

Module [5] Understanding: Identifying, Composing, and Partitioning Shapes.	Grade level: [1st] (Standards shaded represent the focus standards for the module.)
Subject Area: Math	Time Frame: 5 weeks
Designed By: 1st Grade Instructional Team	Beginning Date:
School: Morrilton Primary School	Ending Date:
Stage 1 – Desired Results	
Standards:	
1.MD.B.3 Tell and write time in hours and half-hours using analog and digital clocks. (NOTE: The intention of this standard is to continue the introduction of the concept with the goal of mastery by the end of 3 rd grade.)	
1.G.A.1 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes; (e.g., color, orientation, overall size) build and draw shapes to possess defining attributes.	
1.G.A.2 Compose two-dimensional shapes (e.g., rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (e.g., cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape. (NOTE: Students do not need to learn formal names such as “right rectangular prism.”)	
1.G.A.3 Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.	

Goal(s):	
Tell and write time in hours and half-hours using analog and digital clocks.	
Recognize and identify coins, their names, and the values.	
Distinguish, build, and draw shapes by defining their attributes	
Compose two-dimensional and three-dimensional shapes	
Create a composite shape, and compose new shapes from the composite shape.	
Partition shapes into equal shares, using fractions.	
Learn vocabulary: Halves, fourths, quarters, half of, fourth of, and quarter of	
Recognize the “whole” and divide into equal shares, then create smaller shares.	
Essential Question(s):	
Can you show/tell me the digital time on the analog clock?	
Can you identify coins, their names, and their values?	
Can you identify shapes by their defining attributes?	
Can you construct two-dimensional and three-dimensional shapes?	
Can you use fractions to partition shapes into equal shares?	
Students will know...	Students will be able to...
Time (analog and digital)	Tell time on digital and analog clocks.
Coin Identity	Identify the coins and their value.
Coin Value	Identify shapes by their attributes.
Shapes (2D and 3D)	Distinguish between 2D and 3D shapes.
A “whole”	Divide shapes into equal shares representing $\frac{1}{2}$ and $\frac{1}{4}$
Division of equal shares ($\frac{1}{4}$ and $\frac{1}{2}$)	

Stage 2 – Acceptable Evidence

Performance Tasks:	Other Evidence:
<ul style="list-style-type: none"> • Draw the time by placing the hands on an analog clock correctly • Recite digital time • Separate coins by identity • Count value of coins • Use solids to identify 2D and 3D shapes • Divide a pizza into $\frac{1}{2}$ and then $\frac{1}{4}$ 	<ul style="list-style-type: none"> • Peer/Teacher Observation • Formative Assessments • Summative Assessments • Math Journals

Stage 3: Part 1 – Weekly Learning Plan

Week	Activities/Lessons	Assessments	Materials	CCSS	
1	Time to the hour and half hour – clocks around the room	<ul style="list-style-type: none"> • Math assessment to the hour 	<ul style="list-style-type: none"> • Student Clocks • Large clock 	1.MD.B.3	
1&2	Use manipulatives to demonstrate the addition and subtraction concept of joining and separating and discuss the equal sign. (Add and subtract within 20, fluency within 10)	<ul style="list-style-type: none"> • Minute Math • Daily Math Review • Independent Practice 	<ul style="list-style-type: none"> • Counting Collections • Math forms 	1.OA.A.1 1.OA.D.7	

1&2	Students may use “tools” to solve equations – they may draw/write as well as use tools. Students will share strategies with the class.	<ul style="list-style-type: none"> CGI problem – Join Result Unknown (JRU) with 3 addends. 	<ul style="list-style-type: none"> Math Journals 	1.OA.A.1 1.OA.C.6 1.OA.B.3	
2	Write numbers in math journal beginning with 0-120	<ul style="list-style-type: none"> Observation 	<ul style="list-style-type: none"> Math Journals 	1.NBT.1	
2	Identify and recognize coins, their names and their value	<ul style="list-style-type: none"> Math forms SMARTboard 	<ul style="list-style-type: none"> Coins poems Large coins 	1.MD.B.3	
3&4	Students may use “tools” to solve equations – they may draw/write as well as use tools. Students will share strategies with the class.	<ul style="list-style-type: none"> CGI problem – Separate Change Unknown (SCU) 	<ul style="list-style-type: none"> Math Journals 	1.OA.A.1 1.OA.C.6 1.OA.B.3	
3&4	Use manipulatives to demonstrate the addition and subtraction concept of joining and separating and discuss the equal sign. (Add and subtract within 20, fluency within 10)	<ul style="list-style-type: none"> Minute Math Daily Math Review Independent Practice 	<ul style="list-style-type: none"> Counting Collections Math forms 	1.OA.A.1 1.OA.D.7	
3	Compose 2D shapes and define their attributes. Create $\frac{1}{2}$ and $\frac{1}{4}$ of shapes.	<ul style="list-style-type: none"> Toothpick and marshmallows Geoboards Mathforms SMARTboard 	<ul style="list-style-type: none"> Geoboards Toothpicks Marshmallows 	1.G.A.1 1.G.A.2	

4	<p>Identify 3D shapes and their attributes</p> <p><i>Divide circles and rectangles into two and four equal shares. (half of, fourth of, quarter of)</i></p>	<ul style="list-style-type: none"> • Mathland – tracing • SMARTboard • Math forms 	<ul style="list-style-type: none"> • Mathland wooden blocks 	<p>1.G.A.2</p> <p>1.G.A.3</p>	
5	Write numbers in math journal beginning with 0-120	<ul style="list-style-type: none"> • Observation 	<ul style="list-style-type: none"> • Math Journals 	1.NBT.1	
5	<p>Students may use “tools” to solve equations – they may draw/write as well as use tools.</p> <p>Students will share strategies with the class.</p>	<ul style="list-style-type: none"> • CGI problem – Separate Start Unknown (SSU) 	<ul style="list-style-type: none"> • Math Journals 	<p>1.OA.1</p> <p>1.OA.6</p> <p>1.OA.3</p>	
5	Review Concepts	<ul style="list-style-type: none"> • Module 5 Summative Assessment 			