Unit 4c-Reasons With Shapes And Their Attributes

Content Area: **Mathematics**
Course(s): **Math 1**
Time Period: **Marking Period 4**
Length: **MP4 Topic 14-1 to 14-9**
Status: **Published**

Essential Questions

- How can you define shapes and compose new shapes?

Big Ideas

- Comparison and Relationships: Numbers, expressions, measures, and objects can be compared and related to other numbers, expressions, measures, and objects in different ways.
- Geometric Figures: Two- and three-dimensional objects with or without curved surfaces can be described, classified, and analyzed by their attributes. An object's location in space can be described quantitatively.
- Practices, Processes, and Proficiencies:Mathematics content and processes can be applied to solve problems.

CSDT Technology Integration

8.1.2.DA.2 Store, copy, search, retrieve, modify and delete data using a computing device.

Activity: Students will use the class rotation chart on Google Slides to complete rotations/stations.

Enduring Understandings

Geometry

1.G.A Reason with shapes and their attributes.[M]

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 [M]

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 Students do not

need to learn formal names such as “right rectangular prism.” [M]

Measurement and Data

1.M.A.2 Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.

Number and Operations in Base Ten

1.NBT.A.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

1.NBT.B.2A 10 can be thought of as a bundle of ten ones — called a “ten.”

1.NBT.B.2.C The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).

Operations and Algebraic Thinking

1.OA.A.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

Mathematical Practices Focus

MP.1 Make sense of problems and persevere in solving them.

MP.2 Reason abstractly and quantitatively.

MP.3 Construct viable arguments and critique the reasoning of others.

MP.4 Model with mathematics.

MP.5 Use appropriate tools strategically.

MP.6 Attend to precision.

MP.7 Look for and make use of structure.

MP.8 Look for and express regularity in repeated reasoning.