UNIT 7

Geometry and Time

Essential Questions

- How can you name, describe and build shapes in your environment?
- How can you split shapes into equal parts?
- How can you use the positions of the hour and minute hands to tell time to the hour and half hour?

Explore: Shape Hunt
Students build curiosity from the beginning of the unit by engaging in a mathematical task that elicits multiple strategies and allows them to apply their own knowledge.

Unit Story: A Potluck for Pia
In this story, Pia and her family are welcomed to their new neighborhood with a potluck.

Focus on the TEKS

TEKS

Addressing

1.3.D, 1.5.E, 1.5.G, 1.6.A, 1.6.B, 1.6.C, 1.6.D, 1.6.E, 1.6.F, 1.6.G, 1.6.H, 1.7.E

Math Process Standards:

1.1.A, 1.1.B, 1.1.C, 1.1.D, 1.1.E, 1.1.F, 1.1.G

ELPS:

1.A, 1.B, 1.C, 1.D, 1.E, 1.F, 2.B, 2.C, 2.D, 2.E, 2.F, 3.A, 3.C, 3.D, 3.E, 3.F, 3.H, 4.B, 4.C, 4.D, 4.F

Students expand on the work they did in Kindergarten with naming and describing two- and three- dimensional shapes by distinguishing between defining and non-defining attributes of the shapes. They use formal geometric language to describe circles, triangles, rectangles, squares, hexagons, and rhombuses then create and compose the shapes in different ways. They identify and describe spheres, cones, cylinders, and rectangular and triangular prisms using formal geometric language.

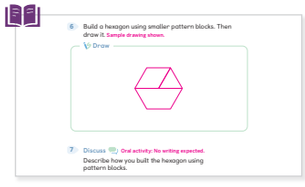
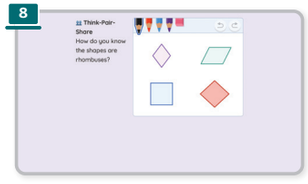
Students partition circles and rectangles into halves and fourths and describe the parts. Students tell and write time to the hour and half hour on both analog and digital clocks.

LElik83/Shutterstock.com

Connections and Coherence

Spotlight on Connecting the Content and Process Standards

Students engage in these Mathematical Process Standards as they . . .

TEKS 1.1.A	Apply prior knowledge of two-dimensional shapes to predict then identify examples of flat shapes found in books. **(Lesson 1, Activity 1)** **TEKS Building Toward 1.6.D**
TEKS 1.1.C	Select straightedges to partition an analog clock into halves and draw the minute and hour hands when given a time to the half hour. **(Lesson 14, Activity 1)** **TEKS 1.7.E**
TEKS 1.1.D	Describe the defining attributes of various three-dimensional shapes to identify each solid shape as either a sphere, cone, cube, or cylinder. **(Lesson 7, Activity 2)** **TEKS 1.6.E**
TEKS 1.1.E	Use pattern blocks to create a hexagon to describe how smaller two-dimensional shapes can be used to create larger two-dimensional shapes. **(Lesson 6, Activity 2)** **TEKS 1.6.C** 
TEKS 1.1.F	Analyze different times shown on analog and digital clocks to notice similarities and differences between the two clocks. **(Lesson 12, Activity 1)** **TEKS 1.7.E**
TEKS 1.1.G	Explain how they know a two-dimensional shape is a rhombus by describing the attributes using formal geometric language, including 4 equal sides and 4 vertices. **(Lesson 4, Activity 2)** **TEKS 1.6.D** 

Coherence

Prior Learning

- Students developed geometric concepts and language as they classified, sorted, and created two-dimensional shapes. **(Kindergarten)**
  TEKS K.6.E, K.6.F
- Students classified and sorted three-dimensional solids, including spheres, cones, cylinders, and cubes, and identified them in the real world. **(Kindergarten)**
  TEKS K.6.B, K.6.E

Future Learning

- Students will use attributes to create, compose, and decompose two-dimensional shapes. **(Grade 2)**
  TEKS 2.8.A, 2.8.D, 2.8.E
- Students will classify and sort three dimensional shapes, including spheres, cones, cylinders, rectangular prisms, and triangular prisms, and polygons with 12 or fewer sides. **(Grade 2)**
  TEKS 2.8.B, 2.8.C

See the Connections to Future Learning page for more information, including explanations and examples.

Unit at a Glance

Explore

Shape Hunt: Launch the unit with a nonroutine task to investigate the question, "Which flat shape will you see the most in our books?"

Assess and Respond



A Pre-Unit Check

Learn more about your students' understanding of foundational concepts and skills that will support them in Sub-Unit 1.

TEKS K.6.B, K.6.E

Sub-Unit 1



1 Explore: Shape Hunt

Which flat shape will you see the most in our books?

Activate prior knowledge about two-dimensional shapes by searching for images in picture books that look like given two-dimensional shapes.

TEKS Building Toward: 1.6.D
1.1.A, 1.1.B, 1.1.F, 1.1.G



2 What Shapes Go With the Spotlight Shape?

Sorting Two-Dimensional Shapes by Shared Attributes

Create a group of shapes with a common attribute and sort two-dimensional shapes by attribute.

TEKS 1.6.A
1.1.E, 1.1.F, 1.1.G



3 Shapes We See

Identifying and Describing Circles, Triangles, Rectangles, and Squares

Identify and describe circles, triangles, rectangles, and squares using formal geometric language.

TEKS 1.5.G 1.6.B 1.6.D
1.1.C, 1.1.D, 1.1.G

Assess and Respond



8 Shapes That Are Solid (Part 2)

Identifying and Describing Rectangular and Triangular Prisms

Identify and describe triangular and rectangular prisms using formal geometric language.

TEKS 1.6.B 1.6.E
1.1.D



A Quiz: Sub-Unit 1

Learn about your students' understanding of the concepts and skills so far in this unit.

TEKS 1.6.A 1.6.B 1.6.C 1.6.D 1.6.E
1.1.G

Sub-Unit 2



9 Dinner and Dessert

Partitioning Circles and Rectangles Into Fourths

Compose circles using 4 equal or unequal parts and partition shapes into 4 equal parts called fourths.

TEKS 1.6.G
1.1.D, 1.1.F, 1.1.G



10 Preparing Pierogies

Partitioning Circles and Rectangles into Halves

Determine if shapes are partitioned into halves and draw lines to partition shapes into halves.

TEKS 1.6.G 1.6.H
1.1.C, 1.1.D, 1.1.E



14 Hour and Half Hour

Telling and Writing Time to the Hour and Half Hour with Both Clock Hands

Tell and write times to the hour and half hour on analog clocks with both a minute hand and hour hand.

TEKS 1.7.E
1.1.C, 1.1.E, 1.1.G



15 Telling Time

Telling Time to the Hour and Half Hour

Recognize why times that are half past the hour are written with the number 30 and interpret analog clocks to write times to the half hour on digital clocks.

TEKS 1.5.E 1.6.D 1.7.E
1.1.G, 1.1.F



16 Guess What Time It Is!

Writing and Interpreting Clues About the Times Shown on Analog and Digital Clocks

Write and interpret clues that describe times shown on analog and digital clocks.

TEKS 1.7.E
1.1.E, 1.1.F, 1.1.G

Assess and Respond



A End-of-Unit Assessment

Learn about your students' understanding of the concepts and skills in the unit. There are two forms of the End-of-Unit Assessment: Forms A and B.

TEKS 1.6.A 1.6.B 1.6.C 1.6.D 1.6.E 1.6.F 1.6.G 1.6.H 1.7.E
1.1.A, 1.1.D, 1.1.G

All lessons can be taught using the Student Edition while the teacher projects Presentation Screens.

We recommend students use devices to interact with some lessons, as indicated with .

Pacing: 20 days | **Short on time?** See pacing considerations below.

Pre-Unit Check: 20 min

16 Lessons: 60 min each

Sub-Unit Quizzes: 20 min each

End-of-Unit Assessment: 45 min



4 Picky Eaters

Identifying and Describing Rhombuses and Hexagons

Identify and describe hexagons and rhombuses, including squares, using formal geometric language to describe the attributes.

TEKS 1.6.B 1.6.D
1.1.G



5 Creating Flat Shapes in Different Ways

Creating Two-Dimensional Shapes

Create circles, triangles, squares, rhombuses, and hexagons in different ways and describe their defining and non-defining attributes.

TEKS 1.5.E 1.6.B 1.6.C
1.1.E, 1.1.F, 1.1.G



6 Building Shapes From Flat Shapes

Composing Two-Dimensional Shapes

Compose rectangles and hexagons using pattern blocks and identify smaller two-dimensional shapes used to create larger two-dimensional shapes.

TEKS 1.6.B 1.6.C 1.6.F
1.1.D, 1.1.E



7 Shapes That Are Solid (Part 1)

Identifying and Describing Cones, Cylinders, and Spheres

Identify and describe cones, cubes, spheres, and cylinders using formal geometric language.

TEKS 1.6.B 1.6.E
1.1.D, 1.1.F, 1.1.G

Assess and Respond

Sub-Unit 3



11 Fair and Square

Partitioning and Recognizing Halves and Fourths

Partition shapes into halves and fourths in different ways and identify shapes that show halves and fourths.

TEKS 1.6.G 1.6.H
1.1.G



A Quiz: Sub-Unit 2

Learn about your students' understanding of the concepts and skills so far in this unit.

TEKS 1.6.G 1.6.H
1.1.G



12 It's Time for Clocks

Using the Hour Hand to Tell and Write Time to the Hour

Tell time to the hour by interpreting the position of the hour hand on an analog clock and write times on digital clocks.

TEKS 1.7.E
1.1.C, 1.1.E, 1.1.F



13 Half Past

Using the Hour Hand to Tell Time to the Half Hour

Tell time to the half hour by interpreting the position of the hour hand on an analog clock.

TEKS 1.3.D 1.6.B 1.6.E 1.7.E
1.1.C, 1.1.D, 1.1.F, 1.1.G

Pacing Considerations

End-of-Unit Assessment: This assessment can be given on the same day as the Pre-Unit Check for the next unit.

Lesson 1: This lesson can be omitted. It is an exploration that helps students engage in the unit, but is not essential for meeting required standards. If omitted, read and discuss the Unit Story prior to Lesson 2.

Lessons 2–3: These lessons can be condensed into 1 lesson if students can classify and sort two-dimensional shapes based on attributes using informal geometric language.

Lessons 15–16: These lessons can be condensed into one lesson if students show proficiency with telling and writing time to the hour and half hour.

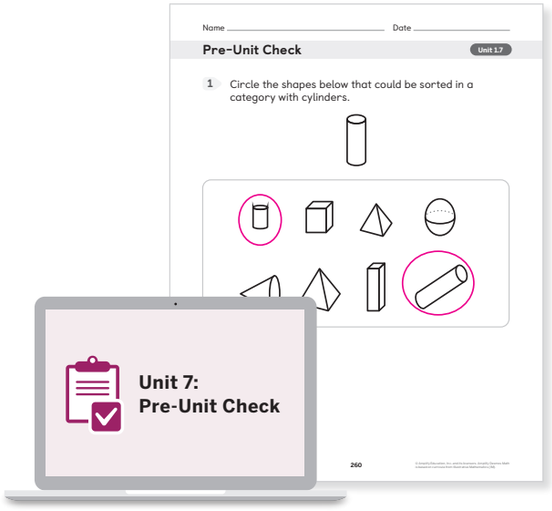
Assessments

Every unit includes a variety of formative and summative assessments designed to highlight students' understanding of a variety of concepts and skills.

Pre-Unit Check

Assign the **Pre-Unit Check** to learn more about your students' understanding of foundational concepts and skills that will support them in Sub-Unit 1.

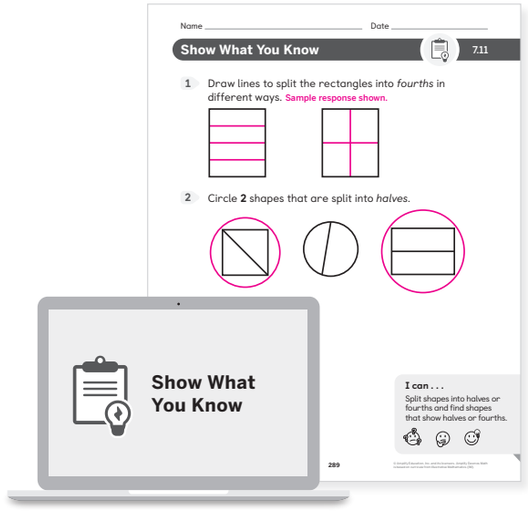
TEKS: K.6.B, K.6.E



Lesson | Show What You Know

Use the **Show What You Know** to learn more about your students' progress toward the lesson goal(s). Here is one example from this unit (Lesson 11).

TEKS: 1.6.G, 1.6.H

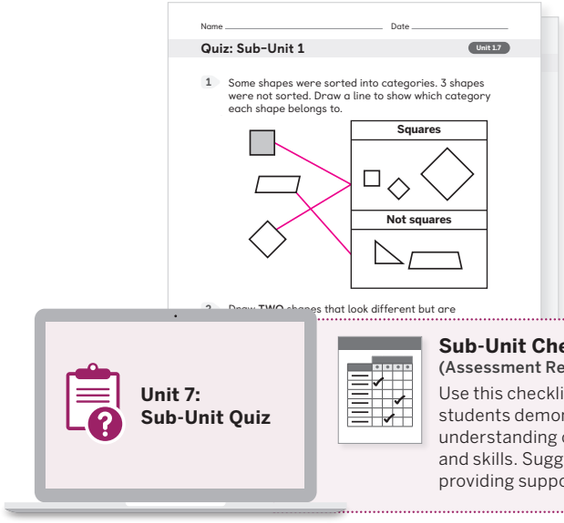


Sub-Unit Quizzes

Assign each **Sub-Unit Quiz** to learn about your students' understanding of the concepts and skills so far in this unit.

TEKS assessed on

- **Quiz: Sub-Unit 1:** 1.1.G, 1.6.A, 1.6.B, 1.6.C, 1.6.D, 1.6.E
- **Quiz: Sub-Unit 2:** 1.1.G, 1.6.G, 1.6.H

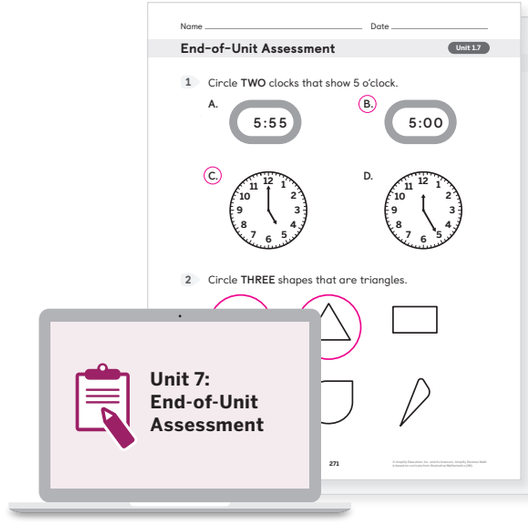


Sub-Unit Checklist
(Assessment Resources)
Use this checklist to look for students demonstrating their understanding of key concepts and skills. Suggestions for providing support are included.

End-of-Unit Assessment

Assign the **End-of-Unit Assessment** to learn about your students' understanding of the concepts and skills in this unit.

TEKS: 1.1.A, 1.1.D, 1.1.G, 1.6.A, 1.6.B, 1.6.C, 1.6.D, 1.6.E, 1.6.F, 1.6.G, 1.6.H, 1.7.E



Differentiation

Every unit includes additional resources to support, strengthen, and stretch student learning. You can also assign digital resources that adjust to each student's current level of skill and understanding:

• **Boost Personalized Learning** • **Fluency Practice** • **Math Adventures**

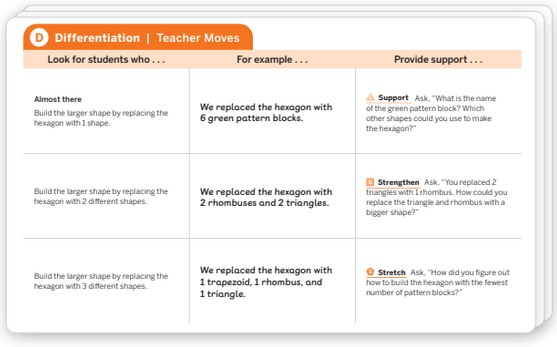
Differentiation Across the Unit

	Support Mini-Lessons	Strengthen Centers	Stretch Extensions
Sub-Unit 1 (Lessons 1–8)	• **ML 7.02:** Finding Common Attributes in Two-Dimensional Shapes • **ML 7.03:** Identifying Circles, Triangles, Rectangles, and Squares • **ML 7.04:** Identifying Rhombuses and Hexagons • **ML 7.05:** Creating Two-Dimensional Shapes • **ML 7.06:** Building Two-Dimensional Shapes • **ML 7.07:** Identifying Cones, Cylinders, and Spheres • **ML 7.08:** Identifying Rectangular and Triangular Prisms	• ***Match Mine:*** Pattern Blocks • ***Mystery Shape:*** Grade K Shapes • ***Picture Books:*** Find and Describe Shapes	• **Sub-Unit 1 Extension Activities**
Sub-Unit 2 (Lessons 9–11)	• **ML 7.09:** Splitting Shapes into Fourths • **ML 7.10:** Splitting Shapes into Halves • **ML 7.11:** Recognizing Halves and Fourths	• ***Can You Draw It?:*** Grade K Shapes • ***Mystery Shape:*** Grade K Shapes • ***Can you Draw It?:*** Grade 1 Shapes	• **Sub-Unit 2 Extension Activities**
Sub-Unit 3 (Lessons 12–16)	• **ML 7.12:** Telling Time to the Hour • **ML 7.13:** Telling Time to the Half Hour • **ML 7.14:** Drawing Hour and Minute Hands • **ML 7.15:** Writing Time to the Hour and Half Hour • **ML 7.16:** Describing the Time Shown on Clocks	• ***Check It Off:*** Add or Subtract Within 10 • ***Cover Up:*** Add 1 or 2, Doubles, Make 10, Subtract 1 or 2 • ***How Close?:*** Subtract from 20	• **Sub-Unit 3 Extension Activities**

Differentiation Within the Lesson

Each Teacher Edition includes point-of-use differentiation suggestions to modify or adjust instruction during the lesson to accommodate the needs of all learners.

Here is one example from **Lesson 6**, where students build shapes using smaller shapes.



Differentiation | Teacher Moves

Look for students who . . .	For example . . .	Provide support . . .
Almost there Build the larger shape by replacing the hexagon with 1 shape.	**We replaced the hexagon with 6 green pattern blocks.**	**Support** Ask, "What is the name of the green pattern block? Which other shapes could you use to make the hexagon?"
Build the larger shape by replacing the hexagon with 2 different shapes.	**We replaced the hexagon with 2 rhombuses and 2 triangles.**	**Strengthen** Ask, "You replaced 2 triangles with 1 rhombus. How could you replace the triangle and rhombus with a bigger shape?"
Build the larger shape by replacing the hexagon with 3 different shapes.	**We replaced the hexagon with 1 trapezoid, 1 rhombus, and 1 triangle.**	**Stretch** Ask, "How did you figure out how to build the hexagon with the fewest number of pattern blocks?"

Vocabulary of the Unit

Every lesson includes opportunities for all students to access mathematical and non-mathematical vocabulary and actively participate in their own vocabulary development.

Vocabulary

New Vocabulary	Lesson
a half/halves	10
attribute	2
fourth	9
half past	13
hour hand	12
minute hand	14
rectangular prism	8
rhombus	4
square vertex	5
triangular prism	8

Review Vocabulary

attribute
category
circle
cone
cube
curved
cylinder
edge
equal
face
flat shape
hexagon
rectangle
side
solid shape
sphere
square
straight
triangle
vertex
whole

Contextual Vocabulary	Lesson
face hand	12

Spotlight on Vocabulary

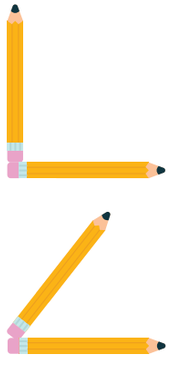
Vocabulary Strategy

In this unit, the term *square vertex* refers to any vertex that looks like where 2 sides of a square touch. Consider using this vocabulary strategy to support students' vocabulary development.

Total Physical Response Invite students to follow along with you during this routine.

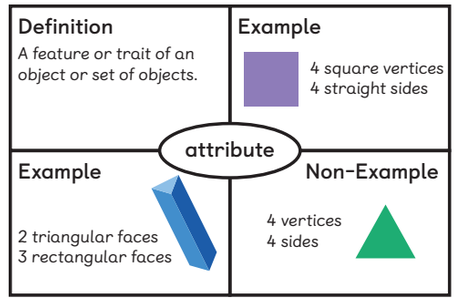
- Say, as you hold one arm, or pencil, straight up and the other outward, perpendicular, "These are the edges of your shape coming together. This is a *square vertex*."
  - » Invite students to hold one arm straight up and the other outward, perpendicular, and chorally repeat, "This is a square vertex."
- Say, as you change the position of your arms, or pencils, "This is not a square vertex."
  - » Invite students to hold up their arms in the same position and chorally repeat, "This is not a square vertex."

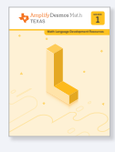
ELPS 1.A, 1.B, 1.C, 1.E



Frayer Models

Lesson 2 Invite students to create a Frayer Model graphic organizer that shows definition, examples, and non examples of the term *attribute*.





Additional Vocabulary Strategies and Frayer Model templates can be found in the ***Math Language Development Resources.***

Language Development

Every lesson includes embedded opportunities for all students, including those building English proficiency, to develop their mathematical language skills and engage in meaningful language interactions.

Math Language Routines

Math Language Routine	Lesson
MLR1: Stronger and Clearer Each Time	13
MLR2: Collect and Display	1–3, 7, 9, 12
MLR7: Compare and Connect	5
MLR8: Discussion Supports	3, 4, 6, 8, 10, 14–16

Spotlight on MLR1: Stronger and Clearer Each Time

In **Lesson 13, Activity 2**, students justified the time on an analog clock. This routine supports students by prompting them to elaborate on their thinking and clarify their intent. **ELPS 1.E, 2.E**

MLR **MLR1: Stronger and Clearer Each Time** Invite students to justify if the analog clock shows half past 4 or half past 5. Encourage listeners to ask clarifying questions using stems, such as:

- "What do you mean by...?"
- "Can you tell me more about...?"

Spotlight on Meaningful Language Interactions

Listening

In **Lesson 10, Activity 1**, students listen to classmates describe how they know shapes are composed and partitioned into equal parts.

EB **Emergent Bilinguals** Use gestures and pointing to emphasize and highlight the connections students make about the shapes and where they see equal parts. **ELPS 3.D, 3.F**

Speaking

In **Lesson 3, Activity 1**, students participate in a Mix and Mingle in which they describe the defining attributes of a flat shape to a partner.

EB **Emergent Bilinguals** Encourage students to use wait time to give their partner time to rehearse and formulate a response before sharing. **ELPS 1.E, 2.F**

Reading

In **Lesson 4, Activity 2**, students identify examples and describe attributes of hexagons and rhombuses by reading the flat shapes listed on the *Word to Describe Flat Shapes* chart.

EB **Emergent Bilinguals** Encourage students to refer to the *Words to Describe Flat Shapes* chart as they choose shapes to feed Squish and justify their thinking. **ELPS 3.D, 3.F**

Writing

In **Lesson 16, Activity 2**, students listen to clues to guess the time and explain, in writing, how they know what time is on clocks.

EB **Emergent Bilinguals** Invite students to talk through their thinking with a partner before writing their response. **ELPS 2.C, 2.D, 4.D**

Materials and Prep

Here are materials and resources used in this unit and where to find them.

