

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

Small Group Instructional Materials

LESSON 5 Open and Closed Shapes

Materials	Objectives	Standards
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Students will review plane shapes from yesterday. Students will recognize that shapes have attributes. Students will learn about open and closed shapes. 	<p>Common Core:</p> <ul style="list-style-type: none"> • I.G.A.1 • I.G.A.2 • I.G.A.3 <p>TEKS:</p> <ul style="list-style-type: none"> • 1.6 G • 1.6 D • 1.6 C • 1.6 E • 1.6 F • 1.6 H • 1.6 I <p>Independent Practice</p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 2px;">open shapes</div> <div style="border: 1px solid black; padding: 2px;">closed shapes</div> </div>
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.

- 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.
- Have students flip over their mats and collect the geoboards and rubber bands. On side 2, 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.

©2016 Anna Dillig - simply second second, inc.

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?

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?

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?

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?

Create this shape.

Is it a closed or open shape?

Create this shape.

Is it a closed or open shape?

Independent Practice

I can identify open and closed shapes.

open shapes

closed shapes

Directions: Cut and glue into your notebook. I Cut and glue the pictures under the flaps.

1. Circle to answer: This shape

2. Open or Closed Shapes?

PRE & POST ASSESSMENTS

Pre-Assessments

Name: _____ Date: _____ pre-assessment Score: /10

1 Use a blue crayon to show the sides.
Use a red crayon to show the vertices.
Use a green crayon to show the shape cut in half.

2 Name the shape. Tell how many sides and vertices the shape has.

3 Is the shape below a closed or open shape? Circle the answer.

4 My shape is _____

5 Color the shape that does not belong.

6 Color the two shapes that I used to make my new shape.

7 Use a blue crayon to show the edges.
Use a red crayon to show the vertices.
Use a yellow crayon to show the faces.

8 Name the shape. Tell how many edges, faces, and vertices the shape has.

9 Color the 2D shapes pink.
Color the 3D shapes purple.

10 Show three different ways to compose a hexagon. Draw lines and color.

shape name _____
edges _____
vertices _____
faces _____

Standards Addressed CCSS (G-1) (GA) (GA.2) (GA.3)
TDS (1) - (16) (18) (19) (20) (21) (22) (23) (24) (25) (26) (27) (28) (29) (30) (31) (32) (33) (34) (35) (36) (37) (38) (39) (40) (41) (42) (43) (44) (45) (46) (47) (48) (49) (50) (51) (52) (53) (54) (55) (56) (57) (58) (59) (60) (61) (62) (63) (64) (65) (66) (67) (68) (69) (70) (71) (72) (73) (74) (75) (76) (77) (78) (79) (80) (81) (82) (83) (84) (85) (86) (87) (88) (89) (90) (91) (92) (93) (94) (95) (96) (97) (98) (99) (100)

Name: _____ Date: _____ pre-assessment Score: /10

1 Use a blue crayon to show the sides.
Use a red crayon to show the vertices.
Use a green crayon to show the shape cut in half.

2 Name the shape. Tell how many sides and vertices the shape has.

3 Is the shape below a closed or open shape? Circle the answer.

4 My shape is _____

5 Color the shape that does not belong.

6 Color the two shapes that I used to make my new shape.

7 Use a blue crayon to show the edges.
Use a red crayon to show the vertices.
Use a yellow crayon to show the faces.

8 Name the shape. Tell how many edges, faces, and vertices the shape has.

9 Color the 2D shapes pink.
Color the 3D shapes purple.

10 Show three different ways to compose a hexagon. Draw lines and color.

shape name **trapezoid**
edges _____
vertices _____
faces _____

Answers will vary. Just verify the line shows 2 equal parts that are in half.

Answers will vary. Just verify the lines shows 4 equal parts that are in fourths.

Answer may vary.

shape name **cube**
12 edges
8 vertices
6 faces

Standards Addressed CCSS (G-1) (GA) (GA.2) (GA.3)
TDS (1) - (16) (18) (19) (20) (21) (22) (23) (24) (25) (26) (27) (28) (29) (30) (31) (32) (33) (34) (35) (36) (37) (38) (39) (40) (41) (42) (43) (44) (45) (46) (47) (48) (49) (50) (51) (52) (53) (54) (55) (56) (57) (58) (59) (60) (61) (62) (63) (64) (65) (66) (67) (68) (69) (70) (71) (72) (73) (74) (75) (76) (77) (78) (79) (80) (81) (82) (83) (84) (85) (86) (87) (88) (89) (90) (91) (92) (93) (94) (95) (96) (97) (98) (99) (100)

Post-Assessments

Name: _____ Date: _____ post-assessment Score: /10

1 Use a blue crayon to show the sides.
Use a red crayon to show the vertices.
Use a green crayon to show the shape cut in fourths.

