Unit 10

GUIDED MATH

1ST GRADE

GEOMETRY 2D & 3D SHAPES

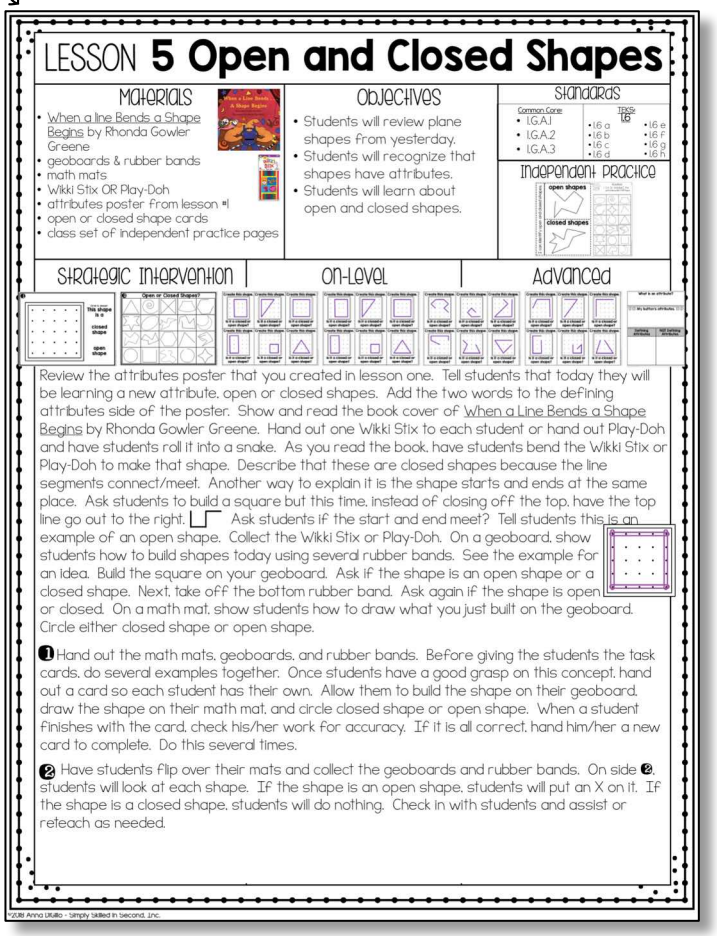
UNIT RELEASE DATES

These are tentative release dates. Units will be released AROUND these dates.

Unit 1: Review & Intro to Guided Math	RELEASED
Unit 2: Number Sense	RELEASED
Unit 3: Place Value/Base 10	RELEASED
Unit 4: Addition to 10	RELEASED
Unit 5: Subtraction from 10	RELEASED
Unit 6: Addition Strategies	RELEASED
Unit 7: Subtraction Strategies	RELEASED
Unit 8: Numbers to 120	RELEASED
Unit 9: Addition & Subtraction w/in 100	RELEASED
Unit 10: Geometry	RELEASED
Unit 11: Measurement & Time	March 30th
Unit 12: Graphing and Data	May 4th
Unit 13: Money & Financial Literacy	June 8th

GUIDED MATH LESSONS

Lesson Plan



LESSON 5 Open and Closed Shapes

MATERIALS
- When a line Bends a Shape Begins by Rhonda Gowler Greene
- geoboards & rubber bands
- math mats
- Wikki Stix OR Play-Doh
- attributes poster from lesson #1
- open or closed shape cards
- class set of independent practice pages

OBJECTIVES
- Students will review plane shapes from yesterday.
- Students will recognize that shapes have attributes.
- Students will learn about open and closed shapes.

STANDARDS
Common Core: 1.G.A.1, 1.G.A.2, 1.G.A.3
TEKS: 1.6 a, 1.6 b, 1.6 c, 1.6 d, 1.6 e, 1.6 F, 1.6 g, 1.6 F

INDEPENDENT PRACTICE

STRATEGIC INTERVENTION | ON-LEVEL | ADVANCED

Review the attributes poster that you created in lesson one. Tell students that today they will be learning a new attribute, open or closed shapes. Add the two words to the defining attributes side of the poster. Show and read the book cover of When a Line Bends a Shape Begins by Rhonda Gowler Greene. Hand out one Wikki Stix to each student or hand out Play-Doh and have students roll it into a snake. As you read the book, have students bend the Wikki Stix or Play-Doh to make that shape. Describe that these are closed shapes because the line segments connect/meet. Another way to explain it is the shape starts and ends at the same place. Ask students to build a square but this time, instead of closing off the top, have the top line go out to the right. Ask students if the start and end meet? Tell students this is an example of an open shape. Collect the Wikki Stix or Play-Doh. On a geoboard, show students how to build shapes today using several rubber bands. See the example for an idea. Build the square on your geoboard. Ask if the shape is an open shape or a closed shape. Next, take off the bottom rubber band. Ask again if the shape is open or closed. On a math mat, show students how to draw what you just built on the geoboard. Circle either closed shape or open shape.

❶ Hand out the math mats, geoboards, and rubber bands. Before giving the students the task cards, do several examples together. Once students have a good grasp on this concept, hand out a card so each student has their own. Allow them to build the shape on their geoboard, draw the shape on their math mat, and circle closed shape or open shape. When a student finishes with the card, check his/her work for accuracy. If it is all correct, hand him/her a new card to complete. Do this several times.

❷ Have students flip over their mats and collect the geoboards and rubber bands. On side ❷, students will look at each shape. If the shape is an open shape, students will put an X on it. If the shape is a closed shape, students will do nothing. Check in with students and assist or reteach as needed.