Materials

Manipulative Kit

Hands-on

- pattern blocks **(Lesson 6)**
- geoblocks **(Lessons 7, 8)**
- geosolids **(Lesson 8, 13)**
- two-color counters **(Lesson 15)**

Classroom materials

- chart paper **(Lessons 1, 3, 9, 12)**
- clipboards **(Lesson 1)**
- colored pencils **(Lesson 5)**
- index cards **(Lesson 9)**
- markers **(Lessons 1–3, 6, 9, 10, 12)**
- paper bags **(Lessons 7, 13)**
- pipecleaners **(Lesson 5)**
- scissors **(Lesson 10)**
- sticky notes **(Lesson 9)**
- straightedges **(Lessons 5, 6, 10, 12, 14)**
- *Words to Describe Flat Shapes* chart **(Lessons 1, 2, 4–6, 15)**
- *Words to Describe Parts of a Shape* chart **(Lesson 10)**
- *Words to Describe Telling Time* chart **(Lesson 13)**
- *What Helps Name a Shape?* chart **(Lessons 3, 4)**
- various three-dimensional classroom objects **(Lesson 7)**

Additional Printable Resources

Lesson

PDF
Presentation Screens
Digital

- Activity PDFs* **(Lessons 1–3, 5, 6, 8–10, 12, 13, 15, 16)**

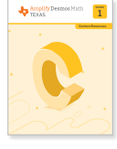
  *Refer to each lesson overview to see the Activity PDFs needed for the lesson.
- Work Mats, Cards, and Grids

Centers

PDF

- Center PDFs*

  *Refer to the Centers page to see the Center PDFs needed or suggested for the unit.
- Work Mats, Cards, and Grids



Assessment

PDF
Digital

- Pre-Unit Check
- Quiz: Sub-Unit 1
- Quiz: Sub-Unit 2
- End-of-Unit Assessment
- Show What You Knows



Intervention and Extension

PDF
Digital

- Mini-Lessons
- Extensions



Caregiver Support

These resources can be shared with students' caregivers. They provide background on the mathematics in this unit, as well as suggestions for supporting students at home.

Caregiver Hub

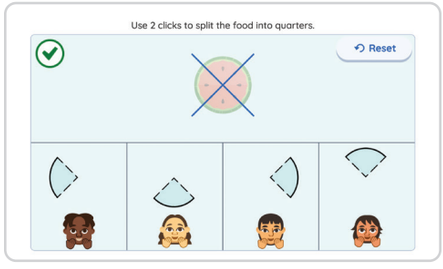
Caregiver Letter

Centers

Technology

Dynamic, digital interactions are integral to Amplify Desmos Math. Powerful digital tools, such as the teacher dashboard, enable teachers to effectively facilitate rich math discussions.

A Powerful Digital Experience



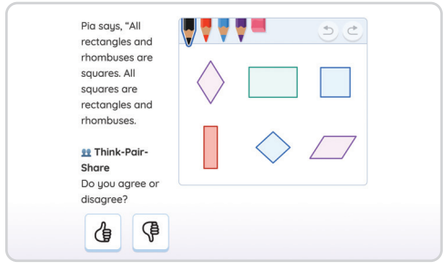
Visualize the Mathematics
(Lesson 11)

Students use multiple representations of mathematical concepts and skills in order to make connections, understand structure, and find patterns.



Receive Responsive Feedback
(Lesson 4)

Students are free to explore mathematics in interactive ways. When they try new ideas, they receive real-time responsive feedback so they can refine their thinking and move learning forward.



Collaborate With Classmates
(Lesson 4)

Students have opportunities to view, appreciate, and respond to the mathematical thinking of their classmates and work together in problem solving.

Lessons With Digital Student Screens

Digital Lessons are recommended to be taught with students on devices for a dynamic learning experience. Aligned Student Edition pages are also available for notetaking and off-device learning when needed.

Lesson	Why digital?
4 Picky Eaters	Students identify hexagons and rhombuses and receive responsive feedback to visualize defining attributes of both shapes.
11 Fair and Square	Students partition shapes into halves and fourths and receive responsive feedback to develop their understanding of equal parts.

Accessibility

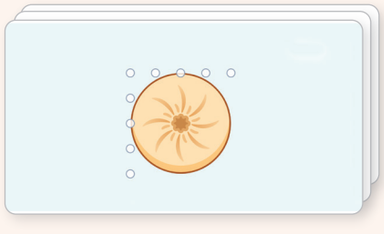
Every lesson is designed using the principles of Universal Design for Learning. Every lesson also includes support suggestions that build on students' strengths.

Universal Design for Learning

Here is one example from a lesson designed to support Representation.

Spotlight on Building Knowledge . . .

Lesson 11, Activity 1: Students use interactive models and visuals to explore mathematical patterns, making sense of partitioning into halves and fourths.



Just-In-Time Accommodations and Supports

Each Teacher Edition includes suggested supports that are based on the areas of cognitive function recognized by the Education Development Center (EDC).

Spotlight on Visual-Spatial Processing . . .

Lesson 10, Activity 2: These Accessibility supports are provided during the Launch.

Accessibility: Visual-spatial processing Provide access to shapes cut from the Activity 2 PDF, straightedges, and scissors. Invite students to fold or cut the shapes into 2 equal parts. Then have students use their physical models as a guide to partition the shapes in their Student Edition.

Centers

Every unit includes Centers, which are fun and engaging ways for students to practice math skills. This table shows the Center stages introduced during Lessons as an Activity, used in Center Choice Time, and suggested for Beyond the Lesson or Assess and Respond Differentiation. More information can be found in the Centers Resources book.

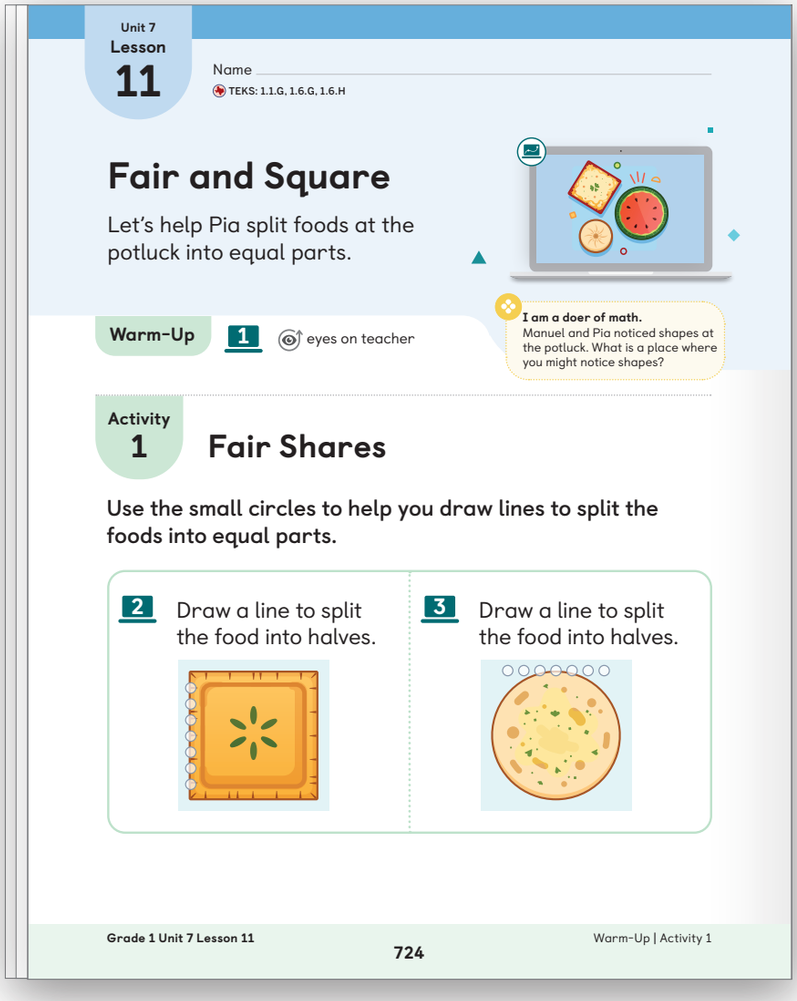
		Introduced in Activity or Center Time in	Used in Center Choice Time in	Suggested for Differentiation in	TEKS
Can You Draw It?	Grade K Shapes	Kindergarten		Lessons 9–11	K.6.D, K.6.F
	Grade 1 Shapes	Grade 1	Lessons 7, 9, 10	Lessons 9–11	1.6.B, 1.6.C
Check It Off	Add or Subtract Within 10	Grade 1		Lessons 12–16	1.3.D
Counting Collections	Up to 99	Grade 1	Lessons 2–4		1.2.C
Cover Up	Add 1 or 2	Grade 1		Lessons 12–16	1.3.D
	Subtract 1 or 2	Grade 1		Lessons 12–16	1.3.D
	Make 10	Grade 1		Lessons 12–16	1.3.C, 1.3.D
	Doubles	Grade 1	Lessons 2–4, 7	Lessons 12–16	1.3.D
	Near Doubles	Grade 1	Lessons 12, 14, 16		1.3.D, 1.5.G
How Are They the Same?	Grade 1 Shapes	Grade 1	Lessons 7, 9, 10, 12		1.6.A, 1.6.C
How Close?	Subtract From 20	Grade 1		Lessons 12–16	1.3.D, 1.5.G, 2.4.A
Mystery Shape	Grade K Shapes	Kindergarten		Lessons 1–11	K.6.D
	Grade 1 Shapes	Grade 1	Lesson 16		1.6.D
Match Mine	Pattern Blocks	Kindergarten		Lessons 1–5, 7, 8	Building Toward K.6.A
Picture Books	Find and Describe Shapes	Kindergarten		Lessons 2–8	K.6.A, K.6.F
	Grade 1 Shapes	Grade 1	Lessons 12, 14		1.6.A
Solid Shapes	Build to Match	Kindergarten			Building Toward K.6.B
	Describe and Find	Grade 1	Lessons 9, 10		K.6.B, 1.6.E
	Feel and Guess	Kindergarten	Lesson 16		K.6.B, 1.6.B, 1.6.E
What's Behind My Back?	Making 10	Grade 1	Lessons 2–4		1.3.D, 1.5.F

Professional Learning

Here is an opportunity to deepen your understanding of the math in this unit and how to teach it.

Spotlight on Conceptual Understanding

Lesson 11, Screen 2


Unit 7
Lesson
11

Name

TEKS: 1.1.G, 1.6.G, 1.6.H

Fair and Square

Let's help Pia split foods at the potluck into equal parts.

I am a doer of math.
Manuel and Pia noticed shapes at the potluck. What is a place where you might notice shapes?

Warm-Up 1 eyes on teacher

Activity 1

Fair Shares

Use the small circles to help you draw lines to split the foods into equal parts.

2 Draw a line to split the food into halves.

3 Draw a line to split the food into halves.

Grade 1 Unit 7 Lesson 11 724 Warm-Up | Activity 1

Try This

Put on your student hat and complete Problems 2—6.

Questions for reflection

- Some students might think having 2 or 4 equal parts is sufficient for halves or fourths, without ensuring that each part is equal in size.
  - » What types of hands-on experiences or visual might students need to conceptualize equal parts?
- Some students may think of the term *quarters* as the coin.
  - » How can you help students see the mathematical relationship of the term quarter as parts of a whole?

Other lessons that attend to conceptual understanding:

- **Lesson 3 and 4:** Students explore and discuss the defining attributes of circles, triangles, rectangles, squares, rhombuses, and hexagons.
- **Lesson 10:** Students distinguish between individual parts and all of the parts of a whole.

Mathematical Background

Here is an overview of the content your students will learn in this unit.

Geometry and Time

Understand attributes of flat and solid shapes.

TEKS 1.6.A, 1.6.B, 1.6.C, 1.6.D, 1.6.E, 1.6.F

- Two- and three-dimensional shapes have defining **attributes** that help identify the shape.
  - » Attributes for two-dimensional shapes include *sides* and *vertices*.
  - » Attributes for three-dimensional shapes include *edges*, *faces* and *vertices*.
- Shapes can be composed from smaller shapes.
  - » Two triangles put together can make a square.
  - » Four triangles put together can make a rectangle.

Two-dimensional shape



A circle has a curved side and no vertices.

Three-dimensional shape

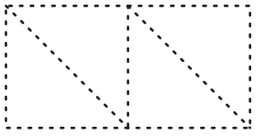


A rectangular prism has edges, square vertices, and rectangular faces.

Composing into a larger shape



A square made from 2 triangles.

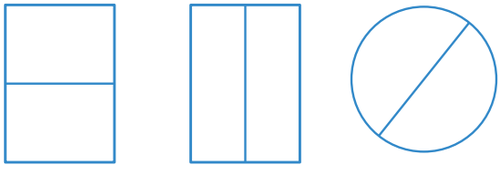


A rectangle made from 4 triangles.

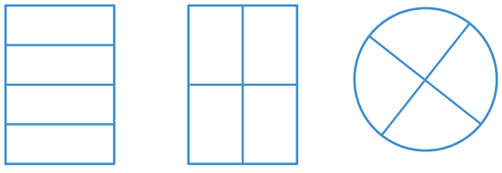
Partition shapes into halves and fourths.

TEKS 1.6.G, 1.6.H

- Two-dimensional shapes can be partitioned into 2 or 4 equal parts.
  - » A shape partitioned into 2 equal parts has **halves**.
  - » A shape partitioned into 4 equal parts has **fourths**.



Each shape is split into **halves.**

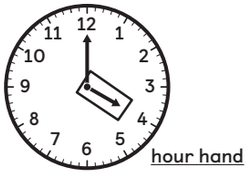


Each shape is split into **fourths**.

Recognize and tell time in hours and half hours.

TEKS 1.7.E

- An analog clock has an hour hand and a minute hand that move in relation to each other depending on the time.
  - » The **hour hand** is shorter than the minute hand and will be pointing at a number on the hour and directly between two numbers **half past** the hour.
  - » The **minute hand** is longer than the hour hand and will point at 12 on the hour and 6 **half past** the hour.



4 o'clock



half past 4

Connections to Future Learning

Here is how the content in this unit connects to where your students are headed in their math journeys.

Shapes and Their Attributes

In this unit, students sort, identify, and describe two- and three-dimensional shapes, and create two-dimensional shapes, by joining figures to produce a target shape in more than one way. **In Grade 2, Unit 5** students will identify and describe a broader class of shapes, including quadrilaterals, pentagons, and hexagons. They extend their work by composing and decomposing two-and three-dimensional shapes.

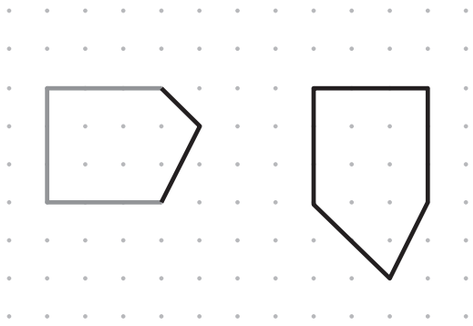
TEKS: 2.8.A, 2.8.B, 2.8.C

Example:

Complete the shape to make a pentagon. Then draw a different five-sided shape.

What do you notice about the pentagon?

I notice the pentagon has 5 sides and 5 vertices.



Halves, Fourths and Eighths

In this unit, students partition shapes into 2 and 4 equal parts in different ways and describe the parts as halves and fourths. They recognize that when a shape is partitioned into more equal parts, the parts are smaller. **In Grade 2, Unit 5**, students will extend their work with partitioning to include eighths, within and beyond one whole, and they will develop an understanding that equal-sized parts of the same whole do not need to be the same shape.

TEKS: 2.8.E

Example:

Both of these rectangles are split into eighths. Even though they look different, the size of the shaded parts is the same because they both show 1 of 8 equal parts of the same rectangle.



Both rectangles are split into **eights**

Reading and Writing Time

In this unit, students represent and tell time to the hour and half hour using only the position of the hour hand and represent and write times to the hour and half hour using the positions of the hour and minute hands. **In Grade 2, Unit 5**, students will represent, tell, and write time to the nearest minute and label times with a.m. or p.m. They will make connections to their work with halves and fourths to tell times in halves and quarters of an hour (e.g., half past 3 or a quarter to 4).

TEKS: 2.9.G

Example:

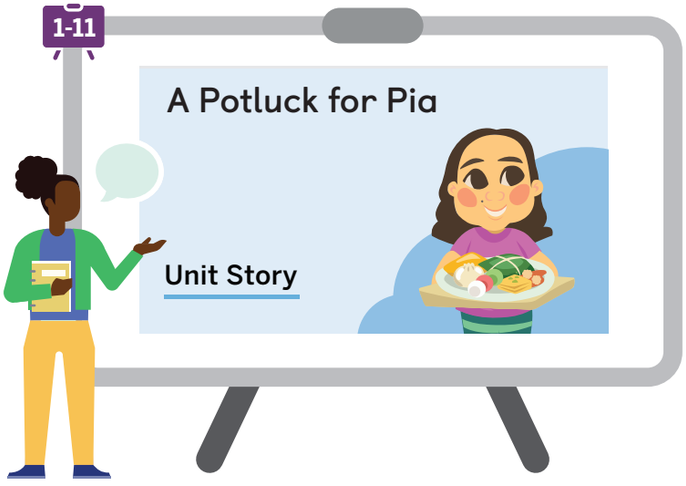
Write the time on the clock using the phrases *quarter past, half past,* or *quarter to*.



quarter past 3

Unit Story

Every unit has a Unit Story to engage students and help them make connections between math and authentic contexts.



About the Story

Pia and her family move to a new town and are welcomed by their neighbors with a potluck. Pia misses her old home and friends and is feeling nervous in her new, unfamiliar surroundings. Manuel, a boy about Pia's age, offers to show her around. As he introduces her to new foods and new friends, Pia begins to feel at home.

Unit Story Read-Aloud

For the **Warm-Up of Lesson 1,** read aloud the Unit Story. Use the **Presentation Screens** for Lesson 1 to display the story images to introduce students to the characters.

The Math in the Story

Geometry and Time

Students participate in activities in which characters and their families prepare geometric-shaped foods for the potluck. The activities provide opportunities for students to recognize and describe attributes of shapes and partition shapes into parts in different ways.

Throughout the unit . . .

- Students describe, create, and partition shapes related to the different foods that are at the potluck party.
- Students tell time to the hour and half hour and consider how characters in the story use clocks and tell time in their daily activities.

Math Connections

Students will connect the math of the unit to the Unit Story in these activities:

- **Lesson 5, Activity 2**
- **Lesson 6, Activity 2**
- **Lesson 7, Activities 1 and 2**
- **Lesson 8, Activity 1**
- **Lesson 9, Activities 1 and 2**
- **Lesson 10, Activities 1 and 2**
- **Lesson 11, Activity 1**
- **Lesson 13, Activity 2**
- **Lesson 14, Activity 2**

Math Identity and Community

The Unit Story provides an opportunity for students to reflect on their math identity and share their experiences of being a part of a math community. Throughout the unit, you may wish to support students in their mathematical journey by asking them to reflect on the Math Identity and Community questions provided at the start of each lesson.

I am a doer of math.



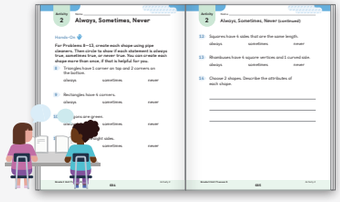
In math class, how might someone else's mistake help you learn? **(Lesson 6)**



Manuel and Pia noticed shapes at the potluck. What is a place where you could notice shapes? **(Lesson 11)**

Story Moments



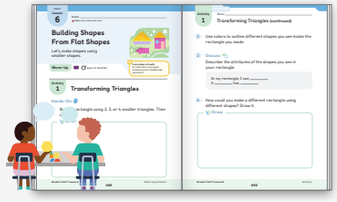


Lesson 5 Activity 2

Math Connection

Pia and Nonna described the foods they saw at the potluck, and then Pia wrote statements to describe circles, triangles, rectangles, squares, rhombuses, and hexagons. Students determine if Pia's statements are always, sometimes, or never true.)





Lesson 6 Activity 1

Math Connection

Pia notices a star on the Texas flag in her classroom. She decides to design new stars with different numbers of points using pattern blocks.



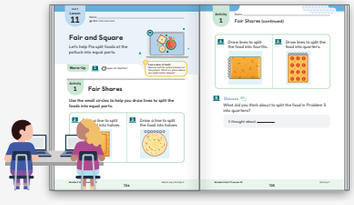


Lesson 9 Activity 1

Math Connection

Magda's little sister cuts each piece of pierogi dough into 4 pieces. Students work together to put the pieces back together and discuss if the parts are equal or unequal.



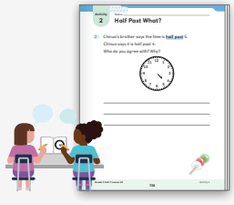


Lesson 11 Activity 1

Math Connection

Students partition different foods served at the potluck into halves or fourths so everyone can enjoy equal parts.



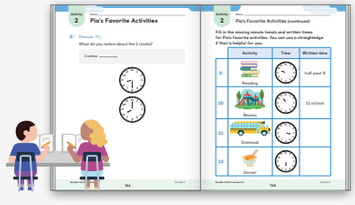


Lesson 13 Activity 2

Math Connection

Chinua and his brother both read the clock and disagree about whether or not it is almost time to eat. Students decide who is correct by thinking about where the hour hand is when it is half past the hour.





Lesson 14 Activity 2

Math Connection

Students write times using words and draw the minute hands on clocks to show times on the hour and half past the hour for some of Pia's favorite activities.

Read this aloud during the **Warm-Up of Lesson 1,** using the lesson's **Presentation screens.**

Read-Aloud A Potluck for Pia

2



Pia's family is new in town. Her neighbors hold a potluck in their honor.

"What's a potluck?" Pia wonders.

"It's a party where all the guests bring food to share," Nonna explains.

3



Pia hides behind her Nonna's legs as they go into the common room.

"Make yourself at home," Mr. Parra says. But Pia is nervous. There's loud music, and unfamiliar voices.

Ask: *"What do you notice? What do you wonder?"*

4



For Pia, everything is a little scary. She doesn't know anyone. All she wants is to be back in her old home, with her old friends.

5



But Mr. Parra's son Manuel gives Pia his hand. "Come with me," he says. "I'll show you around."

Hesitantly, Pia leaves her Nonna's side. Manuel takes her through the room, past the adults. "I'll show you where the good stuff is," he says.

6



Pia's eyes grow wide when she sees what Manuel means by "good stuff." In front of her are plates and plates of different foods—all with wonderful colors, smells, shapes, and sizes.

Manuel takes a tray and heaps different foods on top. "Yum!" Manuel says as he hands Pia a tray.

Pia watches as he picks up a wrapped square of something steamy. "My dad made the chicken hallacas," he said. "They are the best!"

Ask: *"What do you notice? What do you wonder?"*

7



Manuel spots a plate of bright, colorful balls on the ends of skewers.

"The Fujitas in 2A made dango!"

Manuel passes her one, and she takes a bite. It is sweet and chewy.

"I made that one myself!" Ren says.

"With my help," adds his sister Jun.

8



Further down, Pia spots a rectangular tray filled with packages wrapped in banana leaves.

"What's this one?" Pia asks.

Manuel dips his head and takes a breath. "Ahh! Conkies!"

"My grandma made them," Decoursey says as he hands them out.

9



Pia and Manuel keep going down the table.

There are the steamed buns Mei and her dad made from scratch. There are little diamonds of fresh-baked baklava from Mrs. Balik's kitchen.

Pia sees so many foods from so many families. Chinua's family brought hot tihlo. Magda's family brought potato pierogies. And the stacks of fresh bazlama are thanks to Ajar's family.

For the first time that day, Pia feels a smile come to her face.

10



Manuel and Pia take their trays to where the other kids are sitting.

"This is Pia," Manuel says to the group.

Everyone stares at her for a moment. Then Decoursey says "Sit next to me."

"No," Mei says. "Sit next to me."

"No way," Ajar says. "Sit over here."

Ask: *"What do you notice? What do you wonder?"*

11



The kids talk and joke and tell stories as they eat. As her tummy fills, Pia feels warm and happy. Now things are starting to feel more like home.

She can't wait to make something for all of them to try.

Notes:

Assess and Respond

Support, strengthen, and stretch learning by assigning these digital resources that adjust to each student's current level of skill and understanding: • **Boost Personalized Learning** • **Fluency Practice** • **Math Adventures**

Pre-Unit Check

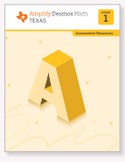
Independent | 20 min

Facilitation: Assign the Pre-Unit Check to learn more about your students' understanding of foundational concepts and skills that will support them in Sub-Unit 1. Read aloud the problems to students as needed.

Item Analysis

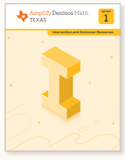
Problem	Concept or skill	Preparation for	DOK	TEKS
1	Comparing and identifying three-dimensional shapes by considering their defining attributes	Lessons 6 and 7	2	K.6.B, K.6.E

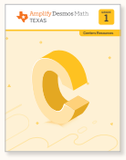
Assessment Resources



- Student Print Assessments
- Answer Keys and Rubrics

Differentiation Resources





Intervention and Extension Resources include:

- Mini-Lessons • Extensions

Centers Resources includes:

- Centers

Assessment Resource PDF

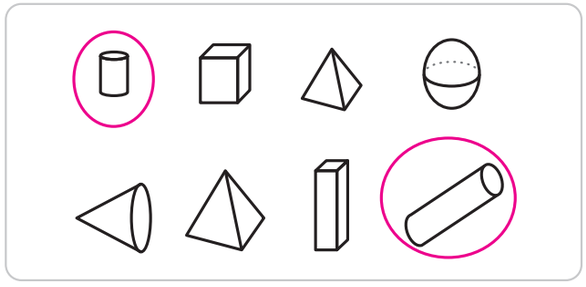
Name _____ Date _____

Pre-Unit Check

Unit 1.7

1 Circle the shapes below that could be sorted in a category with cylinders.





260

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D Differentiation (Pre-Unit Check)

To **Strengthen** and **Stretch** students' learning, refer to the differentiation resources suggested throughout this Sub-Unit.