2 Name the shape. Tell how many sides and vertices the shape has.

3 Is the shape below a closed or open shape? Circle the answer.

4 My shape is _____

5 Color the shape that does not belong.

6 Color the two shapes that I used to make my new shape.

7 Use a blue crayon to show the edges.
Use a red crayon to show the vertices.
Use a yellow crayon to show the faces.

8 Name the shape. Tell how many edges, faces, and vertices the shape has.

9 Color the 2D shapes pink.
Color the 3D shapes purple.

10 Show three different ways to compose a hexagon. Draw lines and color.

shape name _____
edges _____
vertices _____
faces _____

Standards Addressed CCSS (G-1) (GA) (GA.2) (GA.3)
TDS (1) - (16) (18) (19) (20) (21) (22) (23) (24) (25) (26) (27) (28) (29) (30) (31) (32) (33) (34) (35) (36) (37) (38) (39) (40) (41) (42) (43) (44) (45) (46) (47) (48) (49) (50) (51) (52) (53) (54) (55) (56) (57) (58) (59) (60) (61) (62) (63) (64) (65) (66) (67) (68) (69) (70) (71) (72) (73) (74) (75) (76) (77) (78) (79) (80) (81) (82) (83) (84) (85) (86) (87) (88) (89) (90) (91) (92) (93) (94) (95) (96) (97) (98) (99) (100)

Name: _____ Date: _____ post-assessment Score: /10

1 Use a blue crayon to show the sides.
Use a red crayon to show the vertices.
Use a green crayon to show the shape cut in fourths.

2 Name the shape. Tell how many sides and vertices the shape has.

3 Is the shape below a closed or open shape? Circle the answer.

4 My shape is _____

5 Color the shape that does not belong.

6 Color the two shapes that I used to make my new shape.

7 Use a blue crayon to show the edges.
Use a red crayon to show the vertices.
Use a yellow crayon to show the faces.

8 Name the shape. Tell how many edges, faces, and vertices the shape has.

9 Color the 2D shapes pink.
Color the 3D shapes purple.

10 Show three different ways to compose a hexagon. Draw lines and color.

shape name **hexagon**
edges _____
vertices _____
faces _____

Answers will vary. Just verify the lines shows 4 equal parts that are in fourths.

Answer may vary.

shape name **rectangular prism**
12 edges
8 vertices
6 faces

Answer may vary.

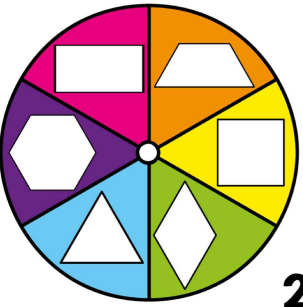
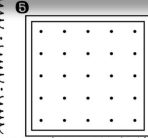
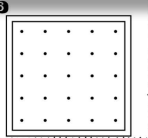
Standards Addressed CCSS (G-1) (GA) (GA.2) (GA.3)
TDS (1) - (16) (18) (19) (20) (21) (22) (23) (24) (25) (26) (27) (28) (29) (30) (31) (32) (33) (34) (35) (36) (37) (38) (39) (40) (41) (42) (43) (44) (45) (46) (47) (48) (49) (50) (51) (52) (53) (54) (55) (56) (57) (58) (59) (60) (61) (62) (63) (64) (65) (66) (67) (68) (69) (70) (71) (72) (73) (74) (75) (76) (77) (78) (79) (80) (81) (82) (83) (84) (85) (86) (87) (88) (89) (90) (91) (92) (93) (94) (95) (96) (97) (98) (99) (100)

SPIN-ITS MATH STATIONS

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

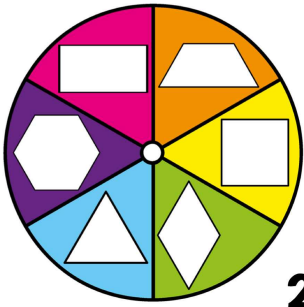
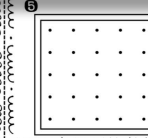
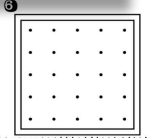
Spin It * Build It * Draw It

- Spin the spinner.
- Use a geoboard and rubber bands to build the shape.
- Draw the shape that you made on the recording sheet.

