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| Unit 6 – 13 – Shape Combinations |
| 1.MD.41.G.11.G.2 |
| Here’s the Score 2Decade cards 2Count Backward!Number comparisonsCombine 2 triangles:Page 229 – Triangle gridPoint out that sometimes you can combine 2 shapes to make a new shape. Ask students to use the top two rows of the grid. In these rows, they should make a new shape by outlining two triangles that share a side. (Paralellograms – both horizontal and vertical) Invite students to turn their page around to see that both shapes are the same just turned different ways.How is a parallelogram different from a rectangle?The corners of a rectangle are like the corners of a square, but the corners of a parallelogram are not.Combine 3 triangles:Have students combine 3 triangles on their grid to make a new shape.When students share, point out that all the shapes are the same, just turned different ways.Introduce the term trapezoid and have them repeat it and describe it.Combine 4 triangles:Same as above, but this time the shape will be a large equilateral triangle or a large parallelogram.Combine 6 triangles:Have children draw a dot at one of the corner points of the triangle. Demonstrate how to outline two triangles that have a corner on that dot. Then ask children to outline as many triangles as they can that share the same corner dot. When they have outlined all 6 triangles, have them erase the lines inside the new shape.Introduce the term hexagon, it has 6 sides and six corners.Direct students to color the shapes they made:Parallelograms = redTrapezoids = blueHexagons = greenAsk students to draw them on the boardPage 230: Have students sort the shapes by drawing in the two circles the shapes that have corners and shapes with no corners. Invite students to explain why they put the shape where they did.  |
| 6-14 – Congruence and Solid Shapes |
| 1.MD.41.G.11.G.2 |
| Here’s the score 2Decade cards 2Count Backward!Number comparisonsOn the board draw different parallelograms, trapezoids, and hexagons. Do you remember the name of this shape?Can you describe it?How is it different from a rectangle?Now draw several trapezoids on the board.Do you remember the name of this shape?Can you describe it?How is it different from other 4-sided shapes, such as rectangles and parallelograms.Finally, draw several hexagons on the board. How does a hexagon differ from a pentagon?Introduce Congruence:Hold up two identical sheets of paper and ask:Are these two papers the same shape? YESAre these two papers the same size? YESTell children that there is a special word used to describe shapes that are the same shape and size.The shapes are CONGRUENT. On the board draw two squares that are congruent. Discuss why they are congruent. Then draw two squares that are not congruent.These are both the same shape. Are they congruent? NOWhy not? They are not the same size.Repeat congruent and non-congruent shapes. Have students explain why they are/are not congruent.Page 231 – Find congruent shapes. Cut out shapes and sort into groups that are congruent. When everyone is finished have students hold up pairs of congruent shapes.Introducing Solid Shapes:Introduce the sphere – let students know the name, then ask them to describe it in their own words.Intro the rectangular prism – Repeat, then ask how many flat rectangles are on the box.Intro the cube – Repeat, how is a cube different from a rectangular prism? How many flat squares are on a cube?Intro the cylinder – How many flat circles does this shape have? How is it different from a sphere?Intro the cone – How is a cone different from a cylinder? Student page 233 – match realia shapes to other solid 3-d shapes. Play I SPY with 3-D shapes and items in the classroom. |
| 6-15 – Exploration of Solid Shapes |
| 1.MD.41.G.11.G.2 |
| Decade Cards 2Here’s the score 2Count Backward!Number ComparisonsI Spy – 3-D shapesSort solid shapes:Ask students which shapes follow each rule:Solid shapes with 6 faces: rectangular prism, cubeSolid shapes with curved parts: cylinder, cone, and sphereSolid shapes with 8 corners: Rectangular prism and cubeSolid shapes with no corners: sphere and cylinderPage 235 – students circle which shapes match the rule, then create their own rule at the bottom.Tell the children you can also sort shapes according to whether they stack, roll, or slide. Demonstrate how you can stack two cylinders, roll a cone, and slide a cube.Combine and take apart solid shapes:Model an icecream cone by placing a sphere on top of a cone. Ask children to identify the two solid shapes.Continue combining shapes and asking children to name the shapes that make each new figure. Then hold up a cube. Ask children to predict what shape is made if two cubes are put together.What is the name of this shape? CubeIf I put the cubes together, what shape will I make? Rectangular prism.Hold up a row of connector cubes. Ask children to predict how many cues they would need to build this figure. Have students build the figure at their desk. Have children share their predictions and the actual number. Repeat with different number of cubes.Take apart solids:Build a 6 long train of cubes.Show them a rectangular prism made of 2 cubes.Ask them to predict how many of the 2-Cube rectangular prisms they can make from the larger figure. After they make their predictions, take the figure apart by removing 2-cube rect. Prisms one at a time. Count the prisms as a class. Invite children to compare their predications to the actual number. Page 237Build and draw solids –Allow students to use cubes for page 237. Make sure they predict first, then build.Challenge students to build their own shape out of cubes and try to draw it on their paper.  |
| 6-16 Exploration of Patterns |
| 1.MD.41.G.11.G.2 |
| Decade cards 2Here’s the score 2Count Backward!Number comparisonsI spy – 3-D solid shapesIntroduce growing patterns:In a growing pattern, the pattern gets bigger each time in the same way.Draw squares on the board for 1, 3, 5, 7Then try 6, 9, 12, 15Page 239 – Continue each growing pattern with shapesMotion patterns:Slides, flips, and turns.Slides: students choose a pattern block, trace it, slide it, and trace it again.Flips: Trace a block, draw a line underneath, then flip the block over the line and trace again. (works best with trapezoid or parallelogram)What do you notice about the two tracings?Turns: Draw a large circle on your paper, put a dot in the middle. Place their block on the dot with the corner touching. Trace it. Turn it like you would a clock, trace again. Keep turning and tracing.Have students make patterns with slides, flips, and turns. Allow other students to decode their pattern.Flip, flip, slide, turn etc.Change over time:Make a table that grows each day:A bamboo plant grows two inches every day. How many inches will this bamboo plant grow in a week?How many days in a week?How many inches does it grow each day? Record the table as a class. Point out that the table shows a pattern that changes over time: the height increases the same amount (2 inches) each day.Day Inches grown1. 2
2. 4
3. 6
4. 8
5. \_\_\_
6. \_\_\_\_
7. \_\_\_\_\_

Have students practice page 240 – to find the growing pattern using tables. |
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