Sub-Unit Goal	Problem	Respond to Student Thinking
Preparation for Sub-Unit 1: Compose and compare two- and three-dimensional shapes and identify and describe their defining attributes.	1	**Support** • **Mini-Lesson:** *Identifying Solid Shapes* (Kindergarten ML 7.04) • **Teacher Move:** Plan to support students in Lesson 7 as they work to identify three-dimensional shapes.

Watch Your Knowledge Grow (Optional)

Purpose: Students rate their understanding of the concepts that they will explore in this unit, prior to beginning the unit. Return to this page at the end of the unit and invite them to rate their understanding again to see how their knowledge has grown.

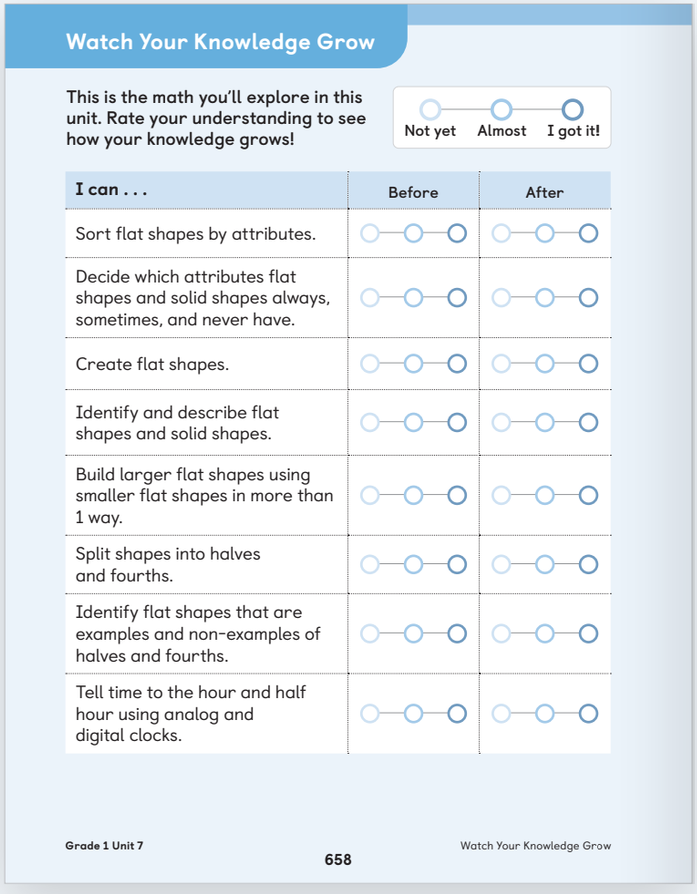
Read aloud the instructions. Let students know they are about to explore these math concepts in the upcoming unit.

Invite students to rate their understanding of each concept prior to beginning the unit. Let them know that they will return to this page at the end of the unit to rate their understanding again. They will be able to see how their knowledge has grown! Consider asking:

- "What do you know about flat and solid shapes?"
- "What are some ways you can split something to share it fairly?"

EB **Emergent Bilinguals** Consider pairing students with partners who speak the same primary language and inviting them to respond to your questions first in their primary language or using a mixture of their primary language and English. **ELPS 1.C, 1.E, 2.C, 2.F**

Math Identity and Community Let students know that it is a normal part of learning to not understand or be familiar with a topic prior to learning about it. Celebrate the number of "Not yet" and "Almost" bubbles that were selected. Remind students that this means their knowledge can increase greatly after this unit!



Watch Your Knowledge Grow

This is the math you'll explore in this unit. Rate your understanding to see how your knowledge grows!

Not yet Almost I got it!

I can . . .	Before	After
Sort flat shapes by attributes.		
Decide which attributes flat shapes and solid shapes always, sometimes, and never have.		
Create flat shapes.		
Identify and describe flat shapes and solid shapes.		
Build larger flat shapes using smaller flat shapes in more than 1 way.		
Split shapes into halves and fourths.		
Identify flat shapes that are examples and non-examples of halves and fourths.		
Tell time to the hour and half hour using analog and digital clocks.		

Grade 1 Unit 7 658 Watch Your Knowledge Grow

Sub-Unit 1

Flat and Solid Shapes



Sub-Unit 1 Goals

- Compose and create two- and three- dimensional shapes and identify and describe their defining attributes.

Progression of TEKS in Sub-Unit 1

- **Lessons 1–6:** Students identify, describe, create, and compose two-dimensional shapes.
- **Lessons 7–8:** Students identify and describe three-dimensional shapes.

Sub-Unit 1 Progression	Lesson 1*	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7	Lesson 8
Geometry and Measurement								
TEKS 1.6.A	○	●	○	○	○	○	○	○
TEKS 1.6.B	○	○	●	●	●	●	●	●
TEKS 1.6.C	○	○	○	○	●	●	○	○
TEKS 1.6.D	●	○	●	●	○	○	○	○
TEKS 1.6.E	○	○	○	○	○	○	●	●
TEKS 1.6.F	○	○	○	○	○	●	○	○

*This lesson builds toward the standard shown.

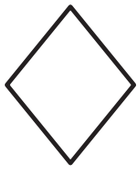
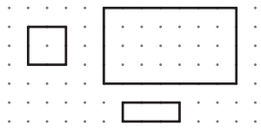
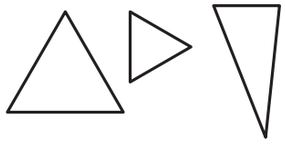
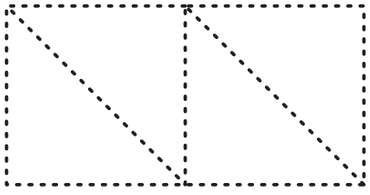
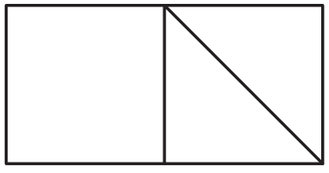
Coming up Next

- **Sub-Unit 2, Lessons 9–11:**
  - » Geometry and Measurement: **TEKS 1.6.G, 1.6.H**
- **Sub-Unit 3, Lessons 12–16:**
  - » Geometry and Measurement: **TEKS 1.7.E**

Math That Matters Most

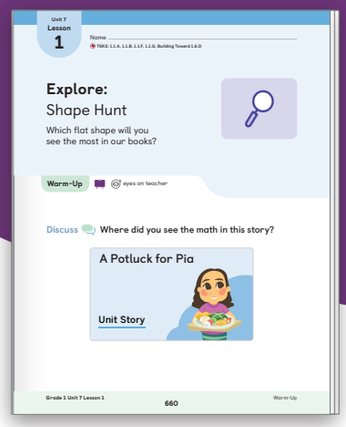
Sub-Unit 1: Identify and describe the defining attributes of two- and three-dimensional shapes and create and compose two-dimensional shapes.

Progression of Strategies, Skills, or Language

Progression	For example . . .	
Describing defining attributes of two-dimensional shapes using informal and formal geometric language.	 *This is a rectangle because it has 4 straight sides that touch, and it has 4 square vertices.*	 *A rhombus has 4 straight sides that are all the same length and 4 vertices.*
Creating two dimensional shapes.	On your dot paper, create as many different rectangles as you can. 	Create triangles using pipe cleaners. 
Composing a two-dimensional shape by joining two, three, or four shapes in more than one way.	Build a rectangle using 2, 3, or 4 smaller triangles. Then draw it. 	How could you make a different rectangle using different shapes? Draw it. 
Identifying three-dimensional shapes.		*The shape is a rectangular prism because it has square faces and rectangular faces and all the edges are straight.*
Describing defining attributes of three-dimensional shapes using formal geometric language.	*The solid shape has triangular and rectangular faces and straight edges.*	

Unit 7
Lesson
1

Student Edition pages and Presentation Screens support learning in this lesson.



Explore:
Shape Hunt

Which flat shape will you see the most in our books?

Key Concepts

Today's Goals

1. **Goal:** Predict which two-dimensional shape will be seen the most in picture books.
2. **Goal:** Identify pictures that look like two-dimensional shapes.
3. **Language Goal:** Describe similarities between different two-dimensional shapes. **(Listening and Speaking)** ELPS 1.E, 2.E, 2.F

To build curiosity and interest from the start of the unit, students engage in a non-routine task that elicits multiple strategies and solutions. They apply their own knowledge and language to a new mathematical task. Giving students a non-routine task with multiple answers and solution paths allows them to truly engage in the math process standards and invites all students to see themselves as mathematicians. **(TEKS 1.1.A)**

Students are given 4 two-dimensional shapes and asked to make a prediction about which shape they will see the most in their books. Then they see how many of each shape they can find in their books and see if their predictions were correct. As students find shapes, they describe to their partners why they think the shapes are the same and figure out a way to record how many of each shape they find. Because students are still developing an understanding of what it means for shapes to look the same, all responses from students should be welcomed, and students should be encouraged to explain their thinking. **(TEKS 1.1.B, 1.1.F, 1.1.G)**

This Exploration provides an opportunity to hear how students describe two-dimensional shapes that were identified and discussed in Kindergarten and what attributes students recognize as significant when identifying flat shapes.

Caregiver Connection

Students may enjoy continuing their shape hunt at home.

Vocabulary

Review Vocabulary

circle
hexagon
rectangle
square
triangle

TEKS

Building Toward

1.6.D

Identify two-dimensional shapes, including circles, triangles, rectangles, and squares as special rectangles, rhombuses, and hexagons and describe their attributes using formal geometric language.

Math Process Standards: 1.1.A, 1.1.B, 1.1.F, 1.1.G

ELPS: 1.E, 2.B, 2.E, 2.F, 3C, 3.D, 3.E, 3.F

Building On

K.6.D

Lesson at a Glance 60 min

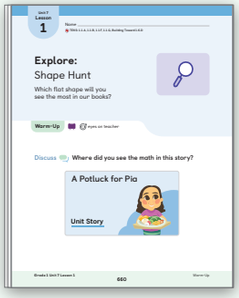
TEKS: 1.1.A, 1.1.B, 1.1.F, 1.1.G Building Toward 1.6.D

Warm-Up

Whole Class | 15 min

Students use the **Notice and Wonder** routine, after hearing the Unit Story read aloud. Because there is no single correct response, this invitational routine allows all students to share their mathematical curiosity about the unit narrative to which they will return throughout the unit.

Materials: Unit Story, *A Potluck for Pia*



Activity

Pairs | 45 min

Students predict which two-dimensional shape they will see the most in their books. Then they identify pictures that look like the shapes, describe how they are similar, and record how many they see. Students share their observations and see if their predictions were correct.

Note: The Student Edition is not required for this activity.
Materials: Activity PDF, *Explore Organizer* PDF, chart paper, clipboards (optional), markers
Additional Prep Prepare: *Words to Describe Flat Shapes* chart



Opportunities For Extension *(Optional)*

Students may enjoy drawing or cutting out flat shapes they saw on their shape hunt to create a picture. They may combine shapes in different ways to create new shapes. For example, a square and a triangle can be put together to make a house.

Math Language Development

Emergent Bilinguals

Consider using the *Math Language Development Resources* with the **Activity, Connect** to support math language acquisition.

- ✓ Cognates
- ✓ Sentence frames
- ✓ Visuals

ELPS 1.E, 2.C, 2.D, 2.E, 2.F



Pre-Production	Beginning	Intermediate	High Intermediate	Advanced
Students **listen** to spoken English and **respond** using their primary languages and gestures.	Students **listen** to spoken English and **speak** using their primary languages, gestures, and single words or short phrases.	Students **listen** to spoken English and **speak** using short phrases or simple sentences.	Students **listen** to spoken English and **speak** using a variety of sentence types.	Students **listen** to spoken English and **speak** using longer sentences. Exemplar responses are provided.

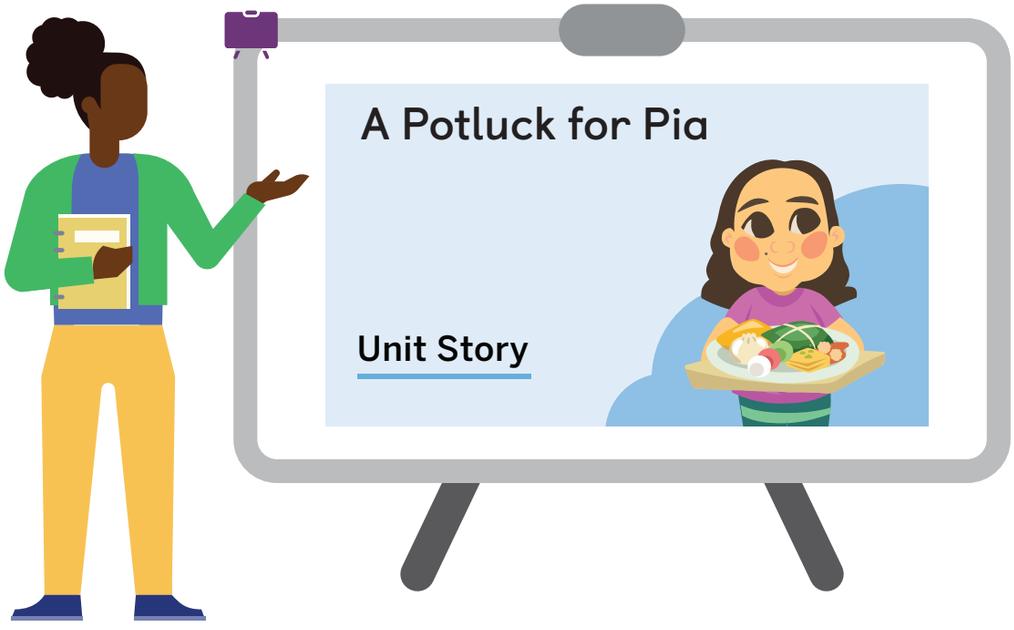
Whole Class | 15 min

Presentation Screens



Warm-Up Notice and Wonder

Purpose: Students hear a read-aloud of *A Potluck for Pia*. They notice and wonder about mathematical situations in the story.



1 Launch

Display the cover of the Unit Story, *A Potluck for Pia*.

Use the Think-Pair-Share routine. Activate students' background and prior experiences by asking, "Pia and her family moved to a new community, and their neighbors planned a party to help them feel welcome. What can you do to help someone feel welcome in a new place?"

Read aloud the Unit Story from this Teacher Edition, while displaying the illustrations on Screens 2–11. ELPS 1.E

Pause on Screens 3, 6, and 10. Ask, "What do you notice? What do you wonder?"



2 Connect

Use the Think-Pair-Share routine. Ask, "Where did you see math in the story?"

Record students' responses as they share.

Say, "In this unit, you will see different shapes in your environment, just like the different shapes Pia saw at the neighborhood potluck party. You will see Pia and her neighbors again in this unit. Today, you will start by going on a shape hunt around our school."

Students might say . . . ELPS 2.B

I notice that the sign on the door looks like a square, and there is a plate that is a circle.

I notice a tray with a bunch of squares that look like wrapped presents.

I wonder what shape has the most food shaped like it on the table.

I wonder if Pia and Manuel will be able to eat everything they put on their trays.

Pairs | 45 min

Activity Which shape will you see the most in our books?

Purpose: Students look for pictures in their books that look like given two-dimensional shapes and use language to identify and describe their attributes to activate their prior knowledge about two-dimensional shapes.

Presentation Screens



Materials

Lesson Resources:

- Display the Activity PDF during the Launch and leave it displayed throughout the activity.
- Distribute one Activity PDF to each pair of students.
- Provide students with access to the *Explore Organizer* PDF during the Connect (optional).

Classroom materials:

- Use chart paper and markers to prepare the *Words to Describe Flat Shapes* chart before the activity.

Make It Your Own!

Before starting the shape hunt, consider showing one of the Unit Story images and discussing what shape or shapes can be found in the image.

1 Launch



Display the Activity PDF.

Use the Think-Pair-Share routine. Say, "These are some of the *flat shapes* you learned about in Kindergarten. Talk with your partner and share what you know about these shapes."

MLR **MLR2: Collect and Display** ELPS 3.C, 3.D, 3.E, 3.F

- Collect students' language used to name and describe the flat shapes, such as *circle, triangle, corner,* and *side*.
- Add the language students use to the *Words to Describe Flat Shapes* chart.

EB **Emergent Bilinguals** Add visual examples to the collected language, using color and annotations to highlight and label different parts of the shapes. ELPS 3.F

Ask, "Today, you will look for pictures in your books that look like these 4 flat shapes. Which shape do you think you will see the most? Why?" Have students circle their choice.

Say, "As you look in your books, work with your partner to keep track of how many of each flat shape you see. Afterward, we will see how your predictions compare to what you found."

2 Monitor



As students complete the activity, refer to the D Differentiation | Teacher Moves table on the following page.

If students need help getting started . . .

- Ask, "Which shape are you looking for?"
- Ask, "Look at this picture. What flat shapes or parts of flat shapes do you see?"

A **Accessibility: Executive functioning** Invite students to make sense of the activity by taking turns sharing their understanding of the directions with their partner. Listen for and clarify any questions about the activity before students begin.

3 Connect



Invite each pair to share 1 shape they found in their books and explain how it compares to the flat shape.

Use the Think-Pair-Share routine. Ask, "Which shape did you and your partner find the most? Does that match your prediction?"

Invite students to share their reflections. Provide the *Explore Organizer* PDF to those students who wish to write or draw their reflections.

Say, "You looked for pictures that look like flat shapes and thought about which shape you found most. In this unit, you will name, describe, compare, create, and ask questions about flat shapes and solid shapes."

Unit 7
Lesson
1

Name

TEKS: 1.1.A, 1.1.B, 1.1.F, 1.1.G, Building Toward 1.6.D

Explore:
Shape Hunt

Which flat shape will you see the most in our books?



Warm-Up eyes on teacher

Discuss What do you notice? What do you wonder?



Activity

Name

Which flat shape will you see the most in our books?

- Which shape do you predict you will see the most?
- Work with your partner to record the flat shapes you find to see if your prediction is correct.

Ways to be a mathematician

1. I can take my time to think about a challenging problem and come up with a plan before trying to solve it.



Not yet Almost I got it!

2. I can explain why my mathematical ideas make sense.



Not yet Almost I got it!

3. I can see how ideas are connected and use patterns to help solve problems.



Not yet Almost I got it!

Presentation Screens

D Differentiation | Teacher Moves

Look for students who . . .	For example . . .	Provide support . . .
Almost there Identify pictures that look like irregular shapes and name them as regular shapes.	*The tree looks like a circle.*	**Support** Ask, "What do you know about circles?"
Identify pictures that look like the given two-dimensional shapes.	*The wheel looks like a circle.*	**Strengthen** Say, "Tell your partner how the wheel looks like a circle."
Identify pictures that are composed of 2 or more two-dimensional shapes.	*The house looks like a square with a triangle on top.*	**Stretch** Ask, "Can you find another picture that looks like it is made of more than 1 shape?"

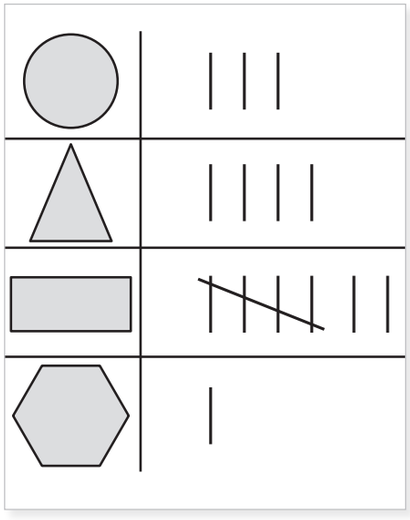
Activity Sample Student Work

Students will likely represent their answer to the Explore question in different ways. Because this is the beginning of the unit, there is no expectation for students to record their observations in a specific way.

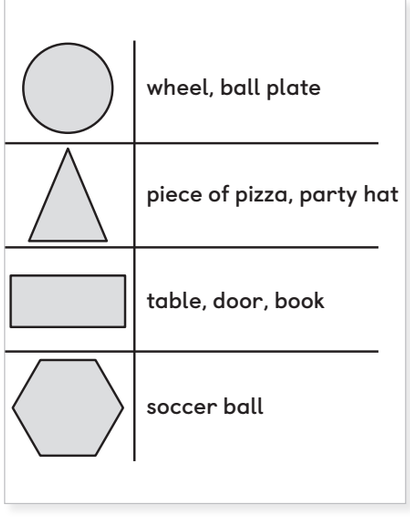
Which flat shape will you see the most in our books?

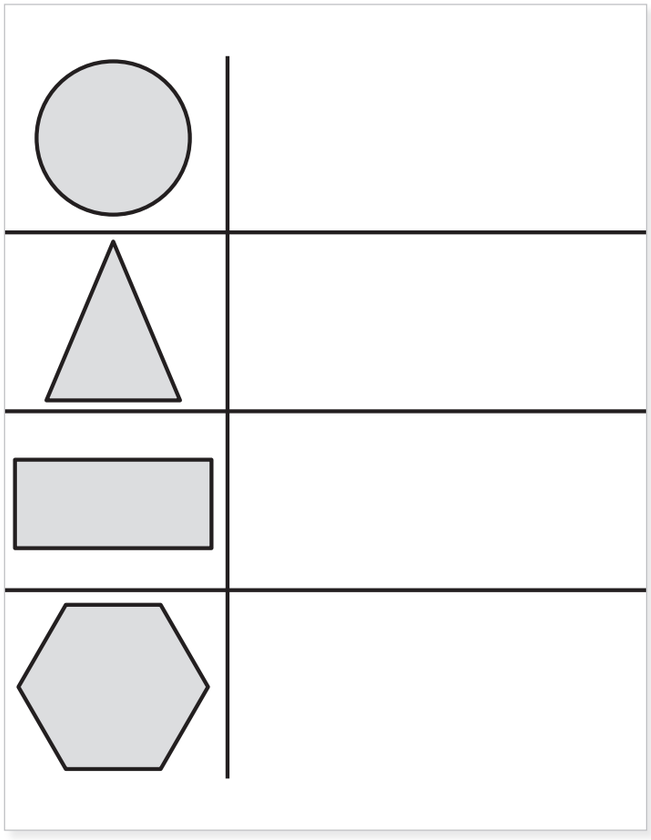
Sample student responses:

Sample response 1



Sample response 2

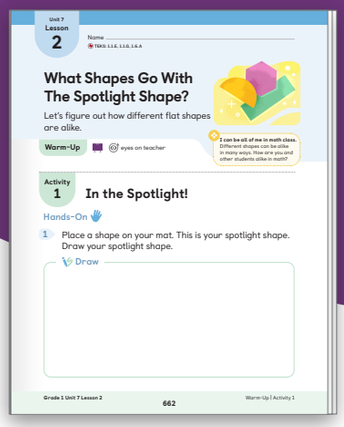




Activity PDF, *Shape Hunt,* available for student reference.

Unit 7
Lesson
2

Student Edition pages and Presentation Screens support learning in this lesson.



What Shapes Go With the Spotlight Shape?

Sorting Two-Dimensional Shapes by Shared Attributes

Let's figure out how different flat shapes are alike.

Key Concepts

Today's Goals

1. **Goal:** Identify shared attributes in two-dimensional shapes.
2. **Language Goal:** Describe the attributes of two-dimensional shapes and explain how shapes can be sorted by their attributes. **(Listening, Speaking, and Writing)** **ELPS 1.B, 2.B, 2.E, 4.C, 4.D, 4.F**

Connections and Coherence

Students build on their experiences with two-dimensional shapes as they describe **attributes** of two-dimensional shapes and find shapes that have a shared attribute. **(TEKS 1.1.E, 1.1.G)**

Note: Students may notice different types of corners in shapes in this lesson. The term *right angle* is not introduced until Grade 4.

Prior Learning

In Kindergarten, students described and compared two-dimensional shapes and were introduced to the names of some two-dimensional shapes. In Lesson 1, students described and named two-dimensional shapes.

Future Learning

In Lesson 3, students will draw and describe two-dimensional shapes. They will begin to distinguish between the defining and non-defining attributes of circles, triangles, rectangles, and squares.

Integrating Rigor in Student Thinking

- Students develop their **conceptual understanding** of two-dimensional shapes and their attributes.
- Students **apply** their prior knowledge of two-dimensional shapes to identify shared attributes and sort different two-dimensional shapes.

