzed and compared 2-dimensional shapes (Grade K). • Students drew shapes to possess defining attributes (Unit 6).	• Students compare partitioned circles and rectangles and describe the shares as equal shares or not equal shares.	• Students partition circles, rectangles, and squares into shares and identify the number of shares (Unit 13). • Students partition circles and rectangles into two, three, and four equal shares (Grade 2).

Rigor

Conceptual Understanding	Procedural Skill & Fluency	Application
• Students develop conceptual understanding of equal shares by identifying whether given shapes are decomposed into identical parts.	• Students develop procedural skill and fluency by discerning whether shares are equal or not equal.	• Students apply their knowledge of equal shares to solve real-world problems. *Application is not a targeted element of rigor for this standard.*

LESSON 13-2

Partition Shapes into Halves

Learning Targets

- I can identify halves.
- I can partition shapes to create halves.

Standards ◆ Major ▲ Supporting ● Additional

Content

● **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.

Math Practices and Processes

MPP Construct viable arguments and critique the reasoning of others.

MPP Model with mathematics.

Focus

Content Objective	Language Objectives	SEL Objective
• Students partition circles, rectangles, and squares into 2 shares and identify the shares as *halves* or *half of*.	• Students use present tense verbs to explain each share as *half of* the whole or two *halves* of the whole. • To optimize output, ELs participate in MLR4: Information Gap.	• Students discuss and practice strategies for managing stressful situations.

Coherence

Previous	Now	Next
• Students analyzed and compared 2-dimensional shapes (Grade K). • Students identified whether circles, rectangles, and squares had equal shares (Unit 13).	• Students partition circles, rectangles, and squares into 2 equal shares and identify each equal share as *half of* the whole or two *halves* of the whole.	• Students partition circles, rectangles, and squares into four shares and identify the shares as *fourths*, *fourth of*, or *quarter of* (Unit 13). • Students partition circles and rectangles into two, three, and four equal shares (Grade 2).

Rigor

Conceptual Understanding	Procedural Skill & Fluency	Application
• Students develop conceptual understanding of halves by identifying whether shapes are decomposed into two identical parts.	• Students develop procedural skill and fluency by partitioning shapes to create halves.	• Students apply their knowledge of halves to represent and solve real-world problems. *Application is not a targeted element of rigor for this standard.*

LESSON 13-3

Partition Shapes into Fourths

Learning Targets

- I can identify fourths.
- I can partition shapes to create fourths.

Standards ◆ Major △ Supporting ○ Additional

Content

○ **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.

Math Practices and Processes

MPP Reason abstractly and quantitatively.

MPP Model with mathematics.

Focus

Content Objective	Language Objectives	SEL Objective
• Students partition circles, rectangles, and squares into 4 shares and identify the shares as *fourths*, *fourth of*, or *quarter of*.	• Students use *there are* to identify *fourths*, *fourths of*, *quarters of*, or four *quarters of* the whole. • To cultivate conversation, ELs participate in MLR8: Discussion Supports.	• Students discuss the value of hearing different viewpoints and approaches to problem solving.

Coherence

Previous	Now	Next
• Students analyzed and compared 2-dimensional shapes (Grade K). • Students partitioned circles, rectangles, and squares into two shares and identified the shares as *halves* or *half of* (Unit 13).	• Students partition circles, rectangles, and squares into four equal shares and identify each equal share as *fourths of* or *quarters of* the whole or four *quarters of* the whole.	• Students count the number of shares in an equally partitioned shape and describe the whole (Unit 13). • Students partition circles and rectangles into two, three, and four equal shares (Grade 2).

Rigor

Conceptual Understanding	Procedural Skill & Fluency	Application
• Students develop conceptual understanding of fourths by identifying whether shapes are decomposed into four identical parts.	• Students develop procedural skill and fluency by partitioning shapes to create fourths.	• Students apply their knowledge of fourths to represent and solve real-world problems. *Application is not a targeted element of rigor for this standard.*

LESSON 13-4

Describe the Whole

Learning Targets

- I can describe a whole shape with 2 equal shares as having two halves.
- I can describe a whole shape with 4 equal shares as having four fourths.

Standards ◆ Major ▲ Supporting ● Additional

Content

○ **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.

Math Practices and Processes

MPP Make sense of problems and persevere in solving them.

MPP Look for and make use of structure.