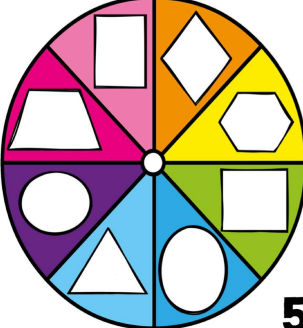
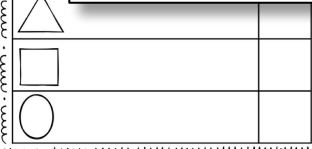
Spin It * Build It * Draw It

- Spin the spinner.
- Use a geoboard and rubber bands to build the shape.
- Draw the shape that you made on the recording sheet.

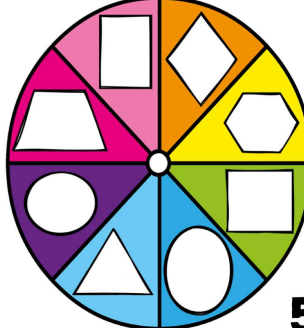
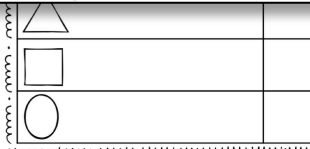
Spin It * Tally It * Count It

- Spin the spinner.
- Make a tally on your recording sheet.
- Count how many times you spun each shape.

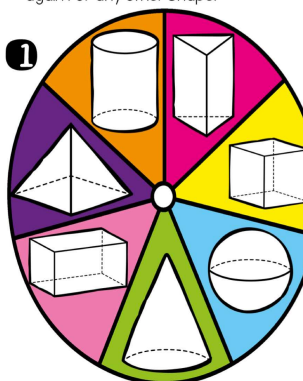

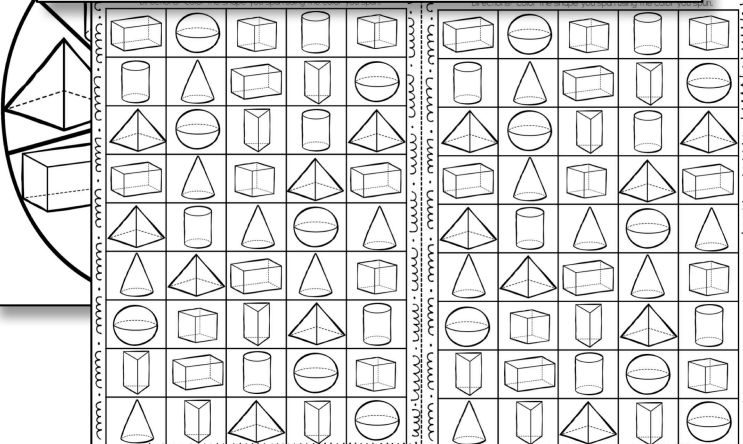
Spin It * Tally It * Count It

- Spin the spinner.
- Make a tally on your recording sheet.
- Count how many times you spun each shape.

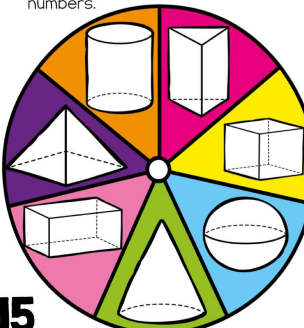
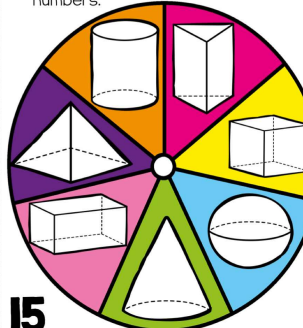
Spin It * Find It * Color It

- Spin spinner ① and spinner ②.
- Find the shape on the recording sheet.
- Color all of the shapes on the recording sheet that color. That color may not be used again for any other shape.

Spin It * Think It * Write It

- Spin the spinner.
- Think about how many faces, edges, and vertices the shape has.
- Fill in the chart by writing in the numbers.