Vocabulary

New Vocabulary

attribute

Review Vocabulary

category
curved
flat shape
side
straight

TEKS

Addressing

1.6.A

Classify and sort regular and irregular two-dimensional shapes based on attributes using informal geometric language.

Math Process Standards: 1.1.E, 1.1.F, 1.1.G

ELPS: 1.B, 2.B, 2.C, 2.D, 2.E, 3.A, 3.C, 3.D, 3.E, 3.F, 4.C, 4.D, 4.F

Building On

K.6.E

Building Math Identity

I can be all of me in math class.
Different shapes can be alike in many ways. How are you and other students alike in math?

Invite students to reflect on this question as they complete this lesson.

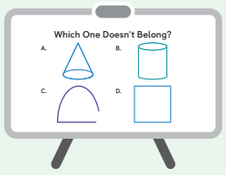
Lesson at a Glance 60 min

TEKS: 1.1.E, 1.1.F, 1.1.G, 1.6.A

Warm-Up

Whole Class | 10 min

Students use the **Which One Doesn't Belong?** routine to describe similarities and differences between different shapes. They should be encouraged to use precise language as they give their reasons for the one they chose. **(TEKS 1.1.F, 1.1.G)**



Activity 1

Pairs | 15 min

Students select 1 shape from a set of shape cards, identify one of the shape's attributes, and find 2 other shapes that share that attribute. Students then choose a way to sort the shapes. Students are introduced to the term **attribute** in the Launch.

Materials: Activity 1 PDF, markers, *Shape Cards (Grade 1)* PDF, *Words to Describe Flat Shapes* chart (from Lesson 1)

Additional Prep Cut out: *Shape Cards (Grade 1)*, one set per pair

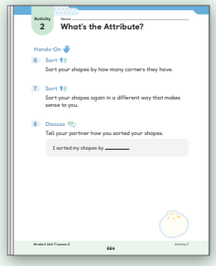


Activity 2

Pairs | 15 min

Students sort their shape cards by how many corners they have. Students then choose an attribute by which to sort their shapes and explain how they sorted them. They examine the work of their classmates by participating in a **Gallery Tour** to recognize that two-dimensional shapes can be sorted in different ways based on shared attributes.

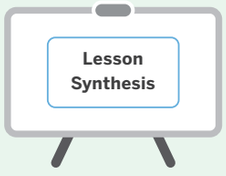
Materials: precut *Shape Cards (Grade 1)* (from Activity 1), *Words to Describe Flat Shapes* chart (from Lesson 1), markers



Synthesis

Whole Class | 5 min

Students review and reflect on what it means for shapes to have a shared attribute, and they consider how a sort can change when a different attribute is highlighted.

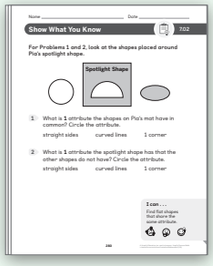


Show What You Know (optional)

Independent | 5 min

Students demonstrate their understanding by identifying attributes that shapes share and do not share.

Materials: *Show What You Know* PDF

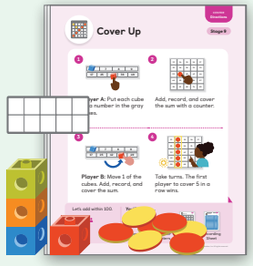


Center Choice Time

Pairs | 15 min

Students have an opportunity to revisit these Centers to practice counting and adding and subtracting within 20.

- Counting Collections
- Cover Up
- What's Behind My Back?



Math Language Development

EB Emergent Bilinguals

Consider using the *Math Language Development Resources* with the **Activity 1, Monitor** to support math language acquisition.

- ✓ Cognates
- ✓ Visuals
- ✓ Sentence frames and word bank

ELPS 1.B, 1.E, 2.C, 2.D, 2.E, 2.F, 4.C, 4.D



Pre-Production	Beginning	Intermediate	High Intermediate	Advanced
Students **listen** to spoken English and **respond** using their primary languages and gestures.	Students **listen** to spoken English and **speak** and **write** using their primary languages, gestures, and single words or short phrases.	Students **listen** to spoken English and **speak** and **write** using short phrases or simple sentences.	Students **listen** to spoken English and **speak** and **write** using a variety of sentence types.	Students **listen** to spoken English and **speak** and **write** using longer sentences. Exemplar responses are provided.

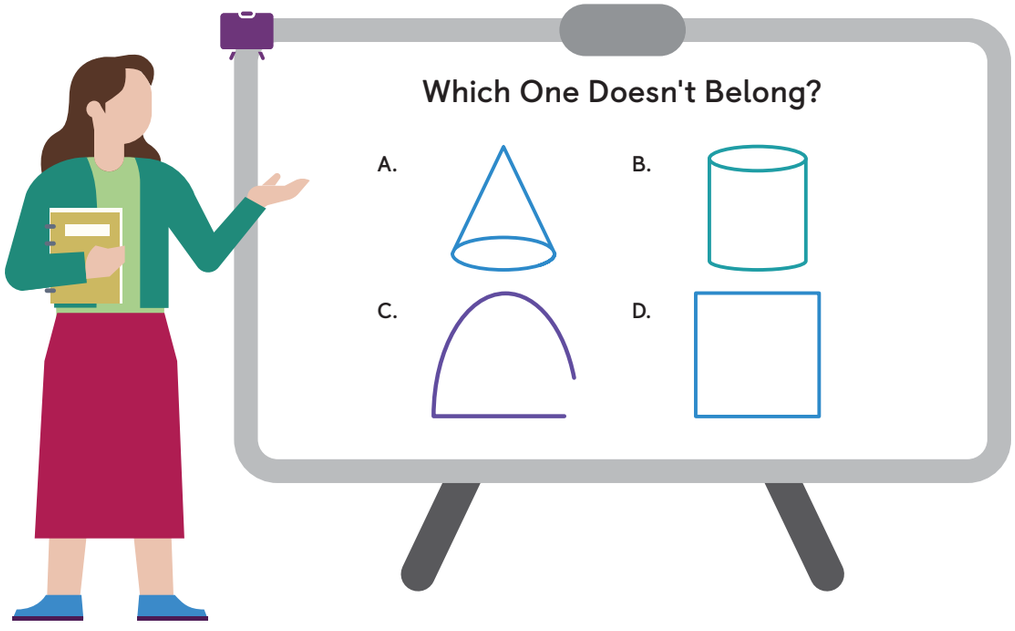
Whole Class | 10 min

Presentation Screens



Warm-Up Which One Doesn't Belong?

Purpose: Students analyze and compare two- and three-dimensional shapes to activate their prior knowledge and elicit language for describing the attributes of two-dimensional shapes.



1 Launch

Display the 4 shapes.

Use the Which One Doesn't Belong? routine.

Say, "Choose one that doesn't belong. Be ready to share your reasoning."



2 Connect

Record students' responses as they share.

Ask, "How are Shapes A and B alike? How are Shapes C and D alike?"

Say, "Shapes A and B are drawings of solid shapes. Shapes C and D are drawings of flat shapes. Today, you will explore more flat shapes."

Students might say . . . ELPS 2.C, 2.D, 2.E

A: *It is the only shape that is pointy at the top.*

B: *It is the only shape that has circles on 2 faces.*

C: *It is the only shape that has lines that don't touch.*

D: *It is the only shape without curves.*

Pairs | 15 min

Activity 1 In the Spotlight!

Purpose: Students select 1 attribute of a two-dimensional shape and identify additional shapes that also have that attribute to classify and sort shapes using informal geometric language.

Presentation Screens



Materials

Lesson Resources:

- Distribute one Activity 1 PDF to each pair.

Classroom Materials:

- *Words to Describe Flat Shapes chart* from Lesson 1

Centers Resources:

- Distribute one set of pre-cut Shape Cards (Grade 1) to each pair.

Short on time? Consider omitting Problem 3 and having students describe the shared attribute or attributes verbally.

1 Launch



Say, "Today, you will explore which flat shapes share a common *attribute*."

Define attribute as "a feature or trait that describes an object or set of objects."

Display the hexagon from Card C.

Use the Think-Pair-Share routine. Ask, "What is 1 attribute of this shape?"

Say, "One attribute of this shape is that it has 6 sides. Some other attributes of this shape are that all the sides are straight and it has 6 corners."

Read aloud Problems 1–4, pausing between each problem to allow students time to work.

EB **Emergent Bilinguals:** Demonstrate awareness of print concepts by showing how Activity 1 continues on the next page. ELPS 3.A

A **Accessibility: Conceptual processing** Display a list of attributes students can choose from to describe their shapes.

2 Monitor



After students have completed **Problem 2**, refer to the D Differentiation | Teacher Moves table on the following page.

If students need help getting started . . .

- Ask, "Which shape would you like to choose for the spotlight shape?"
- Ask, "How can you use the spotlight shape mat to show that the shape you chose is the spotlight shape?"

EB **Emergent Bilinguals** Encourage students to use the word and icon next to the student work box to determine how to respond to Problem 1 in their Student Edition. ELPS 3.F

3 Connect



Display Shape A from the *Shape Cards (Grade 1)* card set.

Say, "In Problem 2, you identified shapes that shared an attribute with your Spotlight Shape. Here is another Spotlight Shape."

Use the Think-Pair-Share routine. Ask, "What is an attribute of this shape? What other shapes share the same attribute?" Encourage students to be specific. ELPS 2.E

Invite students to share their responses to Problem 4.

Ask, "How did they sort their shapes?"

Repeat these steps with 1 or 2 other sorts to highlight different attributes.

MLR **MLR2: Collect and Display** ELPS 3.C, 3.D, 3.E, 3.F

- Collect students' language used to describe and name shapes and their attributes, such as *attribute, corner, curved, pointy, side, straight,* and *round*.
- Add the language students use to the *Words to Describe Flat Shapes* chart. Remind them to refer to the chart during class discussions.

Key Takeaway: Say, You can sort shapes based on their attributes. Then you can explain why a group of shapes belongs in the same category.

Student Edition

Unit 7 Lesson 2

Name

TEKS: 1.1.E, 1.1.G, 1.6.A

What Shapes Go With The Spotlight Shape?

Let's figure out how different flat shapes are alike.



I can be all of me in math class. Different shapes can be alike in many ways. How are you and other students alike in math?

Warm-Up eyes on teacher

Activity 1

In the Spotlight!

Hands-On

1 Place a shape on your mat. This is your spotlight shape. Draw your spotlight shape.

Draw

Sample response shown.



Activity 1

Name

In the Spotlight! (continued)

2 Choose 1 **attribute** of your spotlight shape. Find 2 other shapes with the same attribute and place them on your mat.

3 What attribute do all the shapes on your mat have in common? Sample response shown.

All the shapes have corners.

4 Sort

Sort the shape cards into 2 categories that make sense to you.

5 Discuss Oral activity: No writing expected. Sample response shown.

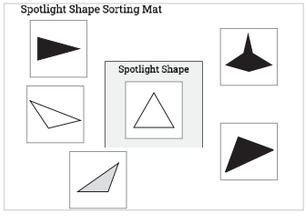
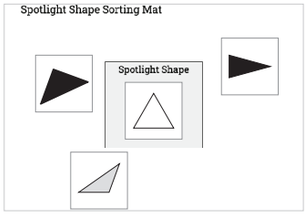
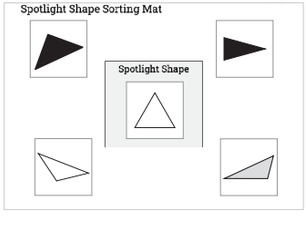
Tell your partner how you sorted your shapes.

I sorted my shapes by _____.

I sorted my shapes by how many sides they have. One group has 4 sides. The other group does not have 4 sides.

Presentation Screens

Differentiation | Teacher Moves

Look for students who . . .	For example . . . (All the shapes have 3 sides.)	Provide support . . .
Almost there Include shapes that do not have the identified attribute.		**Support** Ask, "How can you prove that you have only included shapes with 3 sides?"
Include some of the shapes that have the identified attribute.		**Strengthen** Ask, "How do you know that you found *all* the shapes with 3 sides?"
Include all the shapes that have the identified attribute.		**Stretch** Ask, "Are there any shapes on your mat that have a different attribute in common with your spotlight shape?"

Pairs | 15 min

Activity 2 What's the Attribute?

Purpose: Students sort their shapes in 2 different ways to classify shapes based on their attributes using informal geometric language.

Presentation Screens



Materials

Centers Resources:

- Distribute one set of pre-cut *Shape Cards (Grade 1)* (from Activity 1) to each pair.

Classroom materials:

- Display the *Words to Describe Flat Shapes* chart (from Lesson 1) and use markers to add student language to the chart during the Connect.

1 Launch

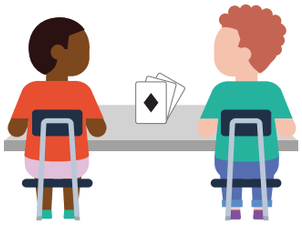


Say, "You just sorted your shapes in a way that makes sense to you. Now you will sort your shapes by thinking about 1 attribute."

Read Aloud the directions to Problems 6-8.

EB **Emergent Bilinguals** Encourage students to refer to the *Words to Describe Flat Shapes* chart from Lesson 1 to support their use of informal geometric language. ELPS 3.F

2 Monitor



After students complete **Problem 6**, refer to the D **Differentiation | Teacher Moves** table on the following page.

If students need help getting started . . .

- Ask, "Which attribute does the problem ask you to use as you sort?"
- Ask, "How many corners does this shape have?"

Note: After students have completed Problem 8, have them leave the shapes sorted on their tables to prepare for a **Gallery Tour** in the Connect.

3 Connect



Use the Gallery Tour routine. Say, As you look at the way another pair sorted their shapes, tell your partner a category name that describes each group of shapes.

Record students' language on the *Words to Describe Flat Shapes* chart and remind them to continue to refer to the chart to describe flat shapes.

EB **Emergent Bilinguals** As students' language is recorded on the class display, use gestures to emphasize and clarify the meaning of terms, such as *pointy, curved,* and *round.* ELPS 3.D, 3.F

Note: Keep the chart displayed throughout the unit.

Key Takeaway: Say, When you describe the category a group of shapes belongs to, you are describing the attribute or attributes that all shapes in that group have in common.

Student Edition

Activity 2

Name _____

What's the Attribute?

Hands-On

6 Sort

Sort your shapes by how many corners they have.

7 Sort

Sort your shapes again in a different way that makes sense to you.

8 Discuss

Oral activity: No writing expected.
Sample response shown.

Tell your partner how you sorted your shapes.

I sorted my shapes by _____.

I sorted my shapes by straight and curved sides. One group has all straight sides. The other group has curved sides.

Grade 1 Unit 7 Lesson 2 664 Activity 2

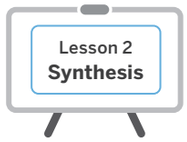
Presentation Screens

D Differentiation | Teacher Moves

Look for students who . . .	For example . . .	Provide support . . .
Almost there Sort the shapes by an attribute other than number of corners.	*We sorted the shapes by color.*	**Support** Ask, "How can you prove the sort shows the number of corners?"
Sort the shapes into groups of shapes with corners and shapes with no corners.	*We sorted the shapes into 2 groups. One group has corners, the other group does not.*	**Strengthen** Ask, "How many corners do the shapes in the first group have?"
Sort the shapes by how many corners they have.	*We counted how many corners each shape has and put them into groups by that number.*	**Stretch** Ask, "Could you draw a new shape that would fit in the group of shapes with 6 corners?"

Whole Class | 5 min

Presentation Screen



Synthesis

Lesson Takeaway: Flat shapes can be described, compared, and sorted in different ways and based on different **attributes**. A category name can be used to describe the **attribute** or attributes that the shapes in a group have in common.



Display the shapes on the Spotlight Shape Sorting Mat.

Say, "These shapes are all gray."

Use the Think-Pair-Share routine. Ask:

- "What is a different attribute that describes the spotlight shape?"
- "Which shapes should stay on the mat? Which shapes should be taken away? Why?"

Say, "Flat shapes have many attributes. You will continue to think about flat shapes and their attributes in the next lesson."

Formalize vocabulary: An **attribute** is a feature or trait of an object or set of objects.

(optional) **Consider using the Frayer Model routine** with the word **attribute**. ELPS 3.E, 3.F

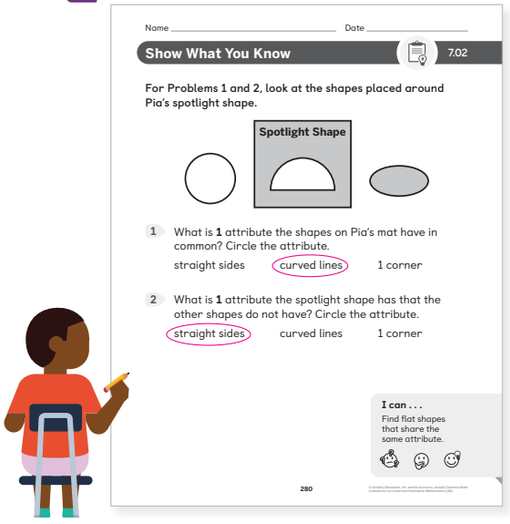
Refer to the *Math Language Development Resources* for a description of this routine and for more vocabulary support.

Invite students to refer to the **Summary** during Practice or anytime during the year.

Show What You Know (Optional)

Independent | 5 min

Show What You Know PDF


Name _____ Date _____

Show What You Know 7.02

For Problems 1 and 2, look at the shapes placed around Pia's spotlight shape.

Spotlight Shape

1 What is **1** attribute the shapes on Pia's mat have in common? Circle the attribute.

straight sides curved lines 1 corner

2 What is **1** attribute the spotlight shape has that the other shapes do not have? Circle the attribute.

straight sides curved lines 1 corner

I can . . .
Find flat shapes that share the same attribute.

280

Today's Goals

1. **Goal:** Identify shared attributes in two-dimensional shapes.
   - In Problem 1 in the *Show What You Know*, students identified a shared attribute when given 3 shapes.
2. **Language Goal:** Describe the attributes of two-dimensional shapes and explain how shapes can be sorted by their attributes. **(Listening, Speaking, and Writing)**

   ELPS 1.B, 2.B, 2.E, 4.C, 4.D, 4.F

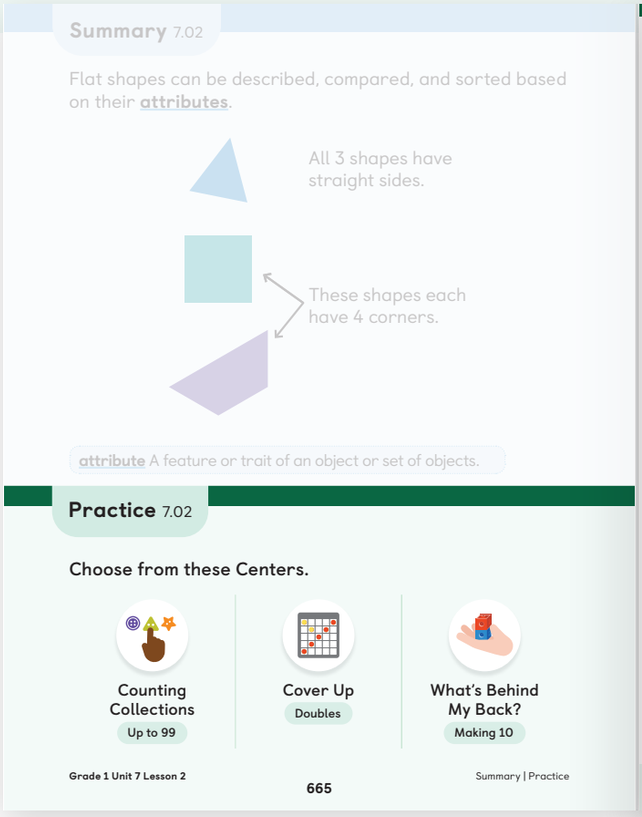
D **Differentiation** See the last page of the lesson for differentiation and Math Language Development support.

Practice

Independent

Provide students with sufficient practice to build and reinforce their conceptual understanding, fluency, and application of mathematical topics, assessment practice, and ongoing spiral review

Students using print



Summary 7.02

Flat shapes can be described, compared, and sorted based on their attributes.

All 3 shapes have straight sides.

These shapes each have 4 corners.

attribute A feature or trait of an object or set of objects.

Practice 7.02

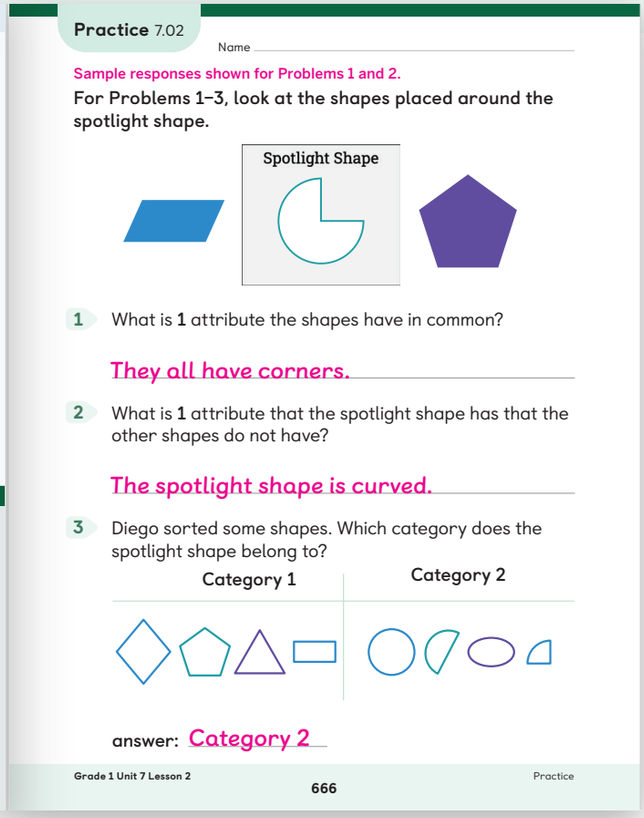
Choose from these Centers.

Counting Collections — Up to 99

Cover Up — Doubles

What's Behind My Back? — Making 10

Grade 1 Unit 7 Lesson 2 665 Summary | Practice



Practice 7.02

Name

Sample responses shown for Problems 1 and 2.

For Problems 1–3, look at the shapes placed around the spotlight shape.

Spotlight Shape

1 What is 1 attribute the shapes have in common?

They all have corners.

2 What is 1 attribute that the spotlight shape has that the other shapes do not have?

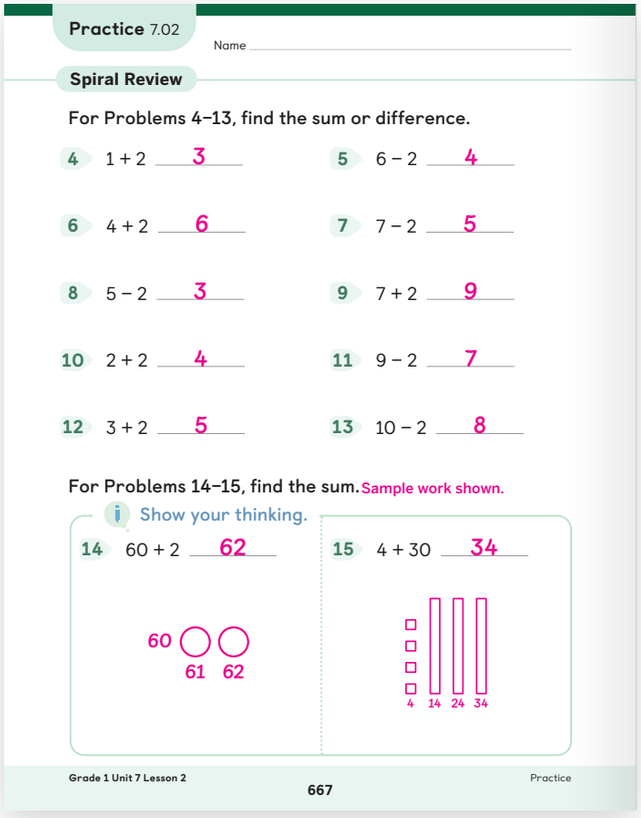
The spotlight shape is curved.

3 Diego sorted some shapes. Which category does the spotlight shape belong to?

Category 1	Category 2

answer: Category 2

Grade 1 Unit 7 Lesson 2 666 Practice



Practice 7.02

Name

Spiral Review

For Problems 4–13, find the sum or difference.

4 1 + 2 = 3

5 6 − 2 = 4

6 4 + 2 = 6

7 7 − 2 = 5

8 5 − 2 = 3

9 7 + 2 = 9

10 2 + 2 = 4

11 9 − 2 = 7

12 3 + 2 = 5

13 10 − 2 = 8

For Problems 14–15, find the sum. Sample work shown.

Show your thinking.

