

1st Grade Math Curriculum Bundle # 6

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| Title |  | Suggested Dates |
| 2-D and 3-D Geometry | | December 7 – December 18 (10 days) |

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| Big Idea/Enduring Understanding | Guiding Questions |
| Shapes can be used to describe the world around us. | Where do you see shapes? How do you use shapes? How can you sort and classify shapes? |

The resources included here provide teaching examples and/or meaningful learning experiences to address the District Curriculum. In order to address the TEKS to the proper depth and complexity, teachers are encouraged to use resources to the degree that they are congruent with the TEKS and research-based best practices. Teaching using only the suggested resources does not guarantee student mastery of all standards. Teachers must use professional judgment to select among these and/or other resources to teach the district curriculum.

| Knowledge & Skills with Student Expectations | District Specificity/Examples | Suggested Resources (See note above) | |
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| <p>1.11 The student applies Grade 1 mathematics to solve problems connected to everyday experiences and activities in and outside of school.</p> <p>1.11A Identify mathematics in everyday situations.</p> <p><i>Teacher Note: Continue to reinforce addition and subtraction skills through problem solving.</i></p> | <p>Including but not limited to</p> <ul style="list-style-type: none"> • Students identify geometric figures in the world around them. | <p>Teachers will use Math Investigations as the main instructional resource. District resources are listed and categorized to indicate suggested uses. Any additional resources must be aligned with TEKS.</p> | |
| | | <p><u>Math Investigations</u></p> <p><u>Making Shapes and Designing Quilts</u> Unit 2</p> <p>Investigation 2 Sessions 1 – 5 Pages 71 – 100</p> | |
| | <p>1.11 The student applies Grade 1 mathematics to solve problems connected to everyday experiences and activities in and outside of school.</p> <p>1.11D Use tools such as real objects, manipulatives, and technology to solve problems.</p> | <p>Including but not limited to</p> <ul style="list-style-type: none"> • Identify the shapes of real objects. | <p><i>Teacher Note: If you do not have Power Polygons, access a printable version on the district website.</i></p> |
| <p>1.12 The student communicates about Grade 1 mathematics using informal language.</p> <p>1.12A Explain and record observations using objects, words, pictures, numbers, and technology.</p> | <p>Including but not limited to</p> <ul style="list-style-type: none"> • Use objects, words, pictures, and numbers to represent observations related to geometry. | <p><u>Blocks and Boxes</u> Unit 9</p> <p>Investigation 1 Sessions 1 – 7</p> | |

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| <p>1.13 The student uses logical reasoning. The student is expected to justify his or her thinking using objects, words, pictures, numbers, and technology.</p> <p>1.13A Justify his or her thinking using objects, words, pictures, numbers, and technology</p> | <p>Including but not limited to</p> <ul style="list-style-type: none"> • Use objects, words, pictures, and numbers to describe geometric figures. | | |
| <p>1.12 The student communicates about Grade 1 mathematics using informal language.</p> <p>1.12B Relate everyday language to mathematical language and symbols.</p> | <p>Including but not limited to</p> <ul style="list-style-type: none"> • Process skill to be addressed with geometric vocabulary. | | |
| <p>1.6 The student uses attributes to identify two- and three-dimensional geometric figures. The student compares and contrasts two- and three-dimensional geometric figures or both.</p> <p>1.6A Describe and identify two dimensional geometric figures including circles, triangles, rectangles, and squares (a special type of rectangle)</p> | <p>Including but not limited to</p> <ul style="list-style-type: none"> • Name circle, triangle, rectangle, square (special type of rectangle), hexagon, trapezoid, and rhombus (NOT diamond). • Identify symmetrical and nonsymmetrical two-dimensional shapes. • Identify congruent shapes. • Identify two-dimensional geometric figures in everyday life. • Compare and contrast two-dimensional geometric figures by attribute. • Sort a variety of polygons by various attributes, not just by name. • Connect concrete models of two-dimensional shapes to pictorial representations. | | <p><u>Whole Group Lessons</u></p> <p><u>Envision</u> Topic 17 Lesson 1 Teacher Note: Use the term “two-dimensional” instead of “plane shape.”</p> <p><u>Small Group Lessons/Centers</u></p> <p><u>Kamico</u> Matching Geometric Figures Page 160</p> <p><u>Region IV Prep</u> Attributes of Shapes and Solids Lesson Pages 82-87</p> <p><u>Online Resources</u> Symmetry Artist</p> <p>Interactive Symmetry Video</p> <p>Enchanted Learning (Search for symmetry.)</p> |

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| <p>1.6 The student uses attributes to identify two- and three-dimensional geometric figures. The student compares and contrasts two- and three-dimensional geometric figures or both.</p> <p>1.6B Describe and identify three-dimensional geometric figures, including spheres, rectangular prisms (including cubes), cylinders, and cones.</p> <p>Teacher Note: 1st grade introduces mathematical names of 3-D figures. Kinder introduces attributes only.</p> | <p>Including but not limited to</p> <ul style="list-style-type: none"> ● Identify symmetrical and nonsymmetrical three-dimensional shapes. ● Identify three-dimensional geometric figures in everyday life. ● Sort a variety of three-dimensional figures by various attributes, not just by name. ● Connect concrete models of three-dimensional figures to pictorial representations. | | <p><u>Whole Group Lessons</u></p> <p><u>Envision</u> Topic 17 Lessons 4 – 5</p> <p>Teacher Note: Use the term “three-dimensional” instead of “solid figure,” “faces” instead of “flat surfaces,” and “vertex/vertices” instead of “corner/corners.”</p> <p><u>Small Group Lessons/Centers</u></p> <p><u>Kamico</u> Matching Geometric Figures Page 166</p> |
| <p>1.6 The student uses attributes to identify two- and three-dimensional geometric figures. The student compares and contrasts two- and three-dimensional geometric figures or both.</p> <p>1.6C Describe and identify two- and three-dimensional geometric figures in order to sort them according to a given attribute using informal and formal language.</p> <p>Teacher Note: The emphasis is on the attributes, not the names. The purpose is to sort.</p> | <p>Including but not limited to</p> <ul style="list-style-type: none"> ● Identify common attributes involving two- and three-dimensional geometric figures. ● Sort a set of geometric figures (both two-dimensional and three-dimensional) by various attributes, not just by name. ● Connect concrete models to pictorial representations. | | <p><u>Whole Group Lessons</u></p> <p><u>Envision</u> Topic 17 Lessons 2</p> <p>Teacher Note: Use the term “two-dimensional” instead of “plane shape.”</p> <p>Lesson 6 Teacher Note: Use the term “three-dimensional” instead of “solid figure,” “faces” instead of “flat surfaces,” and “vertex/vertices” instead of “corner/corners.”</p> |

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| | | | <u>Small Group Lessons/Centers</u> <u>Kamico</u> Figure Search Page 171 |
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