Name of the Shape	number of faces	number of edges	number of vertices
cube			
cylinder			
cone			
sphere			
pyramid			
rectangular prism			
triangular prism			

Name of the Shape	number of faces	number of edges	number of vertices
cube			
cylinder			
cone			
sphere			
pyramid			
rectangular prism			
triangular prism			

MATH JOURNALS

20 Math Journal Prompts (all journals NOT shown)

Prompt 4: Bill drew a figure. Look at the figure and think if the figure that Bill drew is an open or closed shape? Color the box with the correct statement. If it is an open shape, draw a line to show the figure as a closed shape.

Prompt 5: Julie drew a shape that has 4 sides and 4 vertices. 2 sides are short and 2 sides are long. On the geoboard, draw Julie's shape. Write the shape's name on the line.

Prompt 6: My teacher asked me to color the shape that did not belong. Which shape should I color? Why did you choose that shape?

Prompt 7: My teacher asked me to color the 3D shapes that can roll. Which shapes should I color? Why did you choose those shapes?

Prompt 8: Dana drew a shape that has 3 sides and 3 vertices. On the geoboard, draw Dana's shape. Write the shape's name on the line.

Prompt 9: Dana drew a shape that has 3 sides and 3 vertices. On the geoboard, draw Dana's shape. Write the shape's name on the line.

Prompt 10: Tom wanted to change the open shape to make it a closed shape. Draw a line to make it a closed shape. What shape does Tom have now?

Prompt 11: My teacher asked me to color the shape that did not belong. Which shape should I color? Why did you choose that shape?

Prompt 12: Name the 2 shapes that are needed to make the house on the geoboard.

Prompt 13: Rita looked at the shape and circled the vertices (corners) with a red crayon. Then she used a blue crayon to show the edges. Show what Rita did on the shape then fill in the blanks below.

Prompt 14: Rita looked at the shape and circled the vertices (corners) with a red crayon. Then she used a blue crayon to show the edges. Show what Rita did on the shape then fill in the blanks below.

ADDITIONAL MATERIALS

Binder Spine Labels

Unit 5
SUBTRACTION FROM 10

Unit 4
ADDITION TO 10

Unit 3
PLACE VALUE / BASE 10

Unit 2
NUMBER SENSE 1-30

Unit 10
GEOMETRY 2D & 3D SHAPES

Unit 9
ADDITION & SUBTRACTION

Unit 8
NUMBERS TO 120

Unit 7
SUBTRACTION STRATEGIES TO 20

Unit 6
ADDITION STRATEGIES TO 20

Unit 13
FINANCIAL LITERACY

Unit 12
GRAPHING & DATA

Unit 11
MEASUREMENT & TIME

Editable Lesson Plan

LESSON		
Materials	Objectives	Standards
		Independent Practice
Whole Group Instruction		
Strategic Intervention	On-Level	Advanced

Editable Journal Labels

Carlo's
Math Journal

Ariana's
Math Journal

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	<ul style="list-style-type: none"> • 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, fourth (quarter) • decompose wholes into half, fourth (quarter) 	<p>Reason with shapes and their attributes.</p> <p>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.</p> <p>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!</p> <p>CCSS.Math.Content.1.G.A.3 Partition circles and rectangles into two and four equal shares, describe the shares using the words <i>halves</i>, <i>fourths</i>, and <i>quarters</i>, and use the phrases <i>half of</i>, <i>fourth of</i>, and <i>quarter of</i>. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.</p>	<p>(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:</p> <p>(A) classify and sort regular and irregular two-dimensional shapes based on attributes using informal geometric language;</p> <p>(B) distinguish between attributes that define a two-dimensional or three-dimensional figure and attributes that do not define the shape;</p> <p>(C) create two-dimensional figures, including circles, triangles, rectangles, and squares, as special rectangles, rhombuses, and hexagons;</p> <p>(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;</p> <p>(E) identify three-dimensional solids, including spheres, cones, cylinders, rectangular prisms (including cubes), and triangular prisms, and describe their attributes using formal geometric language;</p> <p>(F) compose two-dimensional shapes by joining two, three, or four figures to produce a target shape in more than one way if possible;</p> <p>(G) partition two-dimensional figures into two and four fair shares or equal parts and describe the parts using words; and</p> <p>(H) identify examples and non-examples of halves and fourths.</p>