14 60 + 2 = 62

60 ◯ ◯

61 62

15 4 + 30 = 34

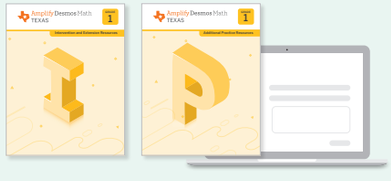
4 14 24 34

Grade 1 Unit 7 Lesson 2 667 Practice

Practice Problem Item Analysis

	Problem(s)	DOK	TEKS
On-Lesson			
	1–3	2	1.6.B
Spiral Review			
Fluency	4–13	1	1.3.D
	14, 15	1	1.3.A

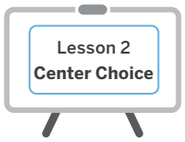
Need more Practice?



Additional practice can be found in the **Practice Resources, Intervention and Extension Resources,** and online resources (item banks, Boost Personalized Learning, and Fluency Practice).

Center Choice Time

Presentation Screen



Purpose: Use this time to support students working in Centers, gather formative assessment data, or work with a small group of students on targeted skills.

Counting Collections

Up to 99

Pairs | 15 min | 1.2.C

Students count collections, represent how many, and share how they counted.

Materials

- 10-frames **(Manipulative Kit)**
- collections of objects (one per pair), cups **(Classroom materials)**
- Directions, Recording Sheet **(Centers Resources)**

Corresponds with the checklist from Unit 4, Sub-Unit 2.

Cover Up

Doubles

Pairs | 15 min | 1.3.D

Students double a number between 0 and 10.

Materials

- number cards (0–10), two-color counters **(Manipulative Kit)**
- Directions, Gameboards (A, B) **(Centers Resources)**

Corresponds with the checklist from Unit 2, Sub-Unit 4.





Use Centers as games to offer fun and engaging ways for students to practice math skills.

GAMES

What's Behind My Back?

Making 10

Pairs | 15 min | 1.3.D, 1.5.F

Students find how many cubes are removed from a tower of 10 and write equations to represent how they solved.

Materials

- 10-frames, connecting cubes (10 per pair) **(Manipulative Kit)**
- Directions, Recording Sheet **(Centers Resources)**

Corresponds with the checklist from Unit 2, Sub-Unit 3.

D Differentiation | Teacher Moves

Work with students in their Centers by:

- Reinforcing Center routines and positive interactions.
- Asking probing questions to propel student thinking forward.
- Recording observations using the checklist provided.

Consider pulling a small group of students for:

- Reviewing the lesson's learning goal by using the *Mini-Lesson* or the supports provided in the lesson.
- Reviewing essential skills from prior lessons or units.





Differentiation Use after Lesson 2

Lesson Goal: Identify shared attributes in two-dimensional shapes.

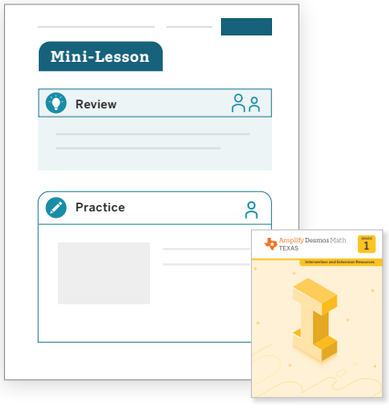
Support

Provide targeted intervention for students by using these resources.

If students identify an attribute that the shapes do not share when asked for a shared attribute:

Respond:

- Assign the *Finding Common Attributes in Two-Dimensional Shapes* Mini-Lesson. | 15 min
- Review Row 1 of the Activity 1 *Differentiation: Teacher Moves* table.



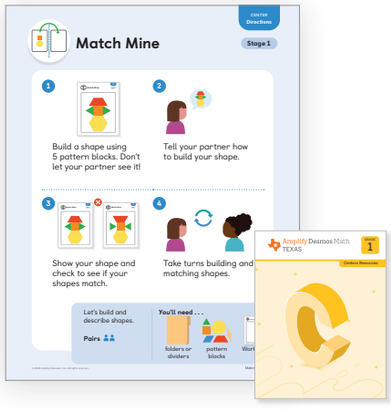
Strengthen

Reinforce students' understanding of the concepts assessed by using these resources.

If students identify a shared attribute of 3 shapes:

Respond:

- Invite students to play these **Centers.** | 15 min
  Match Mine: Pattern Blocks
  Mystery Shape: Grade K Shapes
  Picture Books: Find and Describe Shapes
- Have students complete **Lesson 2 Practice.** | 15 min
- **Item Bank**



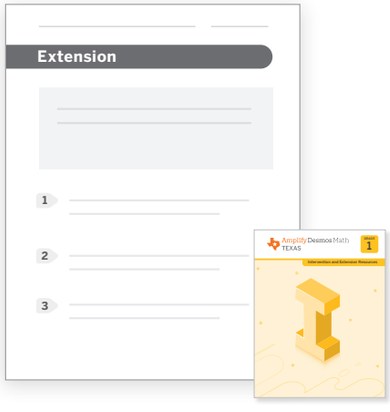
Stretch

Challenge students and extend their learning with these resources.

If students identify both a shared attribute and an attribute only found in the Spotlight Shape:

Respond:

- Invite students to explore the **Sub-Unit 1 Extension Activities.** | 15 min
- Revisit Activity 1 and invite students to respond to the **Stretch** question from the *Differentiation: Teacher Moves* table. | 5 min



Support, *Strengthen*, and *Stretch* learning by assigning these digital resources that adjust to each student's current level of skill and understanding.
• **Boost Personalized Learning** • **Fluency Practice** • **Math Adventures**

Math Language Development

EB Use the **Math Language Development Resources** for further language support with all your students, including those building English proficiency.

- English/Spanish cognates, e.g., **attribute/attributo**
- Frayer Model templates
- Vocabulary routines



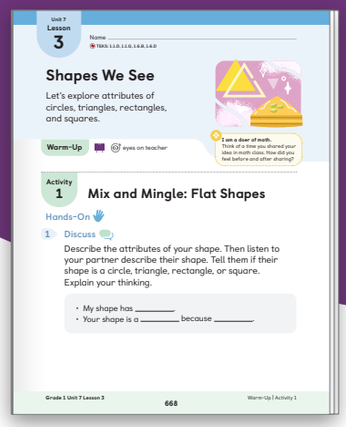


Professional Learning

At this point in the unit, you have used the *Collect and Display* routine twice to help students develop precise geometric language. How can you encourage students to revisit and use these charts as they engage in discourse about geometric shapes?

Unit 7
Lesson
3

Student Edition pages and Presentation Screens support learning in this lesson.



Shapes We See

Identifying and Describing Circles, Triangles, Rectangles, and Squares

Let's explore attributes of circles, triangles, rectangles, and squares.

Key Concepts

Today's Goals

1. **Goal:** Identify circles, triangles, rectangles, and squares as special rectangles.
2. **Language Goal:** Describe defining attributes of circles, triangles, rectangles and squares using formal geometric language. **(Listening, Speaking, and Writing)** ELPS 1.E, 2.E, 2.F, 4.D, 4.F
3. **Language Goal:** Justify why a square is a special rectangle. **(Listening, Speaking, and Writing)** ELPS 1.E, 2.E, 2.F, 4.D, 4.F

Connections and Coherence

Students describe the attributes of circles, triangles, rectangles, and squares using formal geometric language. They identify the shapes based on their attributes. Students learn to distinguish between attributes that define a two-dimensional shape and attributes that do not define the shape. They also learn that a square is a special rectangle that shares all the same attributes of a rectangle and has sides that are all the same length. **(TEKS 1.1.D, 1.1.G)**

Prior Learning

In Lesson 2, students sorted two-dimensional shapes and described their attributes using informal geometric language.

Future Learning

In Lesson 4, students will analyze examples of hexagons and rhombuses. They will be introduced to the square as a special rhombus.

Integrating Rigor in Student Thinking

- Students **apply** their understanding of defining and non-defining attributes of circles, triangles, rectangles, and squares to identify and describe the shapes using formal geometric language.

Vocabulary

Review Vocabulary

attribute	*side*
circle	*square*
curved	*straight*
hexagon	*triangle*
rectangle	*vertex*

TEKS

Addressing

1.6.D

Identify two-dimensional shapes, including circles, triangles, rectangles, and squares, as special rectangles, rhombuses, and hexagons **and describe their attributes using formal geometric language.**

Also Addressing: **1.5.G, 1.6.B**

Math Process Standards: 1.1.C, 1.1.D, 1.1.G

ELPS: 1.E, 2.C, 2.D, 2.E, 2.F, 3.C, 3.D, 3.E, 3.F, 4.D, 4.F

Building On	Building Toward
K.6.C	**2.8.A**
K.6.D	

Building Math Identity

I am a doer of math.

Think of a time you shared your idea in math class. How did you feel before and after sharing?

Invite students to reflect on this question as they complete this lesson.

Lesson at a Glance 60 min

TEKS: 1.1.C, 1.1.D, 1.1.G, 1.5.G, 1.6.B, 1.6.D

Warm-Up Fluency

Whole Class | 10 min

Students use the **Number Talk** routine in which they look for structure and use repeated reasoning based on their own previous strategies or the strategies of others as they study a sequence of addition expressions with 3 addends. **(TEKS 1.1.C, 1.1.D)**



Activity 1

Independent | 20 min

Students use a **Mix and Mingle** routine to describe and name circles, triangles, rectangles, and squares. They discuss the difference between attributes that define a shape and attributes that do not.

Additional Prep Cut Out: Activity 1 PDF



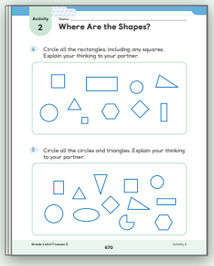
Activity 2

Pairs | 10 min

Students identify examples of circles, triangles, rectangles, and squares and use formal geometric language to explain their thinking.

Materials: chart paper, markers, *What Helps Name a Shape?* Chart (sample) PDF

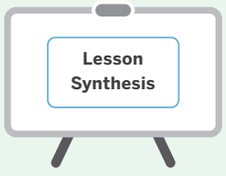
Additional Prep Prepare: *What Helps Name a Shape?* chart



Synthesis

Whole Class | 5 min

Students review and reflect on the difference between attributes that define and do not define circles, triangles, rectangles, and squares.

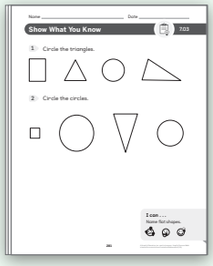


Show What You Know (optional)

Independent | 5 min

Students demonstrate their understanding by identifying triangles and circles.

Materials: *Show What You Know* PDF



Center Choice Time

Pairs | 15 min

Students have an opportunity to revisit these Centers to practice counting and adding and subtracting within 20.

- Counting Collections
- Cover Up
- What's Behind My Back?



Math Language Development

Emergent Bilinguals

Consider using the *Math Language Development Resources* with the **Activity 1, Monitor** to support math language acquisition.

- ✓ Cognates
- ✓ Visuals
- ✓ Sentence frames and word bank

ELPS 1.E, 2.C, 2.D, 2.E, 2.F, 4.C, 4.D



Pre-Production	Beginning	Intermediate	High Intermediate	Advanced
Students **listen** to spoken English and **respond** using their primary languages and gestures.	Students **listen** to spoken English and **speak** and **write** using their primary languages, gestures, and single words or short phrases.	Students **listen** to spoken English and **speak** and **write** using short phrases or simple sentences.	Students **listen** to spoken English and **speak** and **write** using a variety of sentence types.	Students **listen** to spoken English and **speak** and **write** using longer sentences. Exemplar responses are provided.

Whole Class | 10 min

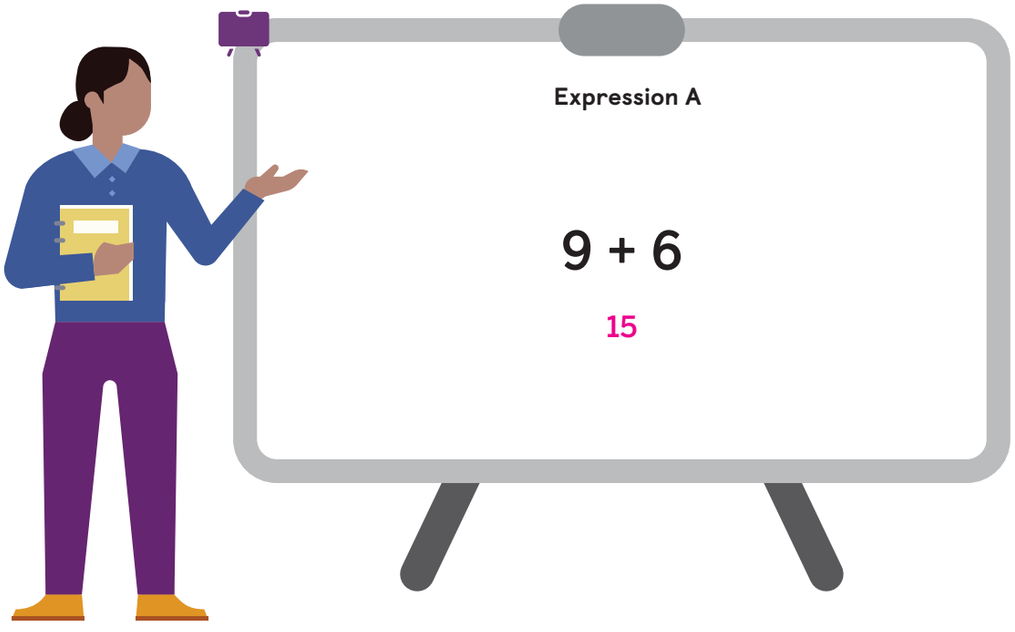
Presentation Screen



Warm-Up Number Talk

Fluency

Purpose: Students find sums of 3 addends to practice applying properties of operations when adding 3 numbers.



Expression B

9 + 6 + 1

16

Expression C

2 + 9 + 6

17

Expression D

6 + 4 + 9

19

Why these problems? These expressions lend themselves to using the Commutative Property of Addition to add.

1 Launch

Use the Number Talk routine.

Display 1 expression at a time.

Say, "Take your time to find the value mentally. Give me a signal when you have an answer and can explain how you found it."

2 Connect

Record sums and 2 or 3 strategies as students share, honoring all strategies and keeping expressions and work displayed.

Repeat with each expression, spending the most time discussing Expression D.

Ask, "How does changing the order of the addends help with finding the sum?"



Students might say . . . ELPS 2.C, 2.D, 2.E

I took 1 from the 6 and gave it to the 9. So 10 plus 5 is 15.

I already knew 9 plus 6 is 15. 1 more is 16.

I changed the numbers to 9 plus 6 plus 2, which is just 1 more than the last problem, so the answer is 17.

I know 9 plus 6 is 15. 2 more is 17, and 2 more than that is 19.

Independent | 20 min

Activity 1 Mix and Mingle: Flat Shapes

Purpose: Students describe the attributes of shapes to notice that some attributes are helpful for identifying the name of the shape

Presentation Screens



Materials

Lesson Resources:

- Distribute one pre-cut card from the Activity 1 PDF to each student during the Launch.

Short on time? Consider modifying Problem 3 so that students discuss, rather than write, who they agree with and why.

1 Launch



Use the Mix and Mingle Routine. Say, "When you meet with your first partner, describe the attributes of your shape. Ask your partner what shape they think it is and how they know. Then show them your shape. Switch roles and listen as your partner describes their shape. Guess what shape it is, and tell how you know. Trade cards and repeat the steps with a new partner."

Note: Have students continue to find new partners until they have named and described all 4 shapes (circle, triangle, rectangle, and square).

MLR **MLR8: Discussion Supports – Sentence Frames** ELPS 1.E, 2.C, 2.E
Display these sentence frames to support discussion.

- "My shape has . . ."
- "I think your shape is a _____ because . . ."

EB **Emergent Bilinguals** Encourage students to use wait time to give their partners time to rehearse and formulate a response before sharing. ELPS 1.E, 2.F

Read aloud Problems 2 and 3.

2 Monitor



After students have completed **Problem 1**, refer to the Differentiation | Teacher Moves table on the following page.

If students need help getting started . . .

- Ask, "What do you notice about the sides and vertices of the shape?"
- Say, "You can think about the number of sides and vertices when naming a shape"

3 Connect



Invite students to share their thinking from Problem 1.

Use the Think-Pair-Share routine. Ask:

- "Which attributes helped you name the shapes?"
- "Which attributes did not help you name the shapes?"

Display Problems 2-3.

Ask, Do you agree with Diego or Priya and why

Say, A rectangle has 4 sides and 4 vertices. A square is a special type of rectangle because it has the same attributes that a rectangle has and it also has 4 equal-length sides

Key Takeaway: Say, Some attributes, such as the number of sides or vertices a shape has, can help you identify the name of the shape. Some shapes can be identified with more than 1 name

Unit 7 Lesson 3

Name _____

TEKS: 1.1.D, 1.1.G, 1.6.B, 1.6.D

Shapes We See

Let's explore attributes of circles, triangles, rectangles, and squares.



I am a doer of math.
Think of a time you shared your idea in math class. How did you feel before and after sharing?

Warm-Up eyes on teacher

Activity 1

Mix and Mingle: Flat Shapes

Hands-On

1 Discuss Oral activity: No writing expected.

Describe the attributes of your shape. Then listen to your partner describe their shape. Tell them if their shape is a circle, triangle, rectangle, or square. Explain your thinking. Sample response shown.

- My shape has _____.
- Your shape is a _____ because _____.

My shape has curved sides.

Your shape is a triangle because it has 3 straight sides and 3 vertices.

Activity 1

Name _____

Mix and Mingle: Flat Shapes (continued)

2 Circle the name of the shape. Then tell how you know.



circle rectangle triangle (square)

A square has 4 straight sides that are the same length.

3 Discuss Oral activity: No writing expected.

Diego says the shape in Problem 2 is a rectangle. Priya says the shape is a square. Who do you agree with and why? Sample response shown.

I agree with _____ because _____.

I agree with both because a square is a special rectangle with 4 sides that are the same length.

Presentation Screens

D Differentiation | Teacher Moves

Look for students who . . .	For example . . .	Provide support . . .
Almost there Identify a rectangle as a square.	Your shape is a square because it has 4 sides.	**Support** Ask, "What other attributes could help you know if the shape is a square?"
Almost there Identify a shape by describing some of the defining attributes.	Your shape is a square because there are straight sides and vertices.	
Identify a shape by describing all of the defining attributes.	Your shape is a square because there are 4 straight sides that are equal and 4 vertices.	**Stretch** Ask, "Are there any other shapes that have the same attributes as the ones you described for this shape?"

Pairs | 10 min

Activity 2 Where Are the Shapes?

Purpose: Students apply their understanding of the defining attributes of circles, triangles, rectangles, and squares to identify shapes.

Presentation Screens



Materials

Classroom materials:

- Use chart paper and markers to prepare the *What Helps Name a Shape?* chart before the activity.

1 Launch



Display an image of a large, irregular, red triangle and a small, regular, green triangle.

Use the Think-Pair-Share routine. Ask, "How could you describe the attributes of these shapes?"

MLR **MLR2: Collect and Display** ELPS 3.C, 3.D, 3.E, 3.F

- As students describe the triangles, collect general categories of attributes they use, such as *number of vertices, number of sides, flat or curved sides, color,* and *size*.
- Ask, "Does this attribute help you name a shape?" Add attributes to the *What Helps Name a Shape?* chart in the appropriate column. Remind students to refer to the chart as they complete Activity 2.

EB **Emergent Bilinguals** Add diagrams or visual examples of each attribute to the class display. ELPS 3.D, 3.F

Note: Keep this chart displayed throughout the unit.

Read Aloud Problems 4–6.

A **Accessibility: Conceptual processing** Provide students with additional examples and non-examples to reinforce the defining attributes of triangles.

2 Monitor



After students have completed **Problem 4**, refer to the D Differentiation | Teacher Moves table on the following page.

If students need help getting started . . .

- Ask, "What do you know about a rectangle?"
- Ask, "How is a rectangle different from the other shapes?"

3 Connect



Display Problem 4 and invite students to share their responses. Select and sequence their responses in the order shown in the *Differentiation* table.

Use the Think-Pair-Share routine. Ask, "How did you know which shapes were rectangles?"

Display Problem 5 and invite students to share their responses.

Ask:

- "How did you know which shapes were circles?"
- "How did you know which shapes were triangles?"

Say, "A circle is a shape no straight sides and no vertices. A triangle is a closed shape with 3 straight sides and 3 vertices."

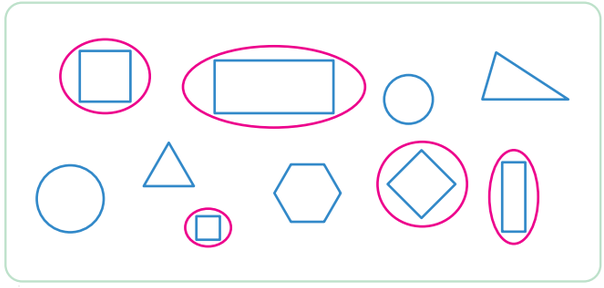
Key Takeaway: Say, There are many attributes that can be used to describe shapes. Shapes must have specific attributes in order to be called circles, rectangles, triangles or squares. Knowing those specific attributes can help you to identify and name shapes.

Activity 2

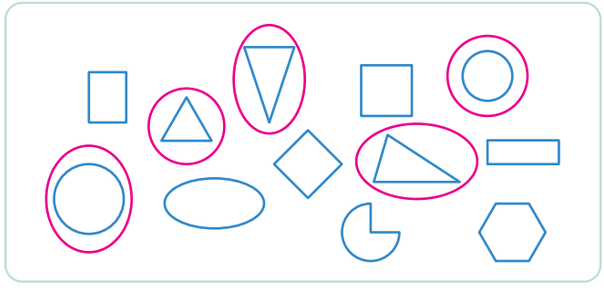
Name _____

Where Are the Shapes?

4 Circle all the rectangles, including any squares. Explain your thinking to your partner.



5 Circle all the circles and triangles. Explain your thinking to your partner.

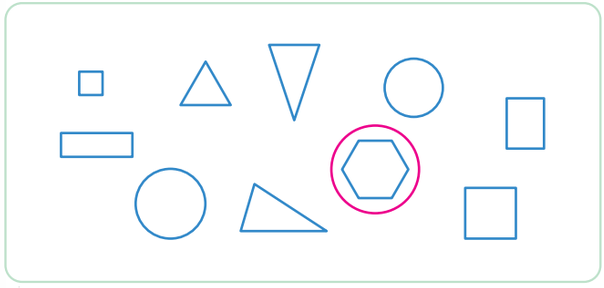


Activity 2

Name _____

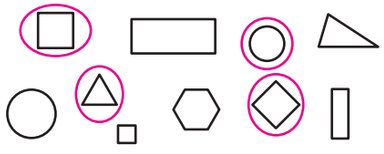
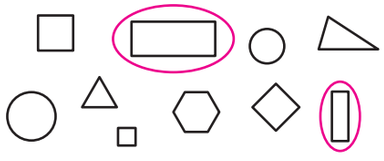
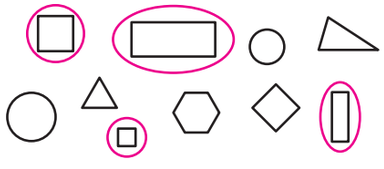
Where Are the Shapes? (continued)

6 Circle the shape that is not a circle, triangle, rectangle, or square. Explain your thinking to your partner.



Presentation Screens

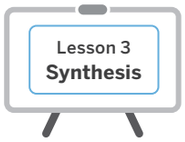
D Differentiation | Teacher Moves

Look for students who . . .	For example . . .	Provide support . . .
Almost there Circle any shapes.		**Support** Ask, "How can you prove these shapes are rectangles?"
Almost there Circle all the rectangles without including squares.		**Support** Ask, "Are there any other shapes that share the same attributes as these rectangles?"
Circle all the rectangles, including squares.		**Stretch** Ask, "Are all squares considered rectangles? How do you know?"