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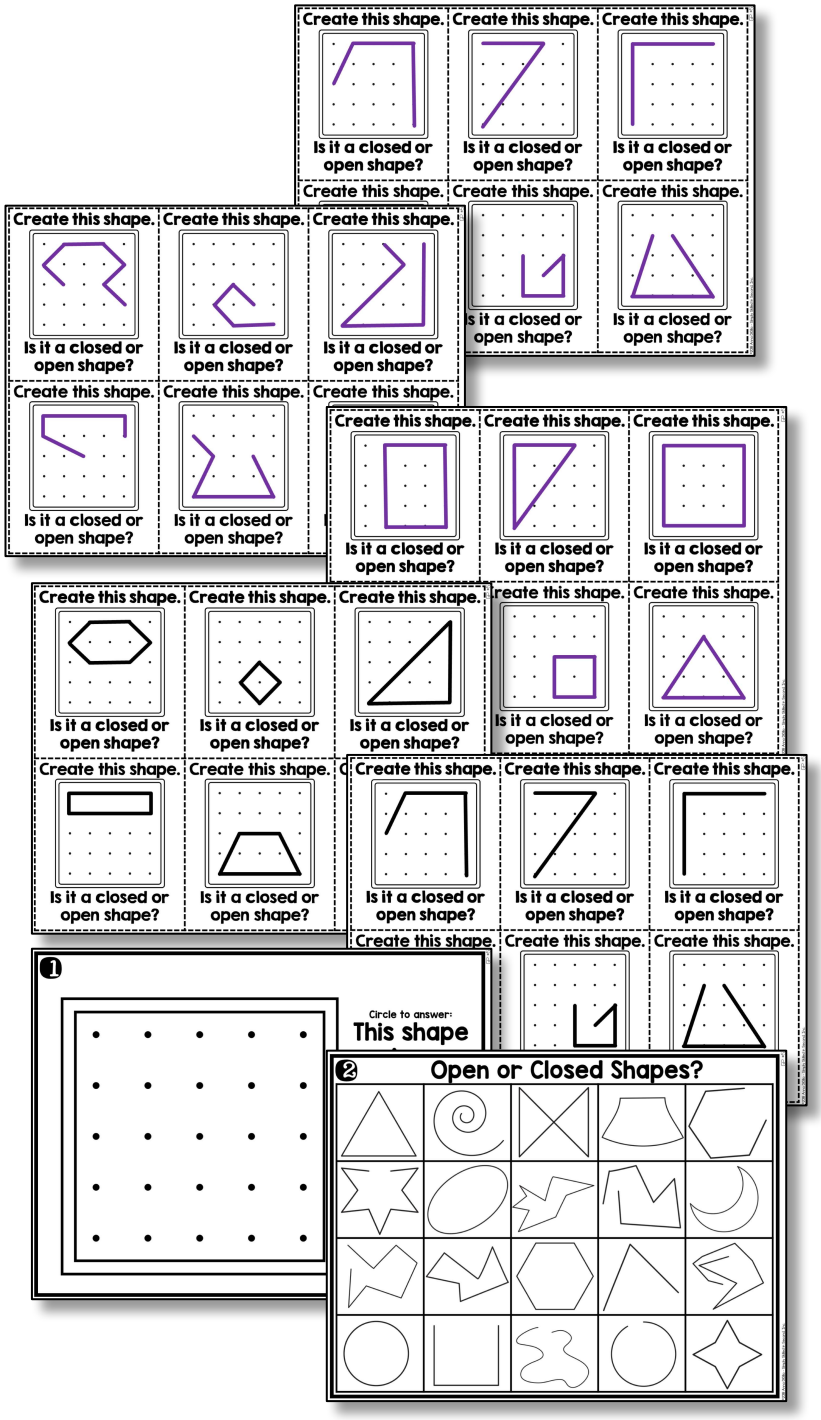
Small Group Instructional Materials



Create this shape. Is it a closed or open shape?

Create this shape. Is it a closed or open shape?

Create this shape. Is it a closed or open shape?

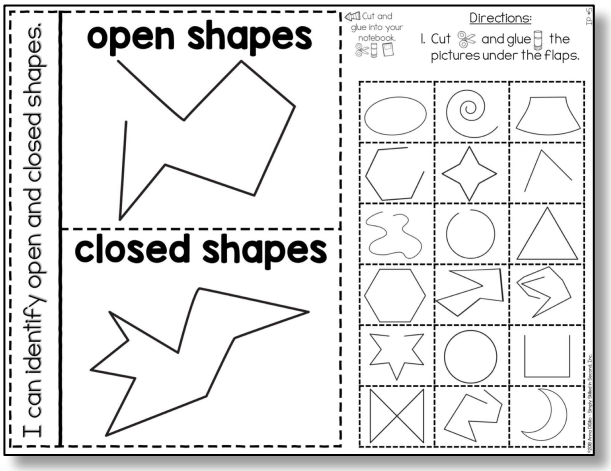
Create this shape. Is it a closed or open shape?

Create this shape. Is it a closed or open shape?

❶ Circle to answer: This shape

❷ Open or Closed Shapes?

