

<b>Grade 1</b>	<b>Lesson: 15-3</b> <b>Properties of Plane Shapes</b>	Reference to English
<b>Math Standard(s): 1.G.1</b>		<b>Domain: Geometry</b>
<b>Content Objective(s):</b>		<b>Language Objective(s):</b>
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>
<b>Essential Understanding:</b> Some problems can be solved by generating a list of outcomes and organizing that list in a systematic way so all outcomes are accounted for.		<b>Academic Vocabulary:</b> <b>Listen:</b> <b>Read:</b> <b>Write:</b> <b>Speak:</b> <b>Sentence Frame:</b>
<b>Materials:</b> • Plane Shape Cards (teaching tool 20)		<b>Language and Word Wall:</b> Sort, side, corner
<b>Lesson:</b>		<b>Instructional Time:</b>
<p><b>Opening: (3 minutes)</b></p> <p><b>T: "You have learned how to identify plane shapes such as circles, triangle, rectangles, and squares."</b></p> <ul style="list-style-type: none"> <li>Teacher will point at the shapes as they are stated.</li> </ul> <p><b>T: "Today you will learn about ways in which they are alike and ways in which they are different."</b></p> <ul style="list-style-type: none"> <li>Draw a circle, a square, a rectangle, and a triangle on the board.</li> </ul> <p><b>T: "Look at these shapes on the board. Can you tell me anything about these shapes?"</b></p> <p><b>S: will respond with varying answers.</b></p> <ul style="list-style-type: none"> <li>Help students identify the number of sides and corners.</li> </ul> <p><b>Introduction to New Material (Direct Instruction): (4 minutes)</b></p> <p><b>T: "Today we are going to sort shapes. I am going to hold up 4 plane shape cards. How can we sort them."</b></p> <ul style="list-style-type: none"> <li>Teacher will hold up a circle, square, rectangle and triangle.</li> </ul> <p><b>S: will respond with different ways to sort the shapes.</b></p> <p><b>T: "One way we can sort the shapes is by looking at there sides. Do all the shapes have side?"</b></p> <p><b>S: will respond, "no"</b></p> <p><b>T: "So, let's put the circle on this side and the other shapes on the other side. Good, now they are sorted!"</b></p> <ul style="list-style-type: none"> <li>Repeat exercise focusing on corners instead of sides.</li> </ul> <p><b>Guided Practice: (8 minutes)</b></p> <p><u>Use the modeling cycle:</u></p> <p><u>Teacher Does:</u></p> <p><b>T: "Now it is your turn to sort plane shapes on your own. I will separate you into groups of 2. You will be given a bag of pattern blocks. You need to find 2 ways to sort the pattern blocks. I need to check it each time you sort the plane shapes."</b></p> <p><u>1 Students Does with Teacher:</u></p> <p><b>T: "I need one helper."</b></p> <ul style="list-style-type: none"> <li>Teacher will choose a helper.</li> </ul> <p><b>T: "Here is a bag of pattern blocks, We need to sort them. How should we sort them?"</b></p> <p><b>S: will respond, "by sides and no sides"</b></p> <p><b>T: "Okay, let's sort."</b></p> <p><b>S: will take the pattern blocks and sort them.</b></p> <p><b>T: "How did you sort them?"</b></p> <p><b>S: will respond "by sides and no sides."</b></p> <p><b>T: "Good job, we found a way to sort the shapes."</b></p> <p><u>All Students Do:</u></p> <p><b>T: "Now I want all students to do it. Here are the groups of 2. You will need 1 paper for the whole group."</b></p> <p><b>S: will collect their paper and as a group will find all the ways to sort the shapes they will raise their hand and the teacher will check their work.</b></p> <ul style="list-style-type: none"> <li>Teacher will walk around the room helping groups.</li> </ul>		

**Independent Practice: (6 minutes)**

**T: "Now it is your turn to do a 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."**

- Use the document cam to show the question.

**T: "Look at question #1. What shape is it?"**

*S: will respond with "square"*

**T: "Yes, it is a square, how many sides does it have?"**

*S: will respond with "4 sides"*

**T: "Yes, it has 4 sides, I will write that. How many corners does it have?"**

*S: will respond with "4 corners"*

**T: "Yes, it has 4 corners."**

**T: "I need you to do questions 2-4 on your own. Then I will clap my hands and bring you back together. You have 3 minute."**

*S: will go to their table and complete questions 2-4.*

- Teacher will clap hands and bring the students back together.
- Teacher will pass out white boards, markers and erasers.

**T: "Draw a shape with 3 corners."**

*S: will draw a shape with 3 corners."*

**T: "Show me. Good, every one drew a triangle. Erase it. Now draw a shape with more than 3 sides."**

*S: will show the teacher a shape with 3 corners and then draw a shape with more than 3 sides.*

**T: "Show me. Good, everyone drew a shape with more than 3 sides. Erase it. Now draw a shape with 6 sides and 6 corners."**

*S: will show the teacher a shape with more than 3 sides and then draw a shape with 6 sides and 6 corners.*

**T: "Show me. Good, everyone drew a hexagon. Let's count the sides and corners together."**

*S: will count the sides and corners of the shape together.*

**Closing: (3 minutes)**

**T: "I am going to draw 6 shapes. I need 3 students to come up and circle the shapes that have the same number of corners and sides."**

- Teacher will choose 3 students to come up and circle the shapes that have the same number of corners and sides.

*S: will circle the correct shapes.*

- Continue with questions 10 and 11 as a whole class.

**T: "Good job today. You were able to make shapes using other shapes!"**

**Assessment:**

**Guided Practice**