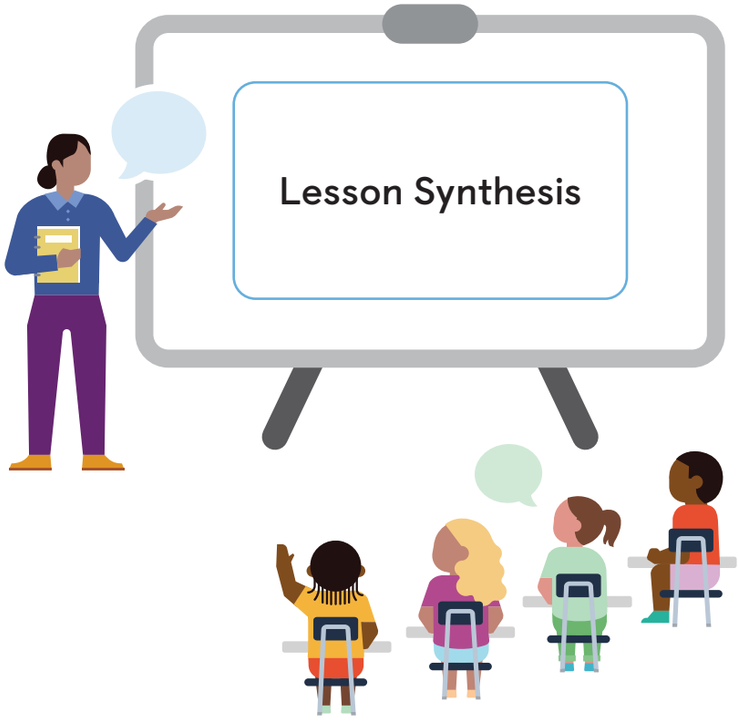
Whole Class | 5 min

Synthesis

Presentation Screens



Lesson Takeaway: The number of sides and vertices a shapes has are attributes that can be used to identify circles, rectangles, squares and triangles.



Use the Think-Pair-Share routine. Ask these questions and monitor student responses for increasing accuracy and fluency. ELPS 2.D

- "What are the names of these shapes?"
- "What attributes help you name the shape?"
- "What attributes do not help you name the shape?"

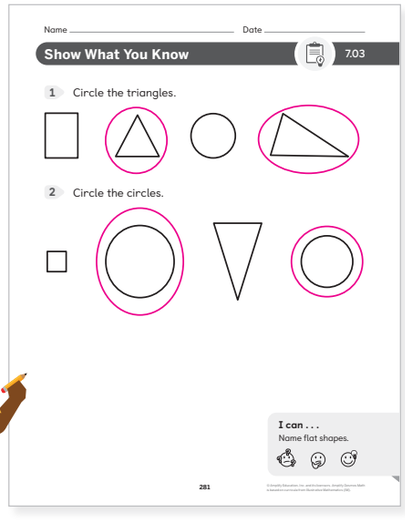
Say, A rectangle has 4 vertices and 4 straight sides. A square is a special type of rectangle because it has the same attributes as a rectangle as well as 4 equal sides. Triangles have 3 straight sides and 3 vertices. A circle has no straight sides or vertices. The size, color and way the shape is positioned cannot help you to identify the shape by name.

Invite students to refer to the **Summary** during Practice or anytime during the year.

Show What You Know (Optional)

Independent | 5 min

Show What You Know PDF


Name _____ Date _____

Show What You Know 7.03

1 Circle the triangles.

2 Circle the circles.

I can . . .
Name flat shapes.

281

Today's Goals

1. **Goal:** Identify circles, triangles, rectangles, and squares as special rectangles.
   - In the *Show What You Know*, students identified triangles and circles.
2. **Language Goal:** Describe defining attributes of circles, triangles, rectangles and squares using formal geometric language. **(Listening, Speaking, and Writing)** ELPS 1.E, 2.E, 2.F, 4.D, 4.F
3. **Language Goal:** Justify why a square is a special rectangle. **(Listening, Speaking, and Writing)** 1.E, 2.E, 2.F, 4.D, 4.F

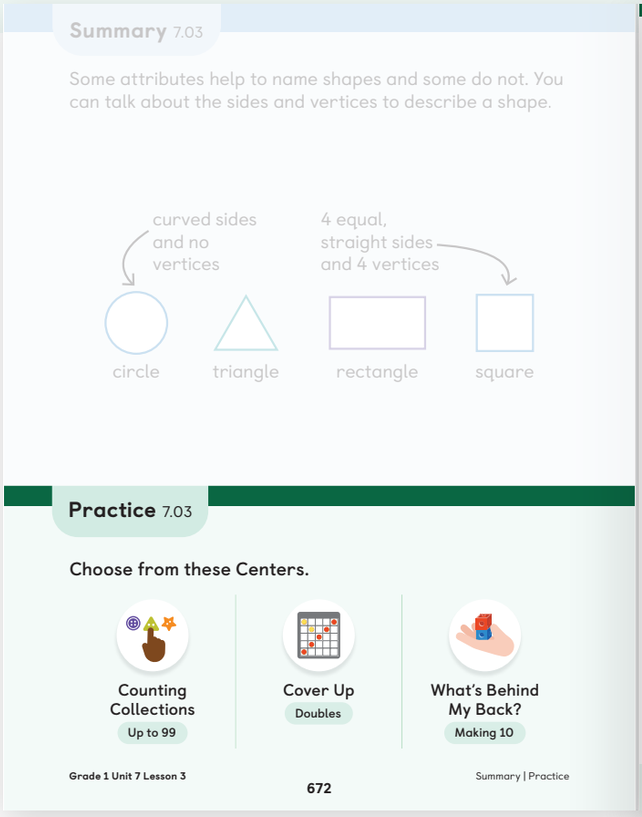
D **Differentiation** See the last page of the lesson for differentiation and Math Language Development support.

Practice

Independent

Provide students with sufficient practice to build and reinforce their conceptual understanding, fluency, and application of mathematical topics, assessment practice, and ongoing spiral review.

Students using print



Summary 7.03

Some attributes help to name shapes and some do not. You can talk about the sides and vertices to describe a shape.

curved sides and no vertices

4 equal, straight sides and 4 vertices

circle triangle rectangle square

Practice 7.03

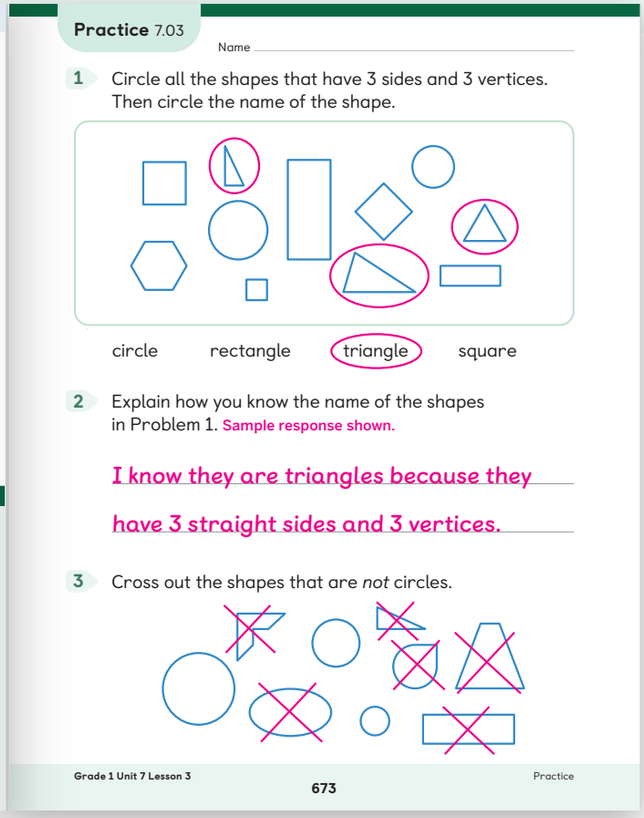
Choose from these Centers.

Counting Collections — Up to 99

Cover Up — Doubles

What's Behind My Back? — Making 10

Grade 1 Unit 7 Lesson 3 672 Summary | Practice



Practice 7.03

Name

1 Circle all the shapes that have 3 sides and 3 vertices. Then circle the name of the shape.

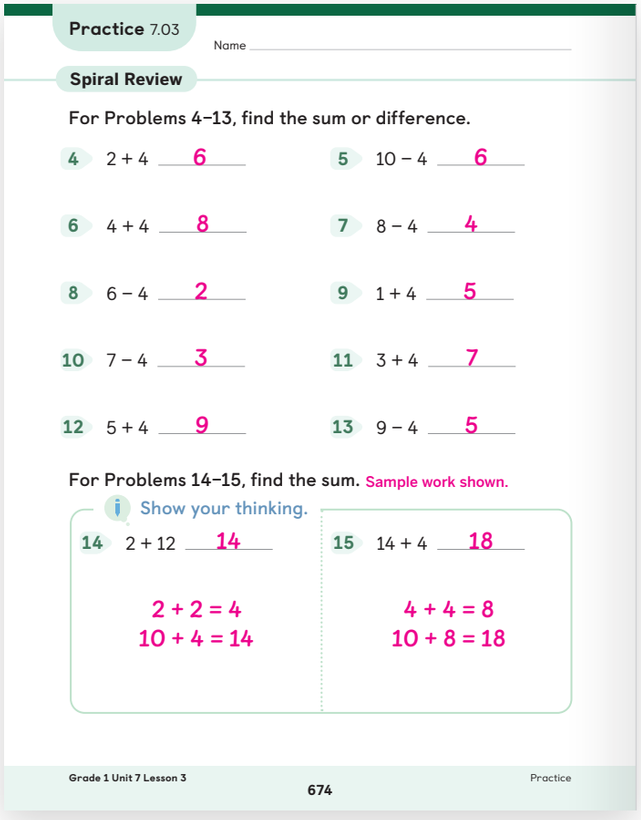
circle rectangle triangle square

2 Explain how you know the name of the shapes in Problem 1. Sample response shown.

I know they are triangles because they have 3 straight sides and 3 vertices.

3 Cross out the shapes that are *not* circles.

Grade 1 Unit 7 Lesson 3 673 Practice



Practice 7.03

Name

Spiral Review

For Problems 4–13, find the sum or difference.

4 2 + 4 = 6

5 10 − 4 = 6

6 4 + 4 = 8

7 8 − 4 = 4

8 6 − 4 = 2

9 1 + 4 = 5

10 7 − 4 = 3

11 3 + 4 = 7

12 5 + 4 = 9

13 9 − 4 = 5

For Problems 14–15, find the sum. Sample work shown.

Show your thinking.

14 2 + 12 = 14

2 + 2 = 4
10 + 4 = 14

15 14 + 4 = 18

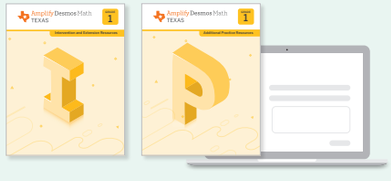
4 + 4 = 8
10 + 8 = 18

Grade 1 Unit 7 Lesson 3 674 Practice

Practice Problem Item Analysis

	Problem(s)	DOK	TEKS
On-Lesson			
	1, 3	1	1.6.D
	2	2	1.6.D
Spiral Review			
Fluency	**4–13**	1	1.3.D
	14, 15	1	1.3.E

Need more Practice?



Additional practice can be found in the **Practice Resources, Intervention and Extension Resources,** and online resources (item banks, Boost Personalized Learning, and Fluency Practice).

Center Choice Time

Presentation Screen



Purpose: Use this time to support students working in Centers, gather formative assessment data, or work with a small group of students on targeted skills.

Counting Collections

Up to 99

Pairs | 15 min | 1.2.C

Students count collections and represent how many and how they counted.

Materials

- 10-frames **(Manipulative Kit)**
- collections of objects (one per pair), cups **(Classroom materials)**
- Directions, Recording Sheet **(Centers Resources)**

Corresponds with the checklist from Unit 4, Sub-Unit 2.

Cover Up

Doubles

Pairs | 15 min | 1.3.D

Students double a number between 0 and 10.

Materials

- number cards (0–10), two-color counters **(Manipulative Kit)**
- Directions, Gameboards (A, B) **(Centers Resources)**

Corresponds with the checklist from Unit 2, Sub-Unit 4.





Use Centers as games to offer fun and engaging ways for students to practice math skills.

GAMES

What's Behind My Back?

Making 10

Pairs | 15 min | 1.3.D, 1.5.F

Students find how many cubes are removed from a tower of 10 and write equations to represent how they solved.

Materials

- 10-frames, connecting cubes (10 per pair) **(Manipulative Kit)**
- Directions, Recording Sheet **(Centers Resources)**

Corresponds with the checklist from Unit 2, Sub-Unit 3.

D Differentiation | Teacher Moves

Work with students in their Centers by:

- Reinforcing Center routines and positive interactions.
- Asking probing questions to propel student thinking forward.
- Recording observations using the checklist provided.

Consider pulling a small group of students for:

- Reviewing the lesson's learning goal by using the *Mini-Lesson* or the supports provided in the lesson.
- Reviewing essential skills from prior lessons or units.





Differentiation Use after Lesson 3

Lesson Goal: Identify circles, triangles, rectangles, and squares as special rectangles.

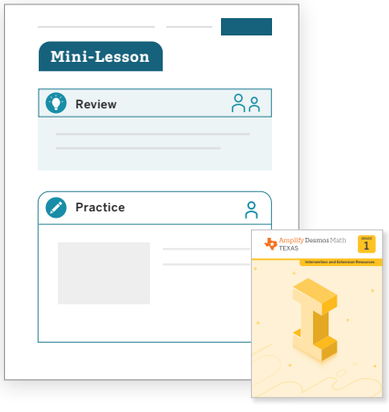
Support

Provide targeted intervention for students by using these resources.

If students circle any shapes:

Respond:

- Assign the *Identifying and Describing Circles, Triangles, Rectangles, and Squares* Mini-Lesson. | 15 min
- Review Row 1 of the Activity 2 *Differentiation: Teacher Moves* table.



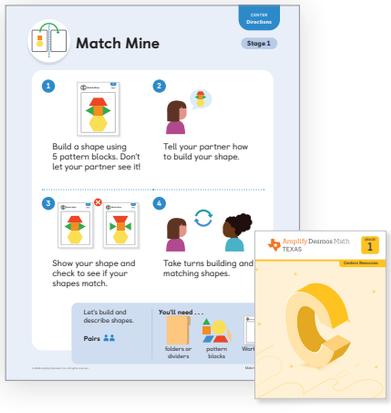
Strengthen

Reinforce students' understanding of the concepts assessed by using these resources.

If students circle some triangles and circles:

Respond:

- Invite students to play these **Centers.** | 15 min
  Match Mine: Pattern Blocks
  Mystery Shape: Grade K Shapes
  Picture Books: Find and Describe Shapes
- Have students complete **Lesson 3 Practice.** | 15 min
- **Item Bank**



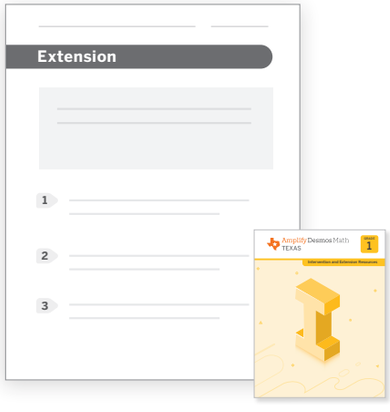
Stretch

Challenge students and extend their learning with these resources.

If students circle all the triangles and circles:

Respond:

- Invite students to explore the **Sub-Unit 1 Extension Activities.** | 15 min
- Revisit Activity 2 and invite students to respond to the **Stretch** question from the *Differentiation: Teacher Moves* table. | 5 min



Support, *Strengthen*, and *Stretch* learning by assigning these digital resources that adjust to each student's current level of skill and understanding.
• **Boost Personalized Learning** • **Fluency Practice** • **Math Adventures**

Math Language Development

EB Use the **Math Language Development Resources** for further language support with all your students, including those building English proficiency.

- English/Spanish cognates, e.g., **circle/círculo**
- Frayer Model templates
- Vocabulary routines





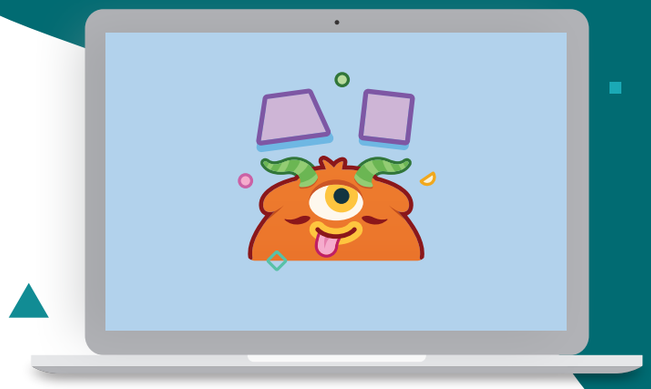
Professional Learning

Think about a time when you recently made a mistake during math class. How did you leverage your mistake to show students that mistakes are part of their learning process?

Unit 7
Lesson
4

Student devices recommended

We recommend students use devices for this lesson. **Student Edition pages** are also available.



Picky Eaters

Identifying and Describing Rhombuses and Hexagons

Let's explore what shapes different monsters like to eat.

Key Concepts

Today's Goals

1. **Goal:** Identify hexagons and rhombuses, including recognizing a square as a special type of rhombus.
2. **Language Goal:** Describe the attributes of hexagons and rhombuses using formal geometric language. **(Listening and Speaking)** ELPS 1.B, 2.B, 2.E

Connections and Coherence

Students identify shapes as either **rhombuses** or hexagons to explore the attributes that define each of the shapes. Through this exploration, students notice that sometimes equal-length sides is a defining attribute of a shape and sometimes it is a non-defining attribute of a shape. **(TEKS 1.1.G)**

Prior Learning

In Lesson 3, students identified circles, triangles, rectangles and squares. They used formal geometric language to describe the defining attributes of the shapes.

Future Learning

In Lesson 5, students will build on their understanding of two-dimensional shapes by identifying and creating shapes.

Depth and Rigor of Student Thinking

- Students develop their **conceptual understanding** of the defining attributes of hexagons and rhombuses.

Vocabulary

New Vocabulary

rhombus

Review Vocabulary

attribute
circle
curved
hexagon
rectangle
side
square
straight
triangle
vertex

TEKS

Addressing

1.6.D

Identify two-dimensional shapes, including circles, triangles, rectangles, and squares, as special rectangles, **rhombuses, and hexagons and describe their attributes using formal geometric language.**

Also Addressing: **1.6.B**

Math Process Standards: 1.1.G

ELPS: 1.B, 1.C, 2.B, 2.D, 2.E, 3.A, 3.D, 3.E, 3.F

Building On	Building Toward
K.6.C	**2.8.A**
K.6.D	

Building Math Identity

I am a doer of math.

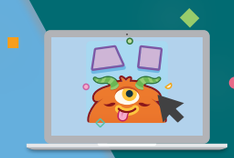
In math class, how do you want others to respond when you make a mistake?

Invite students to reflect on this question as they complete this lesson.

Lesson at a Glance

60 min

TEKS: 1.1.G, 1.6.B, 1.6.D



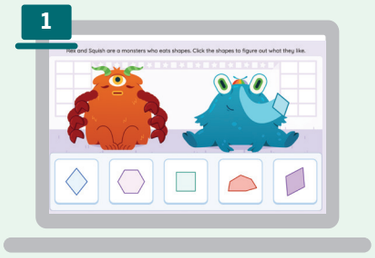
Why digital?

Students identify hexagons and rhombuses and receive Responsive Feedback to visualize defining attributes of both shapes.

Warm-Up

Whole Class | 10 min

Students use the **Notice and Wonder** routine to share what they notice and wonder about the two-dimensional shapes that Rex and Squish can eat.



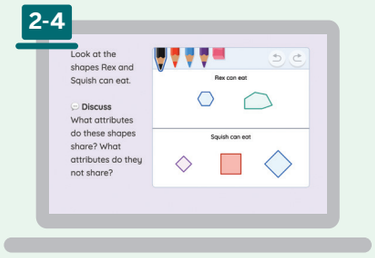
Activity 1

Pairs | 15 min

Students discover that Rex can only eat hexagons and Squish can only eat rhombuses. They then analyze sets of 3 shapes and identify which is a hexagon, including some irregular hexagons. Students recognize that all hexagons have 6 straight sides that touch to form 6 vertices.

Note: The Student Edition is not required for this activity.

Materials: *Words to Describe Flat Shapes* chart and *What Helps Name a Shape?* chart (from prior lessons)



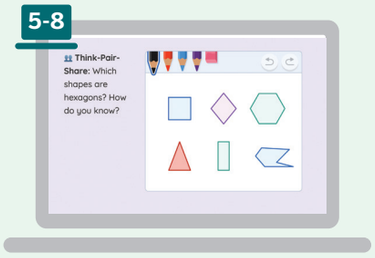
Activity 2

Pairs | 15 min

Students discuss the difference between attributes of a hexagon and a rhombus. They analyze more sets of 3 shapes, including rhombuses and squares, and identify which shapes are rhombuses.

Note: The Student Edition is not required for this activity.

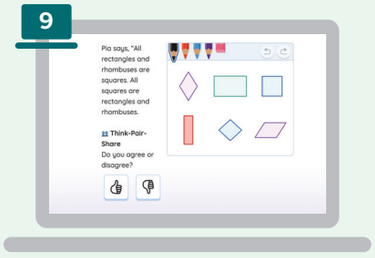
Materials: *Words to Describe Flat Shapes* chart and *What Helps Name a Shape?* chart (from prior lessons)



Synthesis

Whole Class | 5 min

Students review and reflect on the defining attributes of rhombuses and hexagons.

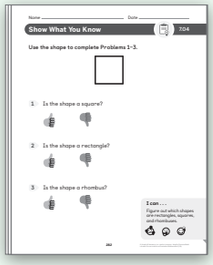


Show What You Know (optional)

Independent | 5 min

Students demonstrate their understanding by identifying a two-dimensional figure as a square, rectangle, and rhombus.

Materials: *Show What You Know* PDF



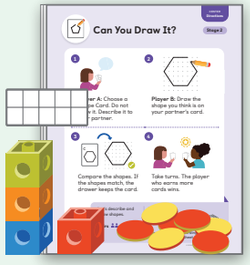


Center Choice Time

Pairs | 15 min

Students have an opportunity to revisit these Centers to practice counting and adding and subtracting within 20.

- Counting Collections
- Cover Up
- What's Behind My Back?





Math Language Development

EB Emergent Bilinguals

Consider using the *Math Language Development Resources* with the **Activity 1, Monitor** to support math language acquisition.

- ✓ Cognates
- ✓ Visuals
- ✓ Sentence frames and word bank

ELPS 1.B, 1.E, 2.C, 2.D, 2.E, 2.F



Pre-Production	Beginning	Intermediate	High Intermediate	Advanced
Students **listen** to spoken English and **respond** using their primary languages and gestures.	Students **listen** to spoken English and **speak** using their primary languages, gestures, and single words or short phrases.	Students **listen** to spoken English and **speak** using short phrases or simple sentences.	Students **listen** to spoken English and **speak** using a variety of sentence types.	Students **listen** to spoken English and **speak** using longer sentences. Exemplar responses are provided.

Whole Class | 10 min | Suggested Pacing: Screen 1

Warm-Up Notice and Wonder

Purpose: Students prepare for Activity 1 by exploring an interactive where they feed two-dimensional shapes to 2 monsters and notice which shapes the monsters eat.

Students using print







1 Launch

1 **Display** the monsters and the set of shapes.

Say, "Rex and Squish are monsters who eat shapes. Let's find out what types of shapes each monster will eat."

Read aloud the directions and let students explore.

Students using print: Demonstrate by having students suggest which of the shapes to feed Rex first. Repeat with the other 4 shapes.

Use the Notice and Wonder routine. Ask, "What do you notice? What do you wonder?"

2 Connect

Invite students to share their responses. As they share, demonstrate by clicking the shapes students choose.

Say, "Let's talk more about the shapes that Rex can eat and the shapes that Squish can eat."

Students might say . . . ELPS 2.B

I notice that Rex ate the shape that has 6 sides.

I notice that Squish ate the square and the other shapes that have 4 sides.

I wonder why Rex and Squish are such picky eaters.

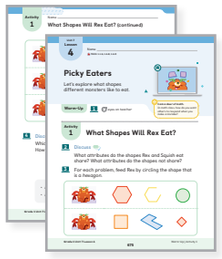
I wonder why Rex and Squish don't eat the same shapes.

Pairs | 15 min | Suggested Pacing: Screens 2–3, Screen 4

Activity 1 What Shapes Will Rex Eat?

Purpose: Students analyze examples and non-examples of rhombuses and hexagons to recognize and identify the defining attributes of rhombuses and hexagons.

Students using print



Additional Print Materials

Classroom materials:

- Refer to the *Words to Describe Flat Shapes* and *What Helps Name a Shape?* charts (from prior lessons) throughout the activity.

1 Launch



2 **Ask**, "What do you notice about the shapes Rex and Squish can eat?"

Invite students to share their responses. Consider annotating to highlight the shapes' attributes as students share.

Say, "A *hexagon* is a shape with 6 straight sides. A **rhombus** is a shape with 4 straight sides that are all the same length."

Say (if not yet mentioned during discussion), "You have seen that Rex and Squish are picky — the only shapes Rex eats are hexagons and the only shapes Squish eats are rhombuses."

