

Grade 1	Lesson: 15-6 Identifying Solid Figures	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: Many everyday objects closely approximate standard solids.		Academic Vocabulary: Listen: Read: Write: Speak: Sentence Frame:
Materials: • Solid Figures (Teaching Tool 19)		Language and Word Wall: Solid figure, cube, rectangular prism, sphere, cylinder, cone
Lesson:		Instructional Time: 25 minutes
<p>Opening: (2 minutes)</p> <p>T: "You have already learned about 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 about solid shapes, also called solid figures."</p> <p>T: "In the front of the class we have solid figures. Today we are going to learn about them."</p> <p>Introduction to New Material (Direct Instruction): (2 minutes)</p> <p>T: "Let's learn the names of these solid figures."</p> <ul style="list-style-type: none"> Point at or hold up each of the solid figures as you say their name. <p>T: "This is a cube, say it with me. Cube."</p> <p>S: wills say, "cube"</p> <ul style="list-style-type: none"> Teacher will go through each solid figure with the students. <p>Guided Practice: (10 minutes)</p> <p><u>Use the modeling cycle:</u></p> <p>Teacher Does:</p> <p>T: "Now, I am going to put each figure around the room. I am going to put the cube by the door, the rectangular prism by the window, the sphere by my desk...."</p> <ul style="list-style-type: none"> Teacher will place the solid figures around the room where the students can see them. <p>T: "We are going to play a game. I will explain it first, then we will play."</p> <p>T: "There are solid figures around the whole room. When I say one of them you will quickly walk over to that solid figure and say its name."</p> <p><u>1 Student Does with Teacher:</u></p> <p>T: "I need a student to come up and demonstrate."</p> <ul style="list-style-type: none"> Teacher will choose a student. <p>T: "I am going to say a name of a solid figure. You need to walk over to it quickly and say its name. Ready? Cube."</p> <p>S: will walk over to the cube and say, "cube"</p> <p>T: "Well done! Please sit down."</p> <p><u>All Students Do:</u></p> <p>T: "Now I want every one to participate! I will say a solid figure and you need to walk over to it quickly and say its name. Sphere."</p> <p>S: will quickly walk over to sphere and say "sphere".</p> <ul style="list-style-type: none"> Teacher will go through each solid figure multiple times. <p>Independent Practice: (8 minutes)</p> <p>T: "Now it is your turn to do a problems on your own. Each of you will be given this paper. You need circle the pictures on the right that matches the pictures on the left. Let's do the first one together."</p> <ul style="list-style-type: none"> Use the document cam to show the paper. 		

T: "On the left is a rectangular prism, what pictures on the right are also rectangular prism? The first one?"

S: will respond with "no"

T: "No, that is not a rectangular prism it is a cylinder. What about the second picture, is that a rectangular prism?"

S: will respond with, "yes".

T: "So, we need to circle it. What about the 3rd pictures? Is that a rectangular prism?"

S: will respond, "no"

T: "No it is not a rectangular prism, it is a sphere. The last picture, is that a rectangular prism?"

S: will respond, "yes"

T: "Yes, it is a rectangular prism, we need to circle it."

T: "I need you to finish questions 2-7. 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 2-7.

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

T: "Let's do questions 7 together. It is a pattern and we need to finish it. Say it with me, cone, cone, sphere, cone, cone, sphere, cone, cone, sphere, what comes next?"

S: will say the pattern with the teacher and then fill in the blank with "cone"

Closing: (3 minutes)

- Hand out whiteboards, markers and erasers.

T: "Let's do problems 8-11 together. As I read you the problem I want you to draw the solid figure."

T: "Petra is looking for a solid figure. It looks like a box. (give the students a few seconds to think about that) where each flat surface is the same (give the students a few seconds to think about that). Draw the solid figure."

S: will draw the solid figure.

T: "3,2,1 Show me the solid figure."

S: will show the solid figure they drew."

T: "Now say its name with me, cube."

S: will say, "cube"

- Continue with questions 9-11 as a whole class.

T: "Good job today!"

Assessment:

Guided Practice