Focus

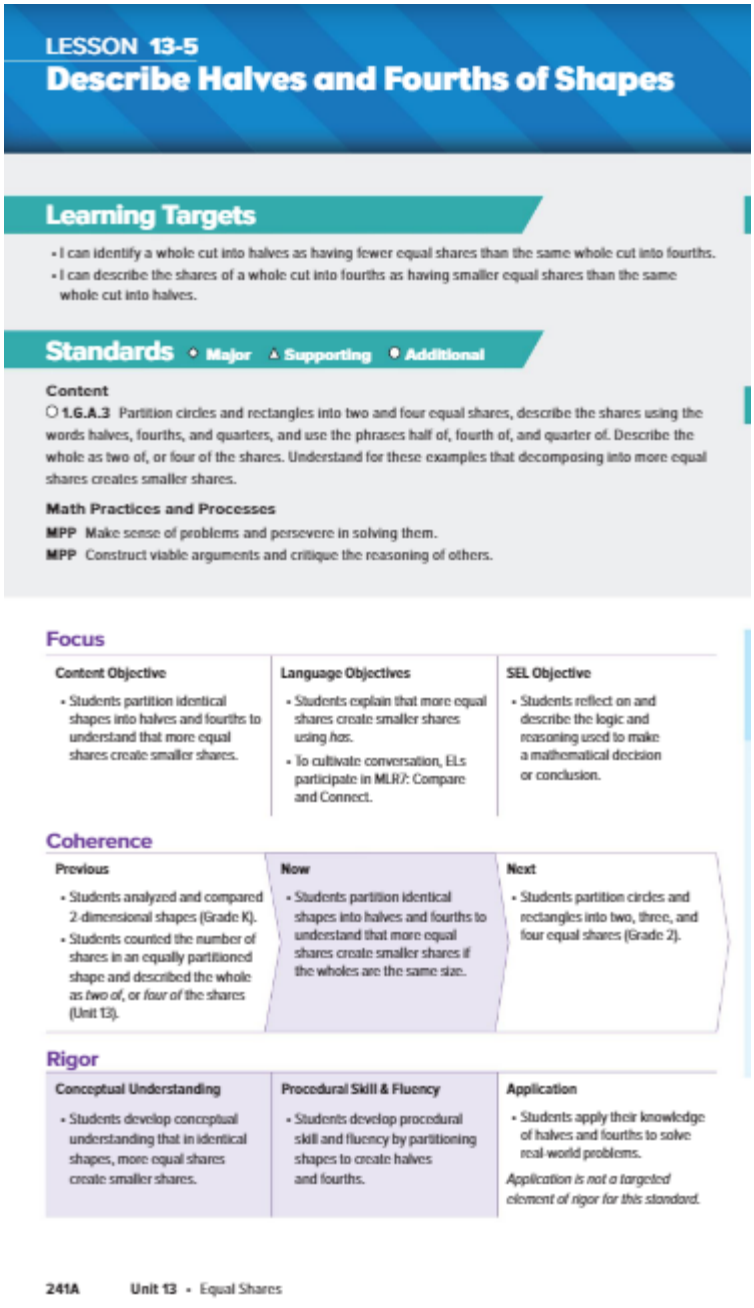
Content Objective	Language Objectives	SEL Objective
• Students count the number of shares in an equally partitioned shape and describe the whole as *two of*, or *four of* the shares.	• Students use *there are* to describe the parts of a whole. • To optimize output, ELs participate in MLR3: Critique, Correct, and Clarify.	• Students actively listen without interruption as peers describe how they approached a complex mathematical task.

Coherence

Previous	Now	Next
• Students analyzed and compared 2-dimensional shapes (Grade K). • Students partitioned circles, rectangles, and squares into four shares and identified the shares as *fourths*, *fourths of*, or *quarter of* (Unit 13).	• Students count the number of shares in an equally partitioned shape and describe the whole as *two halves*, *four fourths*, or *four quarters*.	• Students partition identical shapes into halves and fourths to understand that more equal shares create smaller shares (Unit 13). • Students partition circles and rectangles into two, three, and four equal shares (Grade 2).