Independent Practice



I can identify open and closed shapes.

open shapes

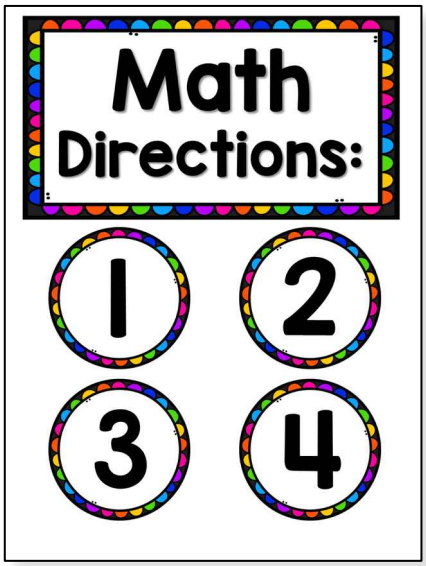
closed shapes

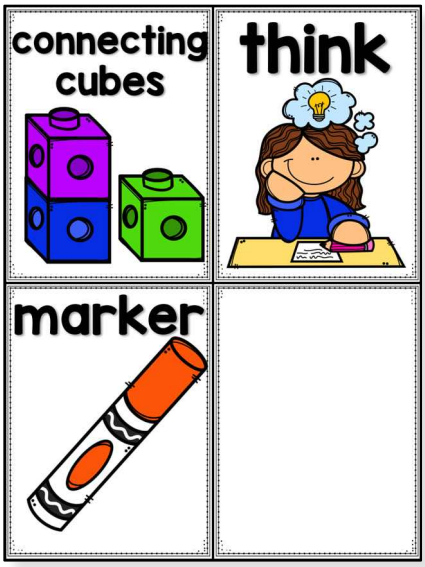
Directions:
1. Cut and glue the pictures under the flaps.

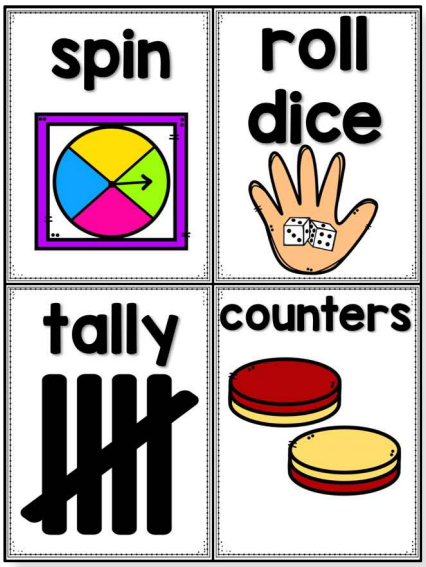
Cut and glue into your notebook.

