

Grade 1	Lesson: 15-1 Identifying Plane Shapes	Reference to English
Math Standard(s): 1.G.1		Domain: Geometry
Content Objective(s):		Language Objective(s):
Students will solve addition problems by recognizing and recording its parts in small groups. <i>I can solve addition problems by recognizing and recording its parts with a small group.</i>		Students will speak the words inside, outside and in all while adding parts. <i>I can speak the words inside, outside and in all while adding parts.</i>
Essential Understanding: Many everyday objects are close approximations of standard plane shapes.		Academic Vocabulary: Listen: Read: Write: Speak: Sentence Frame:
Materials: • Chart Paper		Language and Word Wall: Plane shape Hexagon trapezoid
Lesson:		Instructional Time: 25 minutes
<p>Opening: (2 minutes)</p> <p>T: "You have learned that objects have different shapes. Today, you will learn how to describe and identify shapes."</p> <ul style="list-style-type: none"> Draw a circle on the board and point at it. <p>T: "What is the name of this shape? Tell your neighbor."</p> <p><i>S: will tell their neighbor, "circle" or "the shape is circle."</i></p> <p>T: "Let's say it together, the shape is a circle. Let's draw it in the air and say it one more time."</p> <p><i>S: will draw a circle in the air while saying, "this is a circle."</i></p> <ul style="list-style-type: none"> Teacher will repeat this with student using triangle, rectangle, hexagon, trapezoid and square. <p>Introduction to New Material (Direct Instruction): (4 minutes)</p> <p>T: "Today we are going to talk about the plane shapes, triangle, rectangle, hexagon, trapezoid, square and circle."</p> <ul style="list-style-type: none"> Show pictures as you identify each plane shape. <p>T: "Look around the classroom. Do you see any circles around the classroom? Point at a circle in the classroom."</p> <p><i>S: will look around the classroom for a circle and point at it.</i></p> <ul style="list-style-type: none"> Call on at least 5 students and have them identify the circle they are pointing at. As the students identify the objects that are circles, draw them on the board next to the plane shape. <p>T: "Please describe a circle to your neighbor."</p> <p><i>S: will turn to their neighbor and say, "it is round" or "it has no sides"</i></p> <ul style="list-style-type: none"> Teacher will repeat with the other shapes in the list. <p>Guided Practice: (7 minutes)</p> <p><u>Use the modeling cycle:</u></p> <p><u>Teacher Does:</u></p> <p>T: "As a group of 3 I need you to walk around the room and find each of the shapes we just identified. You will draw the object on the paper next to the shape. Each of you will do two different shapes within your group. Don't forget to say, "this is a ____" as you find your shapes."</p> <p><u>1 Students Does with Teacher:</u></p> <p>T: "I need one helper."</p> <ul style="list-style-type: none"> Teacher will choose a helper. <p>T: "Will you please find a rectangle?"</p> <p><i>S: will walk around the room and find a rectangle.</i></p> <p>T: "What shape is it?"</p> <p><i>S: will respond "it is a rectangle."</i></p> <p>T: "Good, now please draw it on your paper next to the rectangle."</p> <p><i>S: will draw a rectangle.</i></p> <p>T: "Good job, thank you. Please sit down."</p>		

All Students Do:

T: "Now I want all students to do it. Here are the groups of 3. You will need 1 paper for the whole group."

S: will collect their paper and as a group will find the shapes around the room.

Independent Practice: (7 minutes)

T: "Now it is your turn to do some problems on your own. Each of you will be given this paper and I expect you to answer all the questions. We will do the first one together."

- Draw the shapes from question 1 on the board.

T: "We need to color the shapes that are circles. Is this a circle?"

S: will respond with "yes" or "no"

T: "This is not a circle, this is a square. Is this a circle?"

- Teacher will go through all the shapes asking if they are circles. If they are circles, the teacher will color them.

T: "Question 1 only has 2 circles. Now it is your turn to answer the rest of the questions. If you don't know what shape they are asking for, look at the plane shapes on the board. Each shape has its name written under it. If you need help, raise your hand and I will come help you. Please do questions 2-8."

T: "Each table has its papers already one it. When I call your table you may stand up, walk to your table and get started."

S: will begin working on the worksheet. They will complete questions 2-8.

- Teacher will bring the students back together.
- While students are coming back together, Teacher will draw questions 4 on the board.

T: "Let's do 2 questions together- #4 and #6. Look at the board, I want to color the rectangles. Is this a rectangle?"

S: will answer, "yes" or "no"

T: "It is a rectangle, I will color it."

- Teacher will go through each shape in question #4 and color the rectangles.

T: "Now let's do #6. Draw a trapezoid. Look at our shapes on the board. Is this one a trapezoid?"

S: will respond, "yes" or "no"

- Teacher will go through the plane shapes on the board until they find the trapezoid.

T: "You are right, this is a trapezoid. Draw it in the air."

S: will draw a trapezoid in the air.

Closing: (4 minutes)

- Pass out white boards, erasers and markers.

T: "I am going to read you a few story problems. I need you to draw the answer on your whiteboard."

T: "Nina sees a plane shape. It looks like a bike wheel. It looks like a penny. What shape does Nina see?"

S: will draw the shape on their white board.

T: "When I count down from 3 I want you to show me the shape that Nina sees. 3,2,1. Show me."

S: will hold up their white boards and show the teacher the shape.

T: "The shape of a bike wheel looks like this (draw it on the board). The shape of a penny looks like this (draw it on the board). What shape did Nina see? Say it together, "circle."

- Continue with questions 11 and 12 the same way as question 10.

Assessment:

Guided Practice