Rigor

Conceptual Understanding	Procedural Skill & Fluency	Application
• Students develop conceptual understanding of identifying a whole shape that is partitioned as two halves or four fourths.	• Students develop procedural skill and fluency by describing partitioned shapes as two halves or four fourths.	• Students apply their knowledge of halves and fourths to solve real-world problems. *Application is not a targeted element of rigor for this standard.*



LESSON 13-5

Describe Halves and Fourths of Shapes

Learning Targets

- I can identify a whole cut into halves as having fewer equal shares than the same whole cut into fourths.
- I can describe the shares of a whole cut into fourths as having smaller equal shares than the same whole cut into halves.

Standards ◆ Major ▲ Supporting ● Additional

Content

○ **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.

Math Practices and Processes

MPP Make sense of problems and persevere in solving them.

MPP Construct viable arguments and critique the reasoning of others.

Focus

Content Objective	Language Objectives	SEL Objective
• Students partition identical shapes into halves and fourths to understand that more equal shares create smaller shares.	• Students explain that more equal shares create smaller shares using *has*. • To cultivate conversation, ELs participate in MLR7: Compare and Connect.	• Students reflect on and describe the logic and reasoning used to make a mathematical decision or conclusion.

Coherence

Previous	Now	Next
• Students analyzed and compared 2-dimensional shapes (Grade K). • Students counted the number of shares in an equally partitioned shape and described the whole as *two of*, or *four of* the shares (Unit 13).	• Students partition identical shapes into halves and fourths to understand that more equal shares create smaller shares if the wholes are the same size.	• Students partition circles and rectangles into two, three, and four equal shares (Grade 2).

Rigor

Conceptual Understanding	Procedural Skill & Fluency	Application
• Students develop conceptual understanding that in identical shapes, more equal shares create smaller shares.	• Students develop procedural skill and fluency by partitioning shapes to create halves and fourths.	• Students apply their knowledge of halves and fourths to solve real-world problems. *Application is not a targeted element of rigor for this standard.*

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Integration of Career Readiness, Life Literacies and Key Skills

9.1.2.CR.1	Recognize ways to volunteer in the classroom, school and community.
9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
9.1.2. FI.1	Differentiate the various forms of money and how they are used (e.g., coins, bills, checks, debit and credit cards).
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).
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
9.4.2.DC.3	Explain how to be safe online and follow safe practices when using the internet (e.g.,

	8.1.2.NI.3, 8.1.2.NI.4).
9.1.2.PB.1	Determine various ways to save and places in the local community that help people save and accumulate money over time.
9.4.2.TL.2	Create a document using a word processing application.
9.4.2.TL.5	Describe the difference between real and virtual experiences.
9.4.2.TL.6	Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).
9.4.2.TL.7	Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts (e.g., W.2.6., 8.2.2.ED.2).

Technology and Design Integration

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.
8.1.2.DA.1	Collect and present data, including climate change data, in various visual formats.
8.1.2.DA.3	Identify and describe patterns in data visualizations.
8.1.2.DA.4	Make predictions based on data using charts or graphs.
8.1.2.AP.4	Break down a task into a sequence of steps.
8.1.2.AP.5	Describe a program's sequence of events, goals, and expected outcomes.
8.2.2.ITH.4	Identify how various tools reduce work and improve daily tasks.

Interdisciplinary Connections

LA.RL.K.4	Ask and answer questions about unknown words in a text.
LA.RI.K	Reading Informational Text
LA.RI.K.1	With prompting and support, ask and answer questions about key details in a text.
LA.RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
LA.RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
LA.RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.
LA.RI.K.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
LA.RI.K.8	With prompting and support, identify the reasons an author gives to support points in a text.
LA.RI.K.10	Actively engage in group reading activities with purpose and understanding.
LA.W.K.5	With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).
LA.SL.K	Speaking and Listening
LA.SL.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
LA.SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

LA.SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.

- **Definitions of Differentiation Components**:

    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.
    - Product – how the student will demonstrate understanding of the content.
    - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit:



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Modifications and Accommodations

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.

Modifications and Accommodations used in this unit:

Benchmark Assessments

Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

Schoolwide Benchmark assessments:

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

DRA

Additional Benchmarks used in this unit:

Reveal Unit assessments

Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

Formative Assessments used in this unit:

Teacher observation

Checklists

Questioning and Discussion

Quizzes

Summative Assessments

summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of

ways to combine these approaches.

Summative assessments for this unit:

End of Unit assessments

Instructional Materials

See above

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.