DIRECTION CARDS

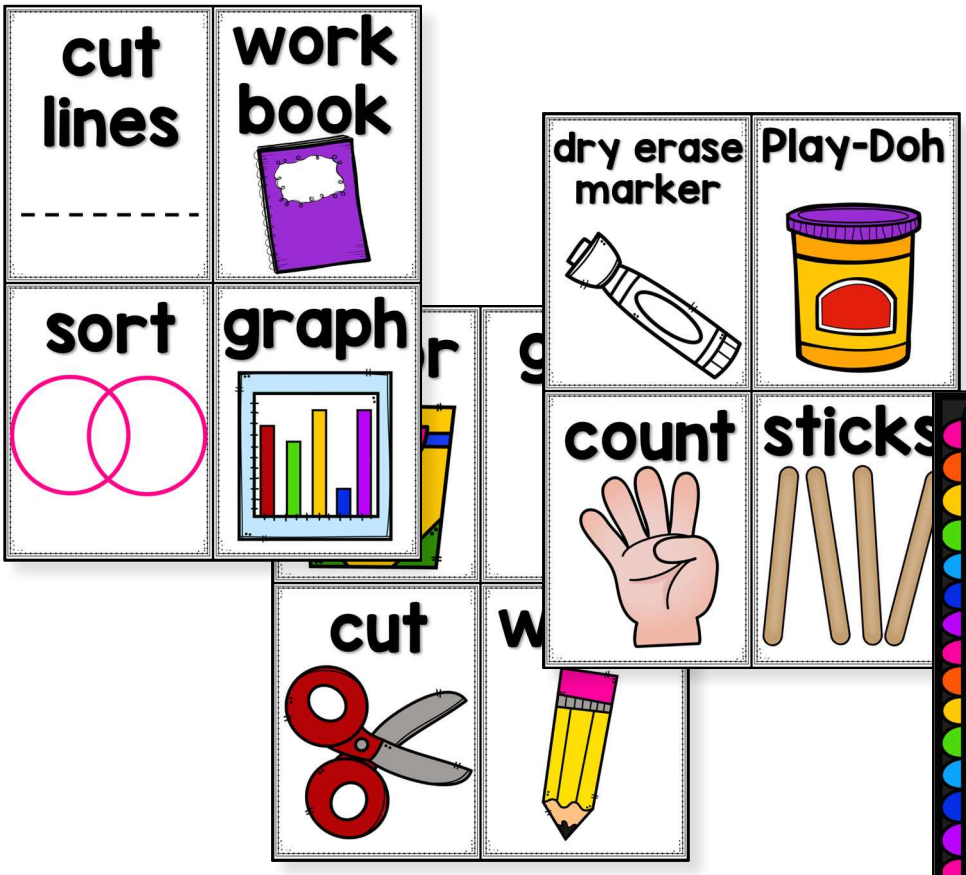
Direction Cards

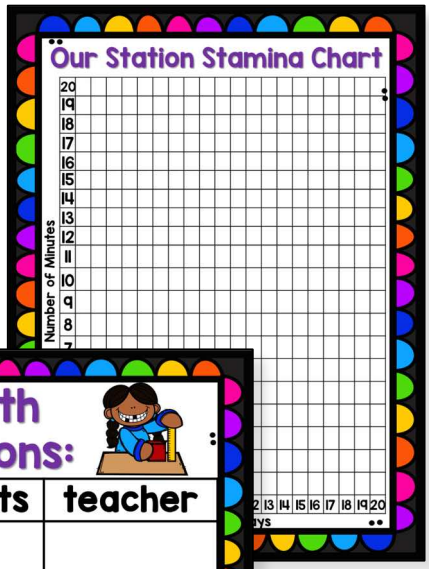


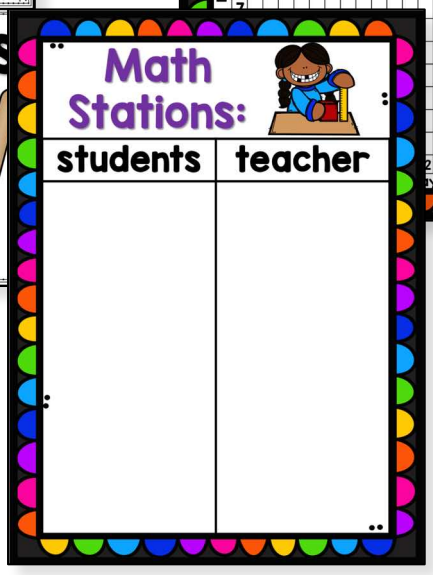




Stamina Chart

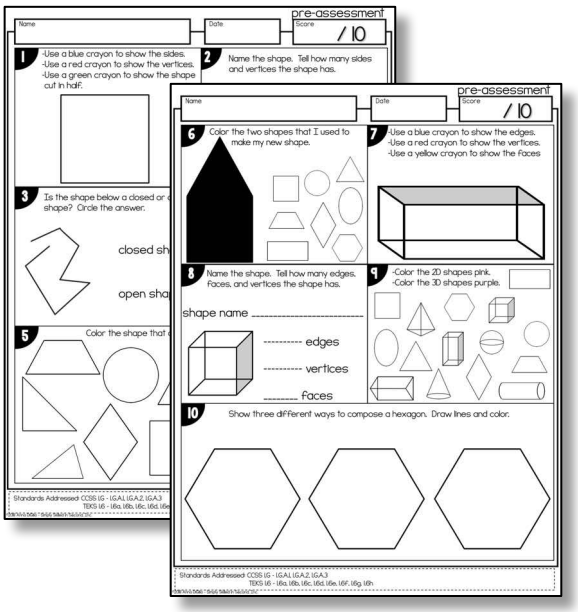


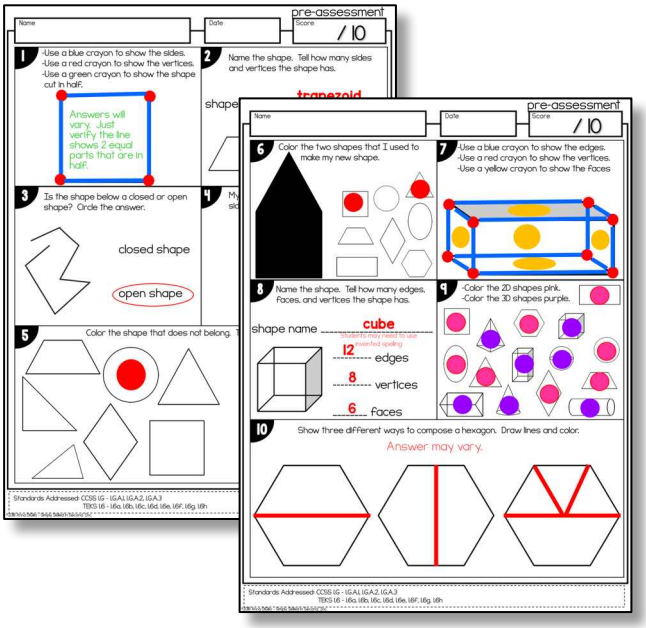




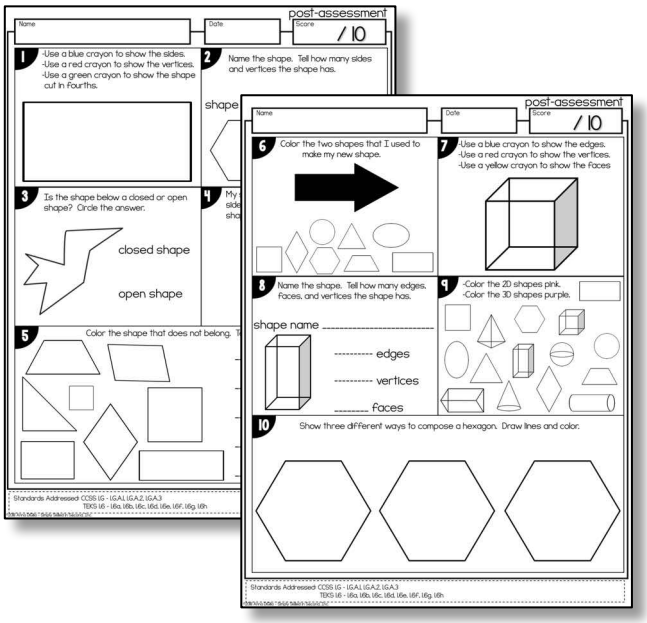
PRE & POST ASSESSMENTS

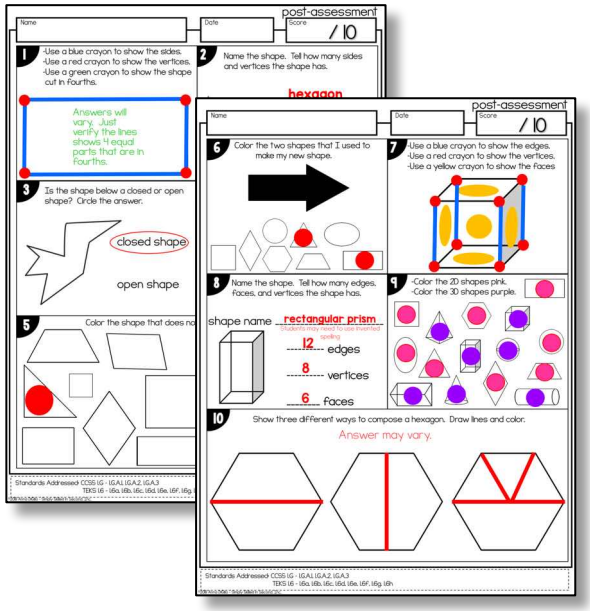
Pre-Assessments





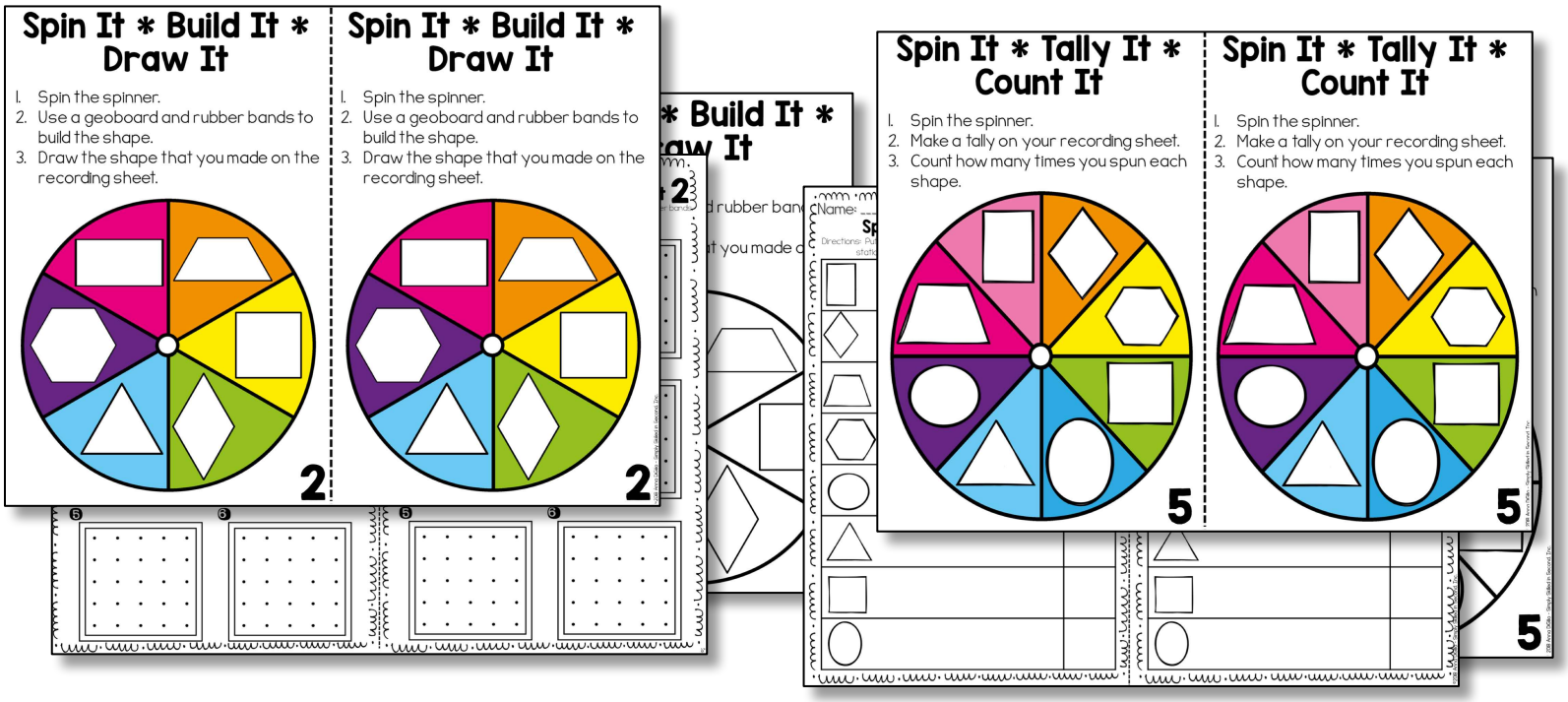
Post-Assessments

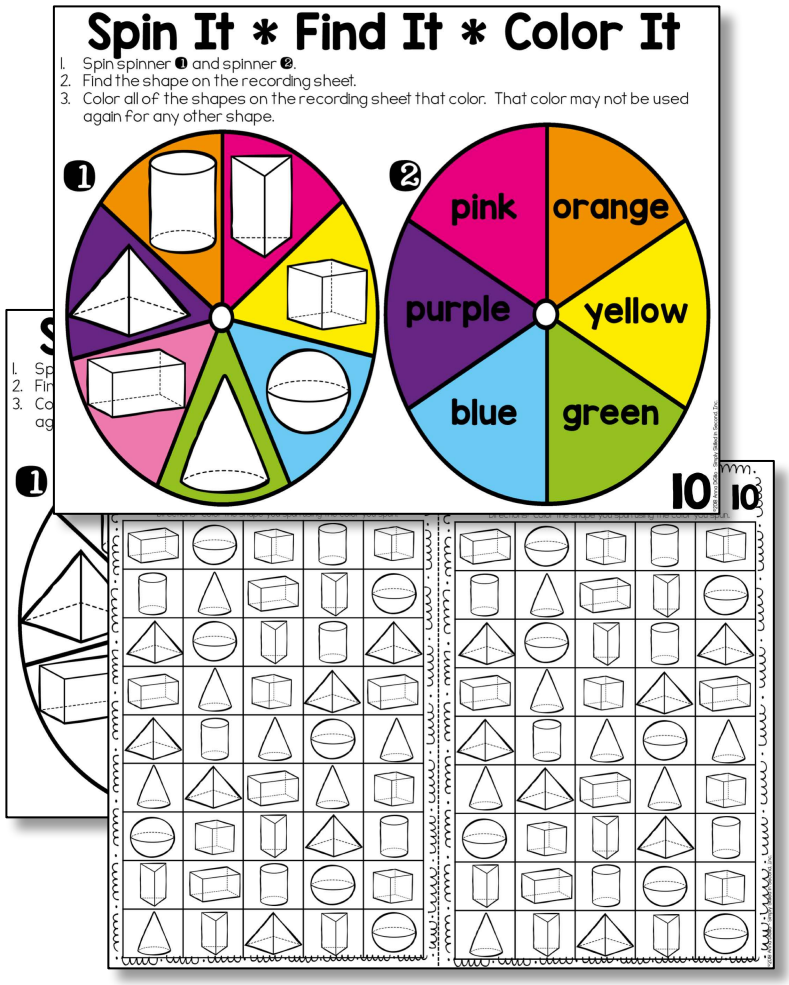


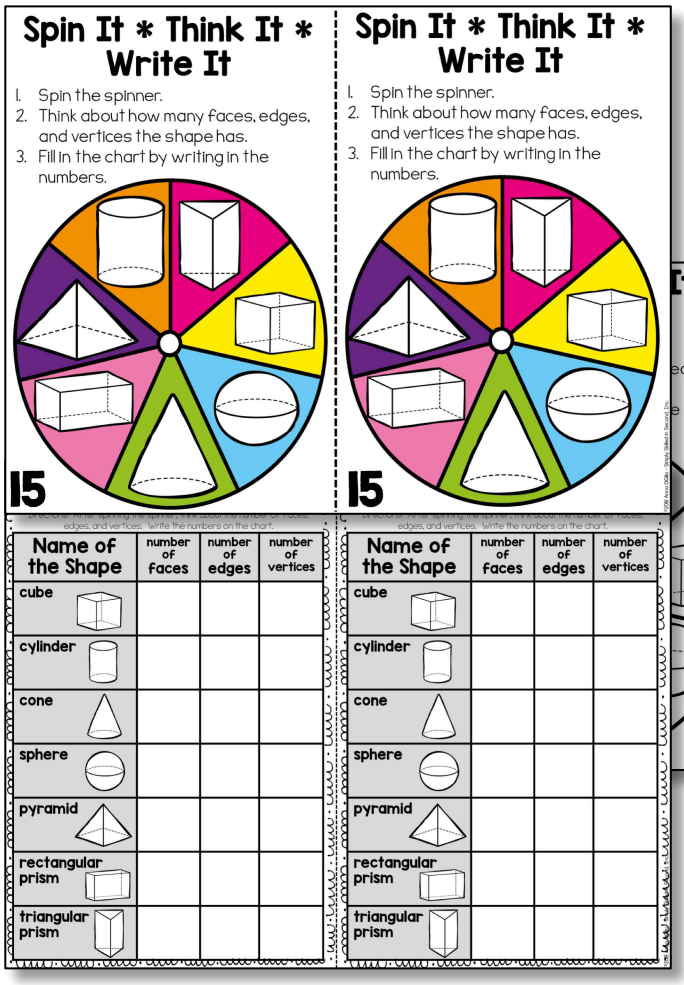


SPIN-ITS MATH STATIONS

15 Spin-Its Math Stations (all stations NOT shown)

