

Grade 1	Lesson: 15-5 Making New Shapes from 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: • Pattern Blocks (or teaching tool 16)		Language and Word Wall:
Lesson:		Instructional Time: 25 minutes
<p>Opening: (3 minutes)</p> <p>T: “You have already learned about some plane 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 new plane shapes from other plane shapes.”</p> <ul style="list-style-type: none"> Hand out pattern blocks. <p>T: “I am going to hold up a pattern block. I want you to shout out the name of the shape and its color. For example, I am holding up a green triangle. What am I holding up now?”</p> <p><i>S: will respond, “a yellow hexagon.”</i></p> <p>T: “Yes, I am holding up a yellow hexagon.”</p> <ul style="list-style-type: none"> Go through all the pattern blocks. <p>Introduction to New Material (Direct Instruction): (3 minutes)</p> <p>T: “Look at the pattern blocks. How can you use pattern block shapes to make new shapes You will have 2 minutes to make new shapes with your pattern blocks.”</p> <p><i>S: will make new shapes with their pattern blocks.</i></p> <ul style="list-style-type: none"> Teacher will get the students attention after two minutes. <p>T: “Raise your hand if you want to show the class one of your new shapes.”</p> <ul style="list-style-type: none"> Teacher will choose 3 students to show their shapes. Draw the outline of a house on the board. Use large pattern blocks to fill it up. <p>T: “On the board I have drawn an outline of a shape. Help me use the large pattern blocks to fill it up. What shape should a start with?”</p> <p><i>S: will raise their hands and say one shape need to fill it the house.</i></p> <p>T: “Yes, we need _____. What other shapes do we need?”</p> <p><i>S: will raise their hands and say one shape need to fill it the house.</i></p> <ul style="list-style-type: none"> Continue this until the whole house is filled with shapes. <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 a house on the board and you helped me fill it up with pattern blocks or shapes. I am going to give each of you this paper. It also has outlines that need to be filled with pattern blocks. You will work with a partner to fill them up. When you are finished, you will tell your partner the shapes you used and how many. You have 3 minutes.”</p> <p><u>All Students Do:</u></p> <ul style="list-style-type: none"> Teacher will separate the students into groups of 2. <p><i>S: will work with a partner to fill in the outlined shapes. They will also say the shapes used and the amount of shapes used.</i></p> <ul style="list-style-type: none"> Teacher will walk around the room. Teacher will bring the student back together after 3 minutes. <p>T: “As I walked around the room I saw that you fill in the outlines of shapes. I want 1 person to describe how they made the first one. What shapes did you use and how many.”</p>		

S: *will respond with the number of shapes used and their names.*

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 pattern blocks. You need to figure out how to use the second shape to make the first. We can do one together."

- Use the document cam to show the paper and the pattern blocks.

T: "We need to make a hexagon using rhombus'. Take out your rhombus. How many rhombus do we need?"

S: *will respond with varying answers.*

T: "Let's try 3 rhombus. How can I arrange them to make a hexagon? You practice with yours for 20 seconds."

S: *will try to make a hexagon with 3 rhombus.*

T: "This is how I did it. Did you do it the same way? Remember you can put the rhombus on top of the hexagon to see how they fit."

T: "I need you to finish questions 2-5. When most of you are done, I will clap my hands and bring you back together. You have 4 minute."

S: *will go to their table and complete questions 2-5.*

- Teacher will clap hands and bring the students back together.

Closing: (3 minutes)

T: "Let's do problems 6-9 together. As I read you the problem I want you to use the pattern blocks to answer it. Which 2 shapes make a trapezoid? (show the students a trapezoid) Pull out a trapezoid. What to shapes can you place on top of it to make the same shape?"

S: *will find two shapes to make a trapezoid.*

T: "I will walk around the room to see what two shapes you decided on."

T: "I used a rhombus and a triangle like this to make a trapezoid. Say it with me, we used a rhombus and a triangle to make a trapezoid."

S: *will say, "we used a rhombus and a triangle to make a trapezoid."*

- Continue with questions 7, 8 and 9 as a whole class.

T: "Good job today!"

Assessment:

Guided Practice