

Grade 1	Lesson: 15-4 Building with Shapes	Reference to English
Math Standard(s): 1.G.2		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: Plane shapes can be combined to make new plane shapes.		Academic Vocabulary: Listen: Read: Write: Speak: Sentence Frame:
Materials: <ul style="list-style-type: none">Pattern Blocks (or teaching tool 16)Children's Drawings		Language and Word Wall:
Lesson:		Instructional Time: 30 minutes
<p>Opening: (3 minutes)</p> <p>T: "You have learned different kinds of plan shapes. Circle, rectangle, square, triangle, trapezoid, hexagon, rhombus."</p> <ul style="list-style-type: none">Teacher will point at the shapes as they are stated. <p>T: "Today you will learn how to make pictures using plane shapes."</p> <ul style="list-style-type: none">Draw a house on the board using two squares and a trapezoid. <p>T: "What does this picture look like?"</p> <p>S: will respond, "a house"</p> <ul style="list-style-type: none">Draw a flower on the board. <p>T: "What does this picture look like?"</p> <p>S: will respond, "a flower"</p> <ul style="list-style-type: none">Draw a sun on the board. <p>T: "What does this picture look like?"</p> <p>S: will respond, "a sun"</p> <p>Introduction to New Material (Direct Instruction): (3 minutes)</p> <p>T: "Look at the picture of the house. Tell your neighbor what shapes were used to draw that picture."</p> <p>S: will turn to their neighbor and say "square and trapezoid were used."</p> <p>T: "Raise your hand and tell me the shapes that were used to make the picture of the house."</p> <p>S: will raise their hands and say, "a square" or "a trapezoid was used."</p> <p>T: "Yes, when I drew the house I used 2 squares and 1 trapezoid. What about the flower. What shapes were used to draw the flower? Tell your neighbor."</p> <p>S: will turn to their neighbor and say "circles" or "circle and a rectangle were used."</p> <p>T: "Raise your hand and tell me the shapes that were used to make the picture of the flower."</p> <p>S: will raise their hands and say, "circles" or "circle and a rectangle were used."</p> <p>T: "You are right."</p> <p>Guided Practice: (10 minutes)</p> <p><u>Use the modeling cycle:</u></p> <p><u>Teacher Does:</u></p> <p>T: "I just drew 3 pictures on the board. I used shapes to make those pictures. Now I am going to give each of you a bag of patter blocks. I want you to make a boat with your pattern blocks. When you are finished, you will tell your neighbor what shapes you used to make your boat."</p> <ul style="list-style-type: none">Teacher will pass out the pattern blocks and walk around as the students create their boat.Teacher will use a document cam to show the boat they created.Bring the students back together after 3 minutes. <p>T: "As I walked around the room I saw that you all create boats, but all look a little different. Please tell your neighbor about your boat. Tell them how many shapes you used, and what shapes they were."</p> <p><u>1 Students Does with Teacher:</u></p>		

T: "I need one helper."

- Teacher will choose a helper.

T: "Student, here is my boat. It has 7 shapes. 1,2,3,4,5,6,7 The shapes I used were square, triangle and rhombus."

T: "Tell me about your boat."

S: will respond, "my boat has 9 shapes, 1,2,3,4,5,6,7,8,9. The shapes I used were hexagon, triangle and rhombus."

T: "Good job. I really like your boat. Now please sit down."

2 Student Do:

T: "I need 2 students to come up and help me."

- Teacher will choose two students.

T: "Please demonstrate describing your boat."

S: will describe their boat to their partner. They will say the number of shapes used and what those shapes were.

All Students Do:

T: "Now I want all students to do it. Here are the groups of 2. You need to describe your boats to your partner. Tell them how many shapes you used and what the shapes are."

S: will describe their boat to their partner.

- Teacher will walk around the room listening to the groups.

Independent Practice: (7 minutes)

T: "Now it is your turn to do a problems on your own. Each of you will be given this paper and pattern blocks. You need to make a shape with your pattern blocks, outline them and then write how many triangles, squares and rhombus' you used. We can do one together."

- Use the document cam to show the pattern blocks.

T: "I want to make a fish. What shapes do I need to make a fish? I bet I need some squares, some triangles and maybe 2 rhombus. I will arrange them like this."

- Teacher will make a fish.

T: "How many triangles did I use?"

S: will respond with "2"

T: "Yes, I used 2 triangles. How many squares did I use?"

S: will respond with "2"

T: "Yes, I used 2 squares. How many rhombus did I use?"

S: will respond with "2"

T: "Yes, I used 2 rhombus."

- Teacher will write down the amount as the students say them.

T: "I need you to create 2 pictures on your own. When most of you are done, I will clap my hands and bring you back together. You have 5 minute."

S: will go to their table and complete 2 pictures.

- Teacher will clap hands and bring the students back together.
- Pass out pattern blocks.

Closing: (3 minutes)

T: "I am going to read you a problem I want you to use your pattern blocks to finish it. Dana started making a flower using these pattern blocks. Make the your pattern blocks look like Dana's."

S: will make their pattern blocks look like Dana's

T: "Use more pattern blocks as leaves and petals to help Dana finish."

S: will finish Dana's flower.

- Teacher will walk around the room helping students finish the flower.
- Continue with questions 10 and 11 as a whole class.

T: "Good job today. You were able to make pictures out of shapes!"

Assessment:

Guided Practice