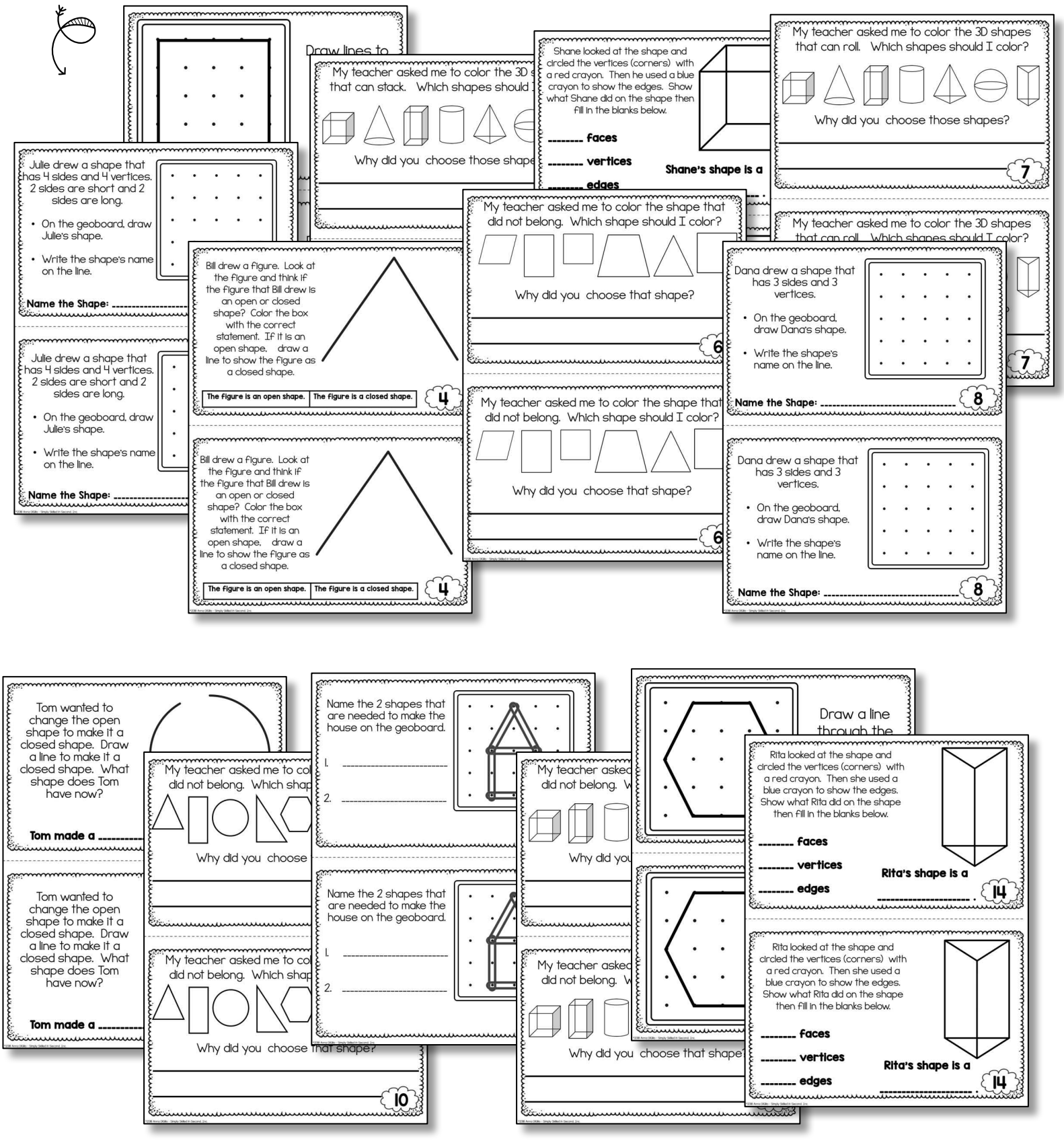




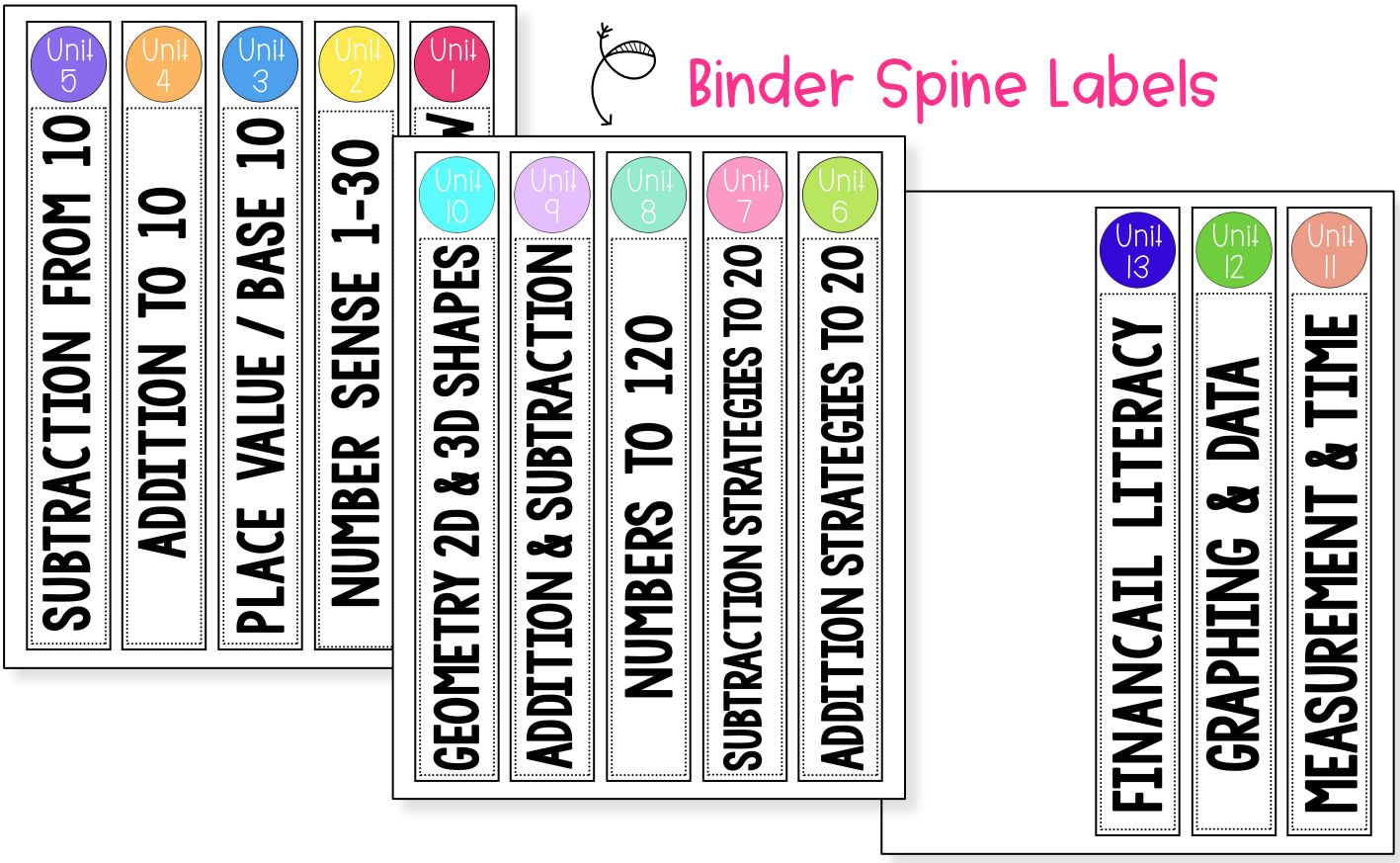


MATH JOURNALS

20 Math Journal Prompts (all journals NOT shown)

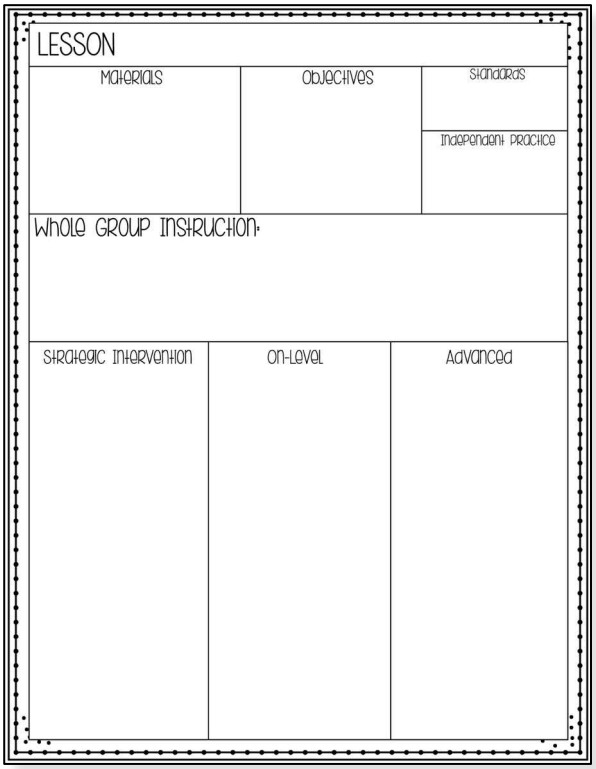


ADDITIONAL MATERIALS

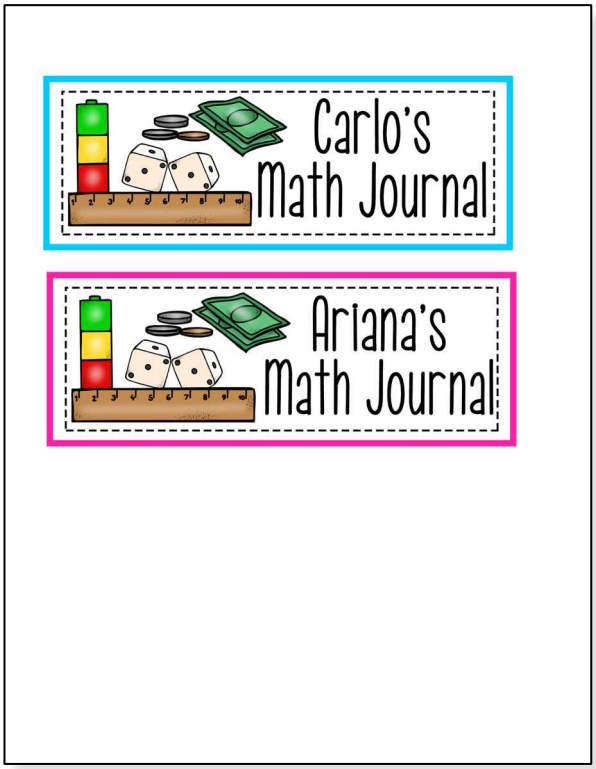


Binder Spine Labels

Editable Lesson Plan



Editable Journal Labels



UNIT OVERVIEW

Unit Number and Number of Days	Name of Unit	Skills	Common Core Standards	Texas Standards
Unit # 10 15 days	Geometry 2D and 3D Shapes Fractions	• Attributes of 2D shapes • identify and create or draw 2D shapes • regular and irregular shapes sort • compose 2D shapes by combining shapes • identify 3D shapes • attributes of 3D shapes • equal and unequal parts • examples/nonexamples of half, fort (quarter) decompose wholes into half, forth (quarter)	Reason with shapes and their attributes. CCSS.Math.Content.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. CCSS.Math.Content.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.! CCSS.Math.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.	(6) Geometry and measurement. The student applies mathematical process standards to analyze attributes of two-dimensional shapes and three-dimensional solids to develop generalizations about their properties. The student is expected to: (A) classify and sort regular and irregular two-dimensional shapes based on attributes using informal geometric language; (B) distinguish between attributes that define a two-dimensional or three-dimensional figure and attributes that do not define the shape; (C) create two-dimensional figures, including circles, triangles, rectangles, and squares, as special rectangles, rhombuses, and hexagons; (D) identify two-dimensional shapes, including circles, triangles, rectangles, and squares, as special rectangles, rhombuses, and hexagons and describe their attributes using formal geometric language; (E) identify three-dimensional solids, including spheres, cones, cylinders, rectangular prisms (including cubes), and triangular prisms, and describe their attributes using formal geometric language; (F) compose two-dimensional shapes by joining two, three, or four figures to produce a target shape in more than one way if possible; (G) partition two-dimensional figures into two and four fair shares or equal parts and describe the parts using words; and (H) identify examples and non-examples of halves and fourths.