3 **Read aloud** the directions. Say, "You will complete Screen 3 with your partner. For each problem, choose the hexagon and then click Check. Explain to your partner how you figured out which shape is the hexagon before moving on to the next screen."

Students using print: Have students complete the problems independently for 4–5 minutes and then compare responses with their partner.

2 Monitor



While students complete **Screen 3**, refer to the D **Differentiation | Teacher Moves** table on the following page.

If students need help getting started . . .

- Ask, "What are you trying to find?"
- Ask, "What could you look for to help you know if a shape is a hexagon?"

A **Accessibility: Conceptual processing** Display the shapes on Screen 2 as students complete the problems. Encourage students to refer to the shapes that Rex can and cannot eat and look for similarities or differences in the shapes' attributes to support their thinking.

3 Connect



4 **Display** the examples of a hexagon and a rhombus.

Use the Think-Pair-Share routine. Ask, "Which shape is a hexagon? How do you know?" Annotate the hexagon to highlight defining attributes as students share.

MLR **MLR8: Discussion Supports – Pressing For Details** ELPS 2.D, 2.E
As students share attributes of a hexagon, press for details and accuracy in their reasoning. For example:
- If a student says, "It has 6 sides." . . .
- Press for details by asking, "What other attributes help you know that this shape is a hexagon?"
- Ask, "Can you use any words from the *Words to Describe Flat Shapes* chart to share your thinking?"

EB **Emergent Bilinguals** When discussing the sides of the shapes, use gestures to highlight the number of sides for each shape. ELPS 3.D, 3.F

Record any new language students use to describe the defining attributes of rectangles on the *Words to Describe Flat Shapes* chart.

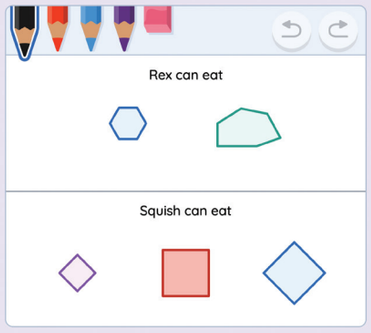
Key Takeaway: Say, "Hexagons are shapes with 6 vertices and 6 straight sides that touch at the corners. The sides may or may not be the same length."

Students using digital

2

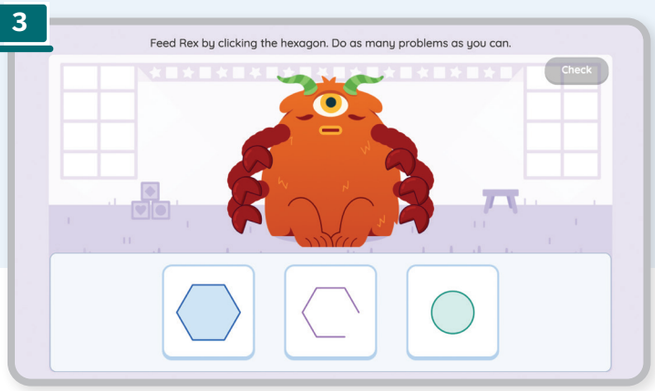
Look at the shapes Rex and Squish can eat.

Discuss
What attributes do these shapes share? What attributes do they not share?



Students may notice that both shapes have straight sides. They may notice that the hexagon has 6 straight sides and the rhombus has 4 straight sides.

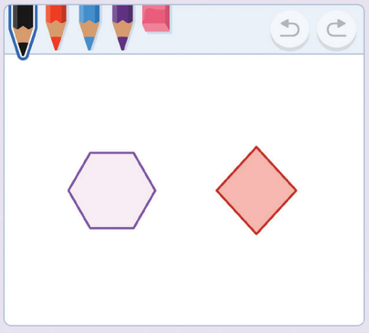
3



Students identify the hexagon when given 3 shapes in a series of repeated challenges.

4

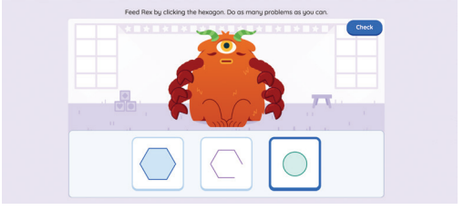
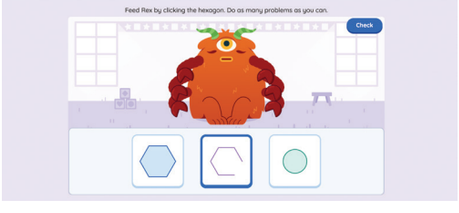
Think-Pair-Share: Which shape is a hexagon? Which shape is a rhombus? How do you know?



Students identify the left shape as a hexagon and the right shape as a rhombus. They may explain how they know by telling the number of sides and vertices.

Students using print **will arrive at similar answers.**

D Differentiation | Teacher Moves

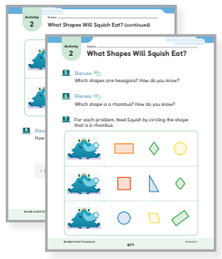
Look for students who . . .	For example . . .	Provide support . . .
Almost there Choose a shape that is not a hexagon.		**Support** Ask, "What do you know about the shapes that Rex can eat?"
Almost there Choose a shape with an open side.		**Support** Ask, "What do you notice about the sides of the shape you chose? How are the sides different from the sides of the shapes Rex can eat?
Choose the shape that is a hexagon.		**Strengthen** Ask, "How do you know the other 2 shapes are not hexagons?"

Pairs | 15 min | Suggested Pacing: Screens 5–6, Screen 7, Screen 8

Activity 2 What Shapes Will Squish Eat?

Purpose: Students apply their understanding of hexagons and rhombuses to determine the name of a shape using the defining attributes.

Students using print



Additional Print Materials

Classroom materials:

- Refer to the *Words to Describe Flat Shapes* and *What Helps Name a Shape?* charts (from prior lessons) throughout the activity.

1 Launch



5 **Use the Think-Pair-Share routine.** Ask, "Which shapes are hexagons? How do you know?"

6 **Say**, "Now it is Squish's turn to eat. Remember that Squish is picky like Rex, but he only likes to eat rhombuses."

Ask, "Which shape is a rhombus? How do you know?"

Invite students to share their responses. Consider annotating to highlight the shapes' attributes as students share.

7 **Read aloud** the directions. Demonstrate the directionality of reading by reading the text top to bottom and left to right, pointing to the words as you read them. Invite students to follow along. **ELPS 3.A**

Say, "You will complete Screen 7 with your partner. For each problem, choose the rhombus and then click *Check*. Explain to your partner how you figured out which shape is the rhombus before moving on to the next screen." Monitor to ensure students are able to follow these directions. **ELPS 1.C**

Students using print: Read aloud the directions for Screen 7 and have students complete the problems independently for 4–5 minutes. Then have partners explain and compare responses.

EB **Emergent Bilinguals** Encourage students to refer to the *Words to Describe Flat Shapes* chart as they choose shapes to feed Squish and justify their thinking. **ELPS 3.D, 3.F**

2 Monitor



While students have complete **Screen 6**, refer to the D **Differentiation | Teacher Moves** table on the following page.

If students need help getting started . . .

- Ask, "What are you trying to find?"
- Ask, "What could you look for to help you know if a shape is a rhombus?"

A **Accessibility: Memory and attention** Clarify Responsive Feedback by helping students interpret the appearance of the yellow highlighting. For example, if students choose a shape with rounded vertices, ask them what is different about the vertices of Squish's snout and the vertices of the shape they chose.

3 Connect



8 **Display** the rhombuses.

Use the Think-Pair-Share routine. Ask, "Squish can eat all of these shapes. Why?" Annotate the shape to highlight the defining attributes of the rhombuses as students share. Consider using different colors to highlight each attribute to help students see which attributes are shared.

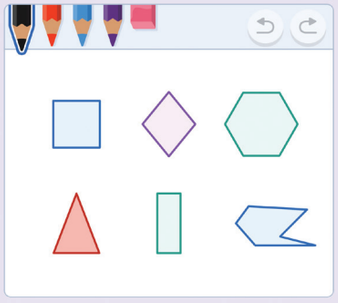
Say (if not yet mentioned during discussion), "A square is a special kind of rhombus. It has 4 straight sides of equal length and 4 *square vertices*. A square vertex is a vertex that looks like where 2 sides of a square touch."

Key Takeaway: Say, "Rhombuses are shapes with 4 straight sides that are equal in length and 4 vertices that touch at the corners. A square can also be called a rhombus because it has 4 straight sides that are equal in length."

Students using digital

5

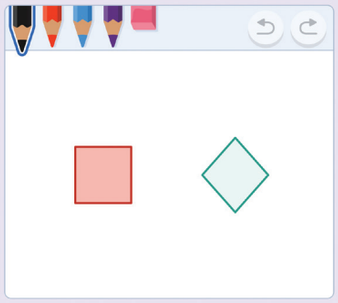
Think-Pair-Share: Which shapes are hexagons? How do you know?



Students identify 2 hexagons. Students may describe a hexagon as having 6 straight sides and 6 vertices.

6

Think-Pair-Share: Which shape is a rhombus? How do you know?



Students name both shapes as rhombuses. They may describe a rhombus as having 4 straight sides of equal length and 4 vertices. They may say that a square is a special rhombus.

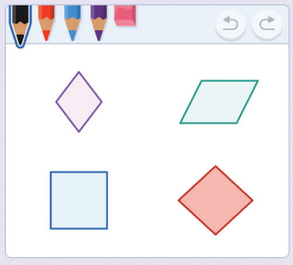
7



Students identify the rhombus when given 3 shapes in a series of repeated challenges.

8

Think-Pair-Share
How do you know the shapes are rhombuses?



Students may describe rhombuses as having 4 straight sides of equal length and 4 vertices.

Students using print **will arrive at similar answers.**

D Differentiation | Teacher Moves

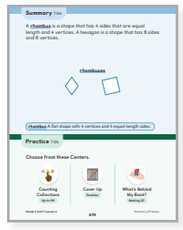
Look for students who . . .	For example . . .	Provide support . . .
Almost there Identify the non-square rhombus as a rhombus.	I know this is a rhombus because it has 4 equal sides and 4 vertices.	**Support** Ask, "What do you notice about the attributes of the other shape?"
Almost there Identify the square as a rhombus.		
Identify both shapes as rhombuses.	I know both shapes are rhombuses because they both have 4 equal sides and 4 vertices.	**Stretch** Ask, "What is the same and different about the vertices of both rhombuses?

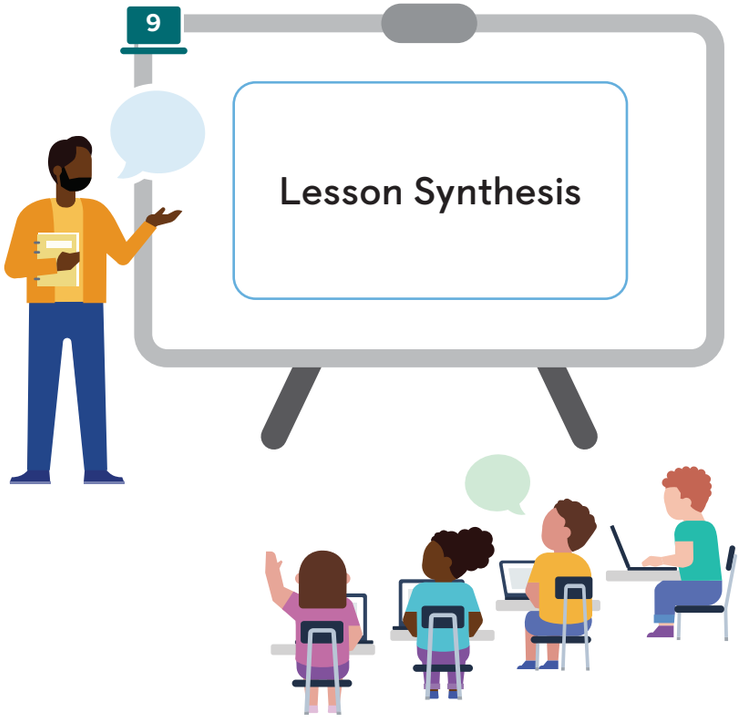
Whole Class | 10 min | Suggested Pacing: Screen 9

Synthesis

Lesson Takeaway: All rhombuses have 4 equal-length sides. All hexagons have 6 sides that may or may not be equal in length.

Students using print





9 **Display** a hexagon and a rhombus.

Use the Think-Pair-Share routine Ask, "What attributes must all rhombuses have? All hexagons?"

Say, All rhombuses must have 4 equal-length sides and 4 vertices. All hexagons must have 6 sides and 6 vertices. The sides of a hexagon do not need to be equal in length in order to be a hexagon. Sometimes it is necessary to identify whether a shape has equal-length sides in order to identify the shape. Sometimes it is not necessary to identify whether a shape has equal-length sides to identify the shape.

Formalize vocabulary: A **rhombus** is a flat shape with 4 vertices and 4 equal-length sides.

(optional) **Consider using the Frayer Model routine** with the word **rhombus**. ELPS 3.E, 3.F

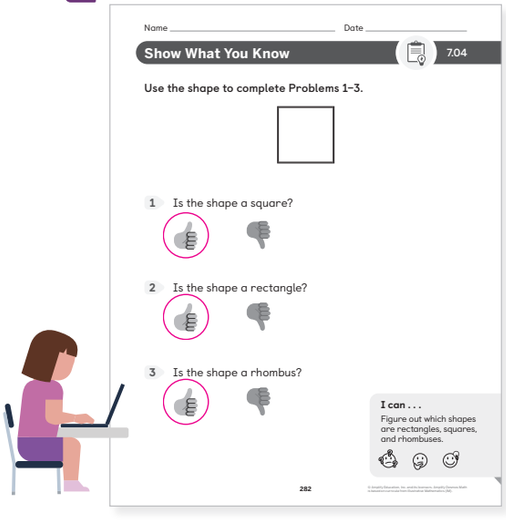
Refer to the *Math Language Development Resources* for a description of this routine and for more vocabulary support.

Invite students to refer to the **Summary** during Practice or anytime during the year.

Show What You Know (Optional)

Independent | 5 min

PDF Show What You Know PDF


Name _____ Date _____

Show What You Know 7.04

Use the shape to complete Problems 1–3.

1 Is the shape a square?

2 Is the shape a rectangle?

3 Is the shape a rhombus?

I can . . .
Figure out which shapes are rectangles, squares, and rhombuses.

282

Today's Goals

1. **Goal:** Identify hexagons and rhombuses, including recognizing a square as a special type of rhombus.
   - In the *Show What You Know*, students identified a shape as a rhombus, a rectangle, and a square.
2. **Language Goal:** Describe the attributes of hexagons and rhombuses using formal geometric language. **(Listening and Speaking)** ELPS 1.B, 2.B, 2.E

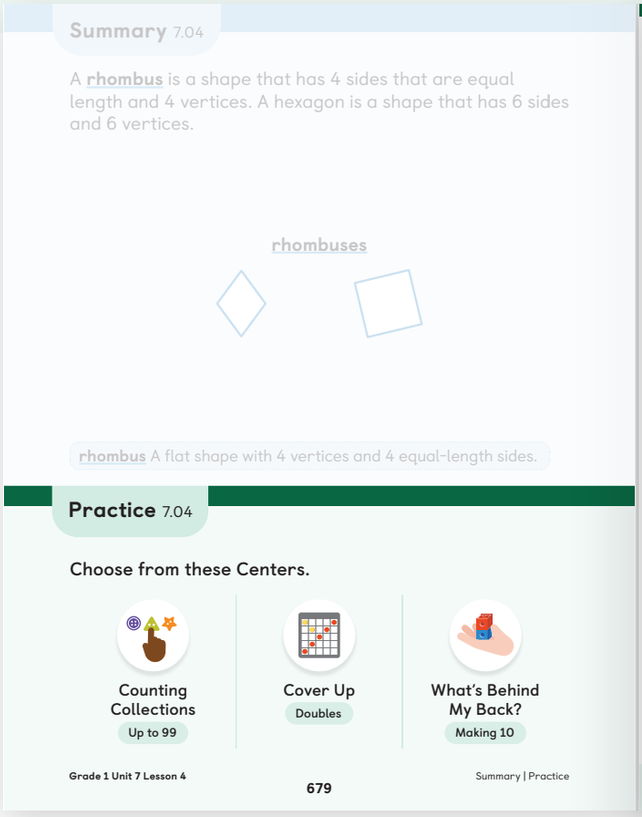
D **Differentiation** See the last page of the lesson for differentiation and Math Language Development support.

Practice

Independent

Provide students with sufficient practice to build and reinforce their conceptual understanding, fluency, and application of mathematical topics, assessment practice, and ongoing spiral review.

Students using print



Summary 7.04

A **rhombus** is a shape that has 4 sides that are equal length and 4 vertices. A hexagon is a shape that has 6 sides and 6 vertices.

rhombuses

rhombus A flat shape with 4 vertices and 4 equal-length sides.

Practice 7.04

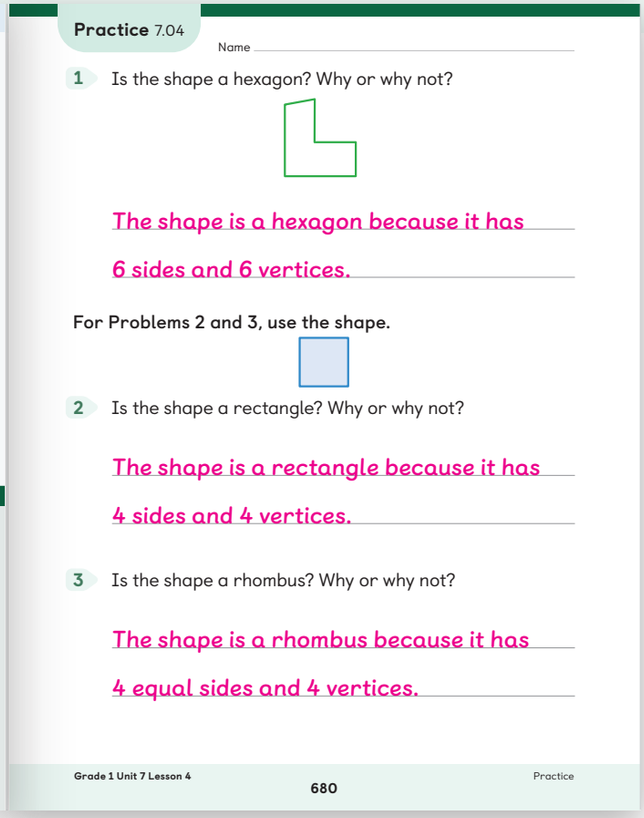
Choose from these Centers.

Counting Collections — Up to 99

Cover Up — Doubles

What's Behind My Back? — Making 10

Grade 1 Unit 7 Lesson 4 679 Summary | Practice



Practice 7.04

Name

1 Is the shape a hexagon? Why or why not?

The shape is a hexagon because it has 6 sides and 6 vertices.

For Problems 2 and 3, use the shape.

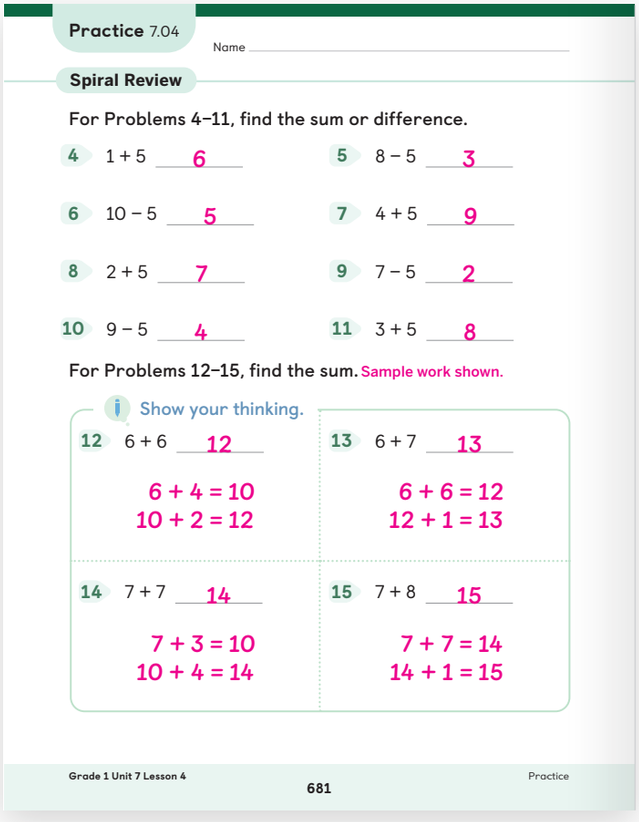
2 Is the shape a rectangle? Why or why not?

The shape is a rectangle because it has 4 sides and 4 vertices.

3 Is the shape a rhombus? Why or why not?

The shape is a rhombus because it has 4 equal sides and 4 vertices.

Grade 1 Unit 7 Lesson 4 680 Practice



Practice 7.04

Name

Spiral Review

For Problems 4–11, find the sum or difference.

4 1 + 5 = 6

5 8 − 5 = 3

6 10 − 5 = 5

7 4 + 5 = 9

8 2 + 5 = 7

9 7 − 5 = 2

10 9 − 5 = 4

11 3 + 5 = 8

For Problems 12–15, find the sum. Sample work shown.

Show your thinking.

12 6 + 6 = 12

6 + 4 = 10
10 + 2 = 12

13 6 + 7 = 13

6 + 6 = 12
12 + 1 = 13

14 7 + 7 = 14

7 + 3 = 10
10 + 4 = 14

15 7 + 8 = 15

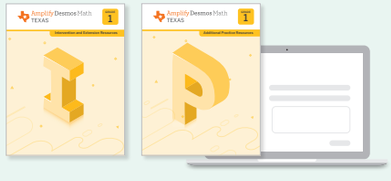
7 + 7 = 14
14 + 1 = 15

Grade 1 Unit 7 Lesson 4 681 Practice

Practice Problem Item Analysis

	Problem(s)	DOK	TEKS
On-Lesson			
	1–3	2	1.6.D
Spiral Review			
Fluency	4–11	1	1.3.D
	12–15	1	1.3.A

Need more Practice?

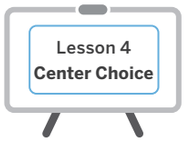


Additional practice can be found in the **Practice Resources, Intervention and Extension Resources,** and online resources (item banks, Boost Personalized Learning, and Fluency Practice).

Center Choice Time

Purpose: Use this time to support students working in Centers, gather formative assessment data, or work with a small group of students on targeted skills.

Presentation Screen



Short on time? Consider omitting the Center Choice Time.

Counting Collections

Up to 99

Pairs | 15 min | 1.2.C

Students count collections and represent how many and how they counted.

Materials

- 10-frames **(Manipulative Kit)**
- collections of objects (one per pair), cups **(Classroom materials)**
- Directions, Recording Sheet **(Centers Resources)**

Corresponds with the checklist from Unit 4, Sub-Unit 2.

Cover Up

Doubles

Pairs | 15 min | 1.3.D

Students double a number between 0 and 10.

Materials

- number cards (0–10), two-color counters **(Manipulative Kit)**
- Directions, Gameboards (A, B) **(Centers Resources)**

Corresponds with the checklist from Unit 2, Sub-Unit 4.





Use Centers as games to offer fun and engaging ways for students to practice math skills.

GAMES

What's Behind My Back?

Making 10

Pairs | 15 min | 1.3.D, 1.5.F

Students find how many cubes are removed from a tower of 10 and write equations to represent how they solved.

Materials

- 10-frames, connecting cubes (10 per pair) **(Manipulative Kit)**
- Directions, Recording Sheet **(Centers Resources)**

Corresponds with the checklist from Unit 2, Sub-Unit 3.

D Differentiation | Teacher Moves

Work with students in their Centers by:

- Reinforcing Center routines and positive interactions.
- Asking probing questions to propel student thinking forward.
- Recording observations using the checklist provided.

Consider pulling a small group of students for:

- Reviewing the lesson's learning goal by using the *Mini-Lesson* or the supports provided in the lesson.
- Reviewing essential skills from prior lessons or units.





Differentiation Use after Lesson 4

Lesson Goal: Identify hexagons and rhombuses, including recognizing a square as a special type of rhombus.

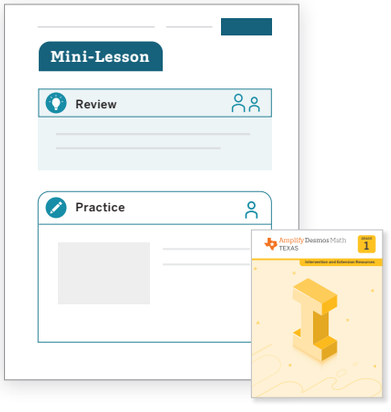
Support

Provide targeted intervention for students by using these resources.

