# Unit 4c-Reasons With Shapes And Their Attributes 

Content Area: Mathematics<br>Course(s): Math 1<br>Time Period: $\quad$ Marking Period 4 Length:<br>Status:<br>MP4 Topic 14-1 to 14-9<br>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.


## 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 quartercircles) 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.