If students identify the shape as a square:

Respond:

- Assign the *Identifying Rhombuses and Hexagons* Mini-Lesson. | 15 min
- Review the Lesson 4 Synthesis.



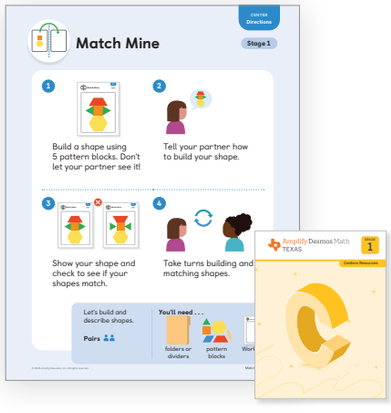
Strengthen

Reinforce students' understanding of the concepts assessed by using these resources.

If students identify the shape as a square and a rectangle:

Respond:

- Invite students to play these **Centers.** | 15 min
  Match Mine: Pattern Blocks
  Mystery Shape: Grade K Shapes
  Picture Books: Find and Describe Shapes
- Have students complete **Lesson 4 Practice.** | 15 min
- **Item Bank**



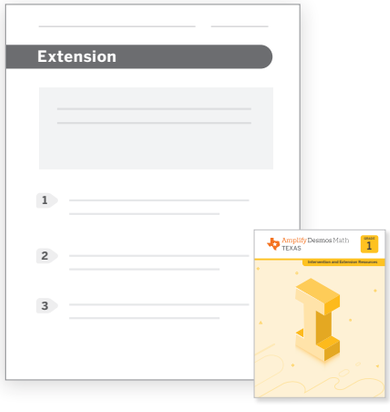
Stretch

Challenge students and extend their learning with these resources.

If students identify the shape as a square, rectangle, and rhombus:

Respond:

- Invite students to explore the **Sub-Unit 1 Extension Activities.** | 15 min
- Revisit Activity 2 and invite students to respond to the **Stretch** question from the *Differentiation: Teacher Moves* table. | 5 min



Support, *Strengthen*, and *Stretch* learning by assigning these digital resources that adjust to each student's current level of skill and understanding.
• **Boost Personalized Learning** • **Fluency Practice** • **Math Adventures**

Math Language Development

EB Use the **Math Language Development Resources** for further language support with all your students, including those building English proficiency.

- English/Spanish cognates, e.g., **rhombus/rombo**
- Frayer Model templates
- Vocabulary routines



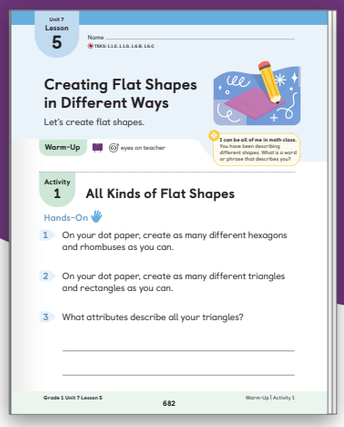


Professional Learning

What evidence have students given that they can distinguish between defining and non-defining attributes? What other opportunities for exploration and discussion might students need?

Unit 7
Lesson
5

Student Edition pages, Manipulatives, and Presentation Screens support learning in this lesson.



Creating Flat Shapes in Different Ways

Creating Two-Dimensional Shapes

Let's create flat shapes.

Key Concepts

Today's Goals

1. **Goal:** Create and identify two-dimensional figures, including circles, triangles, squares, rhombuses, and hexagons.
2. **Language Goal:** Describe the defining attributes of two-dimensional figures, including circles, triangles, squares, rhombuses, and hexagons. **(Listening, Speaking, and Writing)** **ELPS 1.B, 2.B, 2.E, 4.C, 4.D, 4.F**
3. **Language Goal:** Justify if statements about two-dimensional figures are always, sometimes, or never true. **(Listening, Speaking, and Reading)** **ELPS 1.B, 2.B, 2.E, 3.C, 3.H**

Connections and Coherence

Students draw different examples of circles, triangles, rectangles, squares, rhombuses, and hexagons to explore and describe their defining and non-defining attributes. They use straightedges and dot paper to draw flat shapes as precisely as possible. Students then create the shapes using pipe cleaners to analyze statements about attributes of two-dimensional shapes and justify if they are *always, sometimes,* or *never true.* **(TEKS 1.1.E, 1.1.G)**

Prior Learning

In Lesson 4, students sorted two-dimensional shapes and described their shared attributes.

Future Learning

In Lessons 6 and 7, students will use precise language to describe the defining attributes of circles, triangles, rectangles, squares, rhombuses, and hexagons.

Integrating Rigor in Student Thinking

- Students **apply** their understanding of defining attributes to create hexagons, rhombuses, triangles, rectangles, circles and squares.

Vocabulary

New Vocabulary

square vertex

Review Vocabulary

attribute
circle
hexagon
rectangle
rhombus
square
triangle

TEKS

Addressing

1.6.C

Create two-dimensional figures, including circles, triangles, rectangles, and squares, as special rectangles, rhombuses, and hexagons.

Also Addressing: **1.5.E, 1.6.B**

Math Process Standards: 1.1.E, 1.1.F, 1.1.G

ELPS: 1.A, 1.B, 1.C, 1.E, 2.B, 2.C, 2.D, 2.E, 3.C, 3.E, 3.F, 3.H, 4.C, 4.D, 4.F

Building On	Building Toward
K.6.F	2.8.A

Building Math Identity

I can be all of me in math class.
You have been describing different shapes. What is a word or phrase that describes you?

Invite students to reflect on this question as they complete this lesson.

Lesson at a Glance

60 min

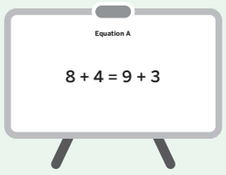
TEKS: 1.1.E, 1.1.F, 1.1.G, 1.5.E, 1.6.B, 1.6.C

Warm-Up

Fluency

Whole Class | 10 min

Students use the **True or False?** routine in which they determine whether a series of addition equations are true or false and justify their responses without having to calculate. **(TEKS 1.1.F)**

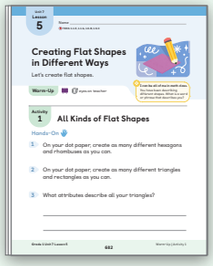


Activity 1

Pairs | 20 min

Students work in pairs to create a variety of different circles, triangles, squares, rhombuses, and hexagons on dot paper. They notice and describe the attributes of their created shapes. The term **square** **vertex** is introduced in the Connect.

Materials: *Centimeter Dot Paper* PDF, colored pencils, *Words to Describe Flat Shapes* chart (from prior lessons), straightedges

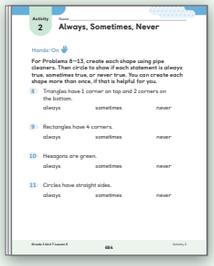


Activity 2

Pairs | 10 min

Students create shapes using pipe cleaners to evaluate and discuss statements about the attributes of circles, triangles, squares, rhombuses, and hexagons.

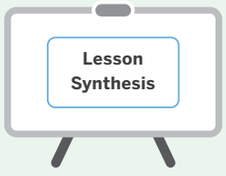
Materials: Unit Story, *A Potluck for Pia*, pipe cleaners, straightedges, *Words to Describe Flat Shapes* chart (from prior lessons)



Synthesis

Whole Class | 5 min

Students review and reflect on the difference between attributes that define a shape, such as the number of sides and the number of corners, and attributes that do not define a shape, such as size, color, and orientation.

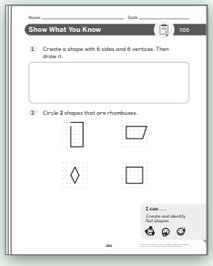


Show What You Know (optional)

Independent | 5 min

Students demonstrate their understanding by creating a rectangle with given attributes and identifying 2 rhombuses.

Materials: pipe cleaners *(optional)*, *Show What You Know* PDF



Center

Pairs | 15 min

Students are introduced to the Center, *Can You Draw It?, Grade 1 Shapes*, in which they take turns describing a two-dimensional shape from a set of Shape Cards. One partner draws the shape, and the other partner compares the drawing to a shape on one of the Shape Cards.



Math Language Development

Emergent Bilinguals

Consider using the *Math Language Development Resources* with the **Activity 1, Monitor** to support math language acquisition.

- ✓ Cognates
- ✓ Visuals
- ✓ Sentence frames and word bank

ELPS 1.B, 1.E, 2.C, 2.D, 2.E, 2.F, 4.C, 4.D



Pre-Production	Beginning	Intermediate	High Intermediate	Advanced
Students **listen** to spoken English and **respond** using their primary languages and gestures.	Students **listen** to spoken English and **speak** and **write** using their primary languages, gestures, and single words or short phrases.	Students **listen** to spoken English and **speak** and **write** using short phrases or simple sentences.	Students **listen** to spoken English and **speak** and **write** using a variety of sentence types.	Students **listen** to spoken English and **speak** and **write** using longer sentences. Exemplar responses are provided.

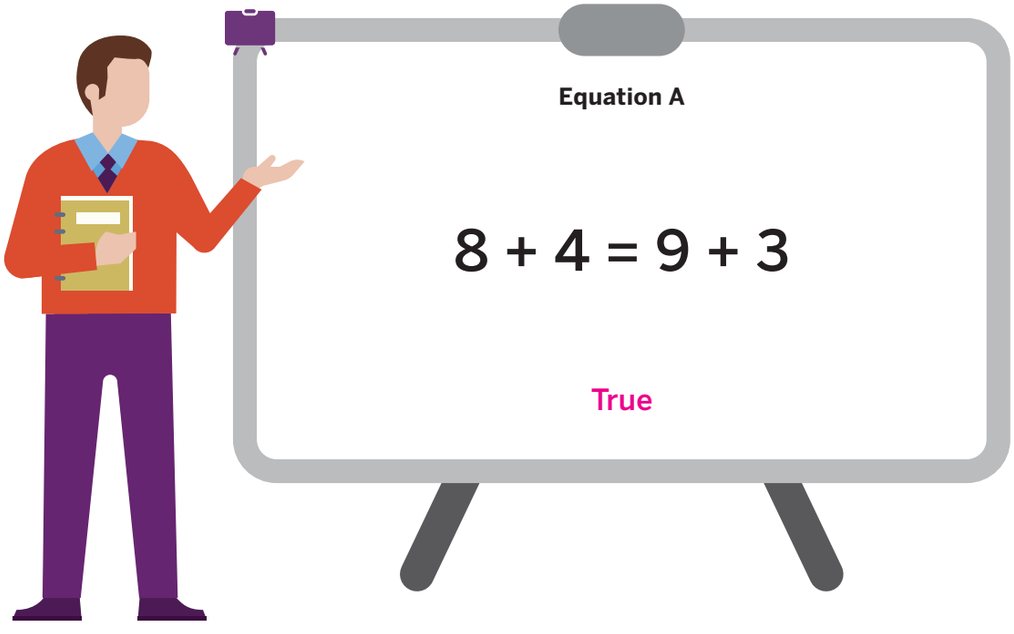
Whole Class | 10 min

Presentation Screens



Warm-Up True or False?

Purpose: Students analyze equations involving addition within 20, without evaluating all expressions, to develop flexible strategies for adding, including decomposing addends.



Equation B

8 + 4 = 10 + 2

True

Equation C

9 + 5 = 10 + 4

True

Equation D

9 + 5 = 11 + 2

False

Why these problems? These equations lend themselves to using compensation strategies.

1 Launch

Use the True or False? routine.

Display 1 equation at a time.

Say, "Give me a signal when you know if the statement is true and can explain how you know."

2 Connect

Record 2 or 3 students' responses, asking for their reasoning and allowing others to agree or disagree. Keep each equation displayed as you progress to the next.

Repeat with each equation.

Ask, "Look at Equation C. How could you prove that 10 + 4 is equal to 9 + 5 without adding?"

Say (if not yet mentioned during discussion), "You can think of 9 + 5 as 10 + some number to see if they are equal. To do that, you can take 1 from 5 and add it to 9. Now, you have 10 + 4 = 10 + 4."



Students might say . . . ELPS 2.B, 2.C, 2.D, 2.E

A: *True. I can take 1 from 4 and give it to 8. That means both expressions are equal to 9 + 3.*

B: *True. If I take 2 from 10 and give it to 2, both expressions are 8 + 4.*

C: *True. If I give 1 to 9, then both expressions are 10 + 4.*

D: *False. I know that 9 + 5 and 10 + 4 have the same value. If I take 1 from 11 and give it to 2, that is 10 + 3. So, the expressions are not equal.*

Pairs | 20 min

Activity 1 All Kinds of Flat Shapes

Purpose: Students create two-dimensional shapes on dot paper, including circles, triangles, rectangles, squares, rhombuses, and hexagons, to apply their understanding of the defining attributes of each shape.

Presentation Screens



Materials

Lesson Resources:

- Distribute two copies of the *Centimeter Dot Paper* PDF to each pair.

Classroom materials:

- Distribute two different colored pencils and one straightedge to each pair.
- Record new language on the *Words to Describe Flat Shapes* chart (from prior lessons) during the Connect.

Short on time? Consider having students share their answers to Problems 3, 4, 6, and 7 verbally.

1 Launch



Read aloud Problem 1.

Say, "Use the dot paper and straightedges to help you create the flat shapes."

Use the Think-Pair-Share routine. Ask, "What attributes describe a hexagon? A rhombus?"

Say, if not yet mentioned during discussion, "Hexagons have 6 straight sides and 6 vertices. Rhombuses have 4 straight sides that are the same length and 4 vertices."

Read aloud Problems 2—7.

2 Monitor



After students have completed **Problem 2**, refer to the D Differentiation | Teacher Moves table on the following page.

If students need help getting started . . .

- Ask, "Which tools might help you draw the new shape?"
- Ask, "Which part of the shape will you draw first?"

3 Connect



Invite students to share their responses and strategies from Problem 4. Select and sequence their responses in the order shown in the *Differentiation* table

Say, if not yet mentioned during discussion, All rectangles and squares have 4 vertices. The straight lines form square corners. The vertices on a rectangle and square can be called **square vertices**.

Record the term square vertex and any other new language students use to describe attributes of two-dimensional shapes on the *Words to Describe Flat Shapes* chart.

EB **Emergent Bilinguals** Add and connect visual examples to the collected language. ELPS 3.F

Key Takeaway: Say, "When creating a circle, triangle, rectangle, square, rhombus, or hexagon, you can think about the attributes that the shape must have. Then you can be sure to include those attributes in your drawing or model."

Unit 7 Lesson 5

Name

TEKS: 1.1.E, 1.1.G, 1.6.B, 1.6.C

Creating Flat Shapes in Different Ways

Let's create flat shapes.



I can be all of me in math class. You have been describing different shapes. What is a word or phrase that describes you?

Warm-Up eyes on teacher

Activity 1

All Kinds of Flat Shapes

Hands-On

1. On your dot paper, create as many different hexagons and rhombuses as you can. Drawings will vary.

2. On your dot paper, create as many different triangles and rectangles as you can. Drawings will vary.

3. What attributes describe all your triangles?
Sample response shown.

All our triangles have 3 sides and 3 corners.

Activity 1

Name

All Kinds of Flat Shapes (continued)

4. What attributes describe all your rectangles?
Sample response shown.

All our rectangles have 4 vertices and 4 sides.

5. On your dot paper, create as many different circles and squares as you can. Drawings will vary.

6. What attributes describe all your circles?
Sample response shown.

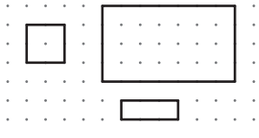
All our circles are curved with no straight sides.

7. What attributes describe all your squares?
Sample response shown.

All our squares have 4 square vertices and 4 sides.

Presentation Screens

D Differentiation | Teacher Moves

Look for students who . . .	For example . . .	Provide support . . .
Almost there Create a different flat shape.		**Support** Ask, "How many sides and vertices does this shape have? How many sides and vertices does a rectangle have?"
Create at least 1 rectangle with 4 straight sides and 4 square vertices.		**Strengthen** Ask, "How could you create rectangles with the same attributes but with different non-defining attributes?"
Create more than 1 rectangle with 4 straight sides and 4 square vertices.		**Stretch** Ask, "Could you draw a rectangle that does not have 4 straight sides or 4 square vertices? Why or why not?"

Pairs | 10 min

Activity 2 Always, Sometimes, Never

Purpose: Students apply their understanding of two-dimensional shapes to create and then evaluate statements describing the defining and non-defining attribute of circles, triangles, rectangles, squares, rhombuses, and hexagons.

Presentation Screens



Materials

- Display page 5 from the Unit Story, *A Potluck for Pia*.

Classroom materials:

- Distribute 6 pipe cleaners to each student before the Launch.
- Record new language on the *Words to Describe Flat Shapes* chart (from prior lessons) during the Connect.

1 Launch



Display page 5 from the Unit Story.

Say, "After the neighborhood potluck, Pia and Nonna talked about all the new foods they tried. They could not remember the name of each new food, so they described what they looked like, including their size and shape. That got Pia thinking about what she knows about shapes, so she decided to write statements about circles, triangles, rectangles, squares, rhombuses and hexagons. Let's read Pia's statements together and decide if they are always, sometimes, or never true."

Read aloud Problems 8–14.

A **Accessibility: Visual-spatial processing** Display examples of each shape for each statement that either prove or disprove the statement.

EB **Emergent Bilinguals:** Consider providing students with access to a native language word list that includes the words *sometimes, always,* and *never.* **ELPS 3.C, 3.F**

2 Monitor



After students have completed **Problem 8**, refer to the D **Differentiation | Teacher Moves** table on the following page.

If students need help getting started . . .

- Read aloud the statement again. Ask, "How will you create this shape?" **ELPS 1.E**
- Ask, "Can all shapes like this be described this way?"

3 Connect



EB **Note:** This activity is structured using the *MLR7: Compare and Connect* routine. **ELPS 1.B, 1.E, 2.B, 2.D, 2.E**

Invite students to share their triangles for Problem 8.

Use the Think-Pair-Share routine.

Ask:

- "How are the attributes of each shape the same?"
- "Which attributes are different?"

Record any new language students use on the *Words to Describe Flat Shapes* chart.

Key Takeaway: Say, "You can change the color, size, or the way a shape is facing and it will not change the name of a shape."

Activity 2

Name _____

Always, Sometimes, Never

Hands-On

For Problems 8–13, create each shape using pipe cleaners. Then circle to show if each statement is *always* true, *sometimes* true, or *never* true. You can create each shape more than once, if that is helpful for you.

8 Triangles have 1 corner on top and 2 corners on the bottom.

always (sometimes) never

9 Rectangles have 4 corners.

(always) sometimes never

10 Hexagons are green.

always (sometimes) never

11 Circles have straight sides.

always sometimes (never)

Activity 2

Name _____

Always, Sometimes, Never (continued)

12 Squares have 4 sides that are the same length.

(always) sometimes never

13 Rhombuses have 4 square vertices and 1 curved side.

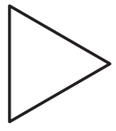
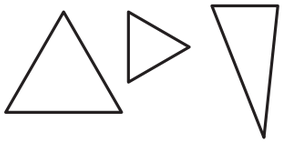
always sometimes (never)

14 Choose 2 shapes. Describe the attributes of each shape. Sample response shown.

A hexagon has 6 straight sides and 6 vertices. A circle is curved with 0 straight sides.

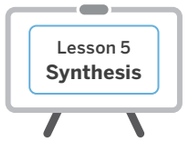
Presentation Screens

D Differentiation | Teacher Moves

Look for students who . . .	For example . . .	Provide support . . .
Almost there Create 1 triangle to reason that triangles always have 1 corner on top and 2 corners on the bottom.		**Support** Ask, "Is there a way to position your triangle in a different way so there is 1 corner on top and 2 corners on the bottom? Is it still a triangle? Why or why not?"
Almost there Create 1 triangle to reason that triangles never have 1 corner on top and 2 corners on the bottom.		
Create more than 1 triangle to reason that triangles sometimes have 1 corner on top and 2 corners on the bottom.		**Stretch** Ask, "What is something that is never true about triangles?"

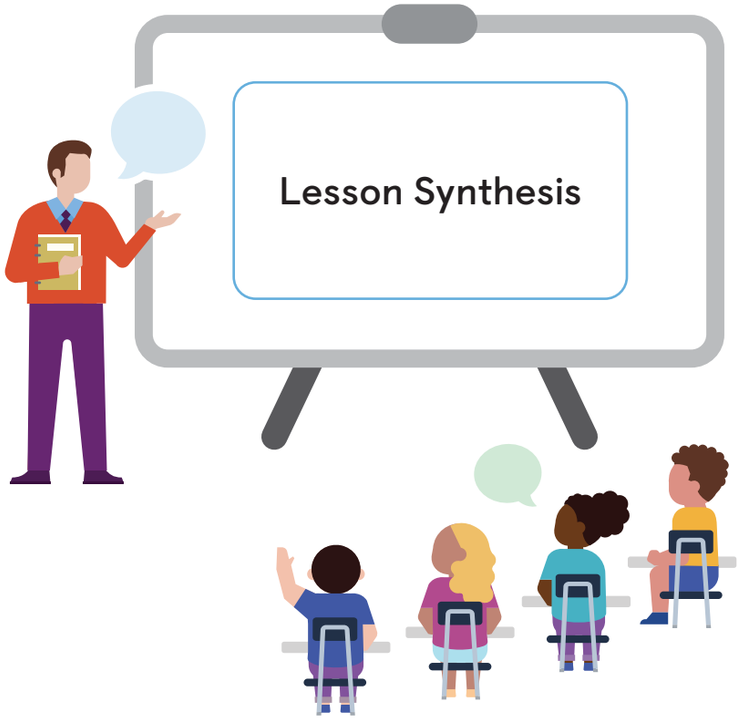
Whole Class | 10 min

Presentation Screen



Synthesis

Lesson Takeaway: When creating shapes, the non-defining attributes of a shape can be changed and the name of the shape will not change.



Use the Think-Pair-Share routine. Invite students to preview the column headers and bulleted text in the table of the Summary in their Student Editions. Ask: ELPS 3.E

- "What is something that is never true about rectangles?"
- "What is something that is sometimes true about triangles?"
- "What is something that is always true about hexagons?"

Say, "A statement that is always true about a shape will include information about its sides and vertices."

Formalize vocabulary: A **square vertex** is a vertex that looks like where 2 sides of a square touch.

(optional) **Consider using the Total Physical Response routine** with the word **square vertex**. Refer to the Vocabulary Strategy described in the Unit Overview on the Vocabulary of the Unit page. ELPS 1.A, 1.B, 1.C, 1.E

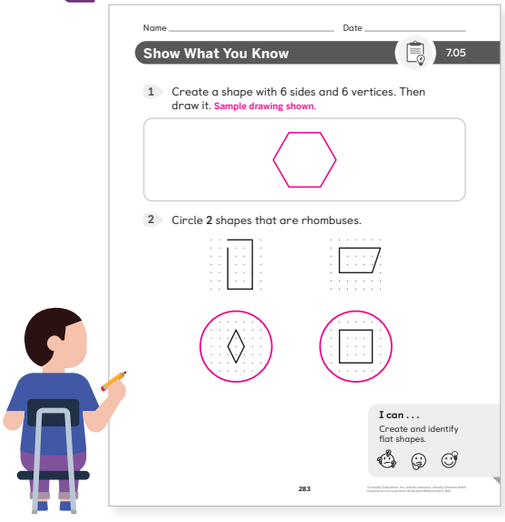
Refer to the *Math Language Development Resources* for a description of this routine and for more vocabulary support.

Invite students to refer to the **Summary** during Practice or anytime during the year.

Show What You Know (Optional)

Independent | 5 min

Show What You Know PDF


Name _____ Date _____

Show What You Know 7.05

1 Create a shape with 6 sides and 6 vertices. Then draw it. Sample drawing shown.

2 Circle 2 shapes that are rhombuses.

I can . . .
Create and identify flat shapes.

283

Today's Goals

1. **Goal:** Create and identify two-dimensional figures, including circles, triangles, squares, rhombuses, and hexagons.
   - In Problem 1 in the *Show What You Know*, students created a hexagon.
   - In Problem 2 in the *Show What You Know*, students identified 2 rhombuses.
2. **Language Goal:** Describe the defining attributes of two-dimensional figures, including circles, triangles, squares, rhombuses, and hexagons. **(Listening, Speaking, and Writing)** ELPS 1.B, 2.B, 2.E, 4.C, 4.D, 4.F
3. **Language Goal:** Justify if statements about two-dimensional figures are always, sometimes, or never true. **(Listening, Speaking, and Reading)** ELPS 1.B, 2.B, 2.E, 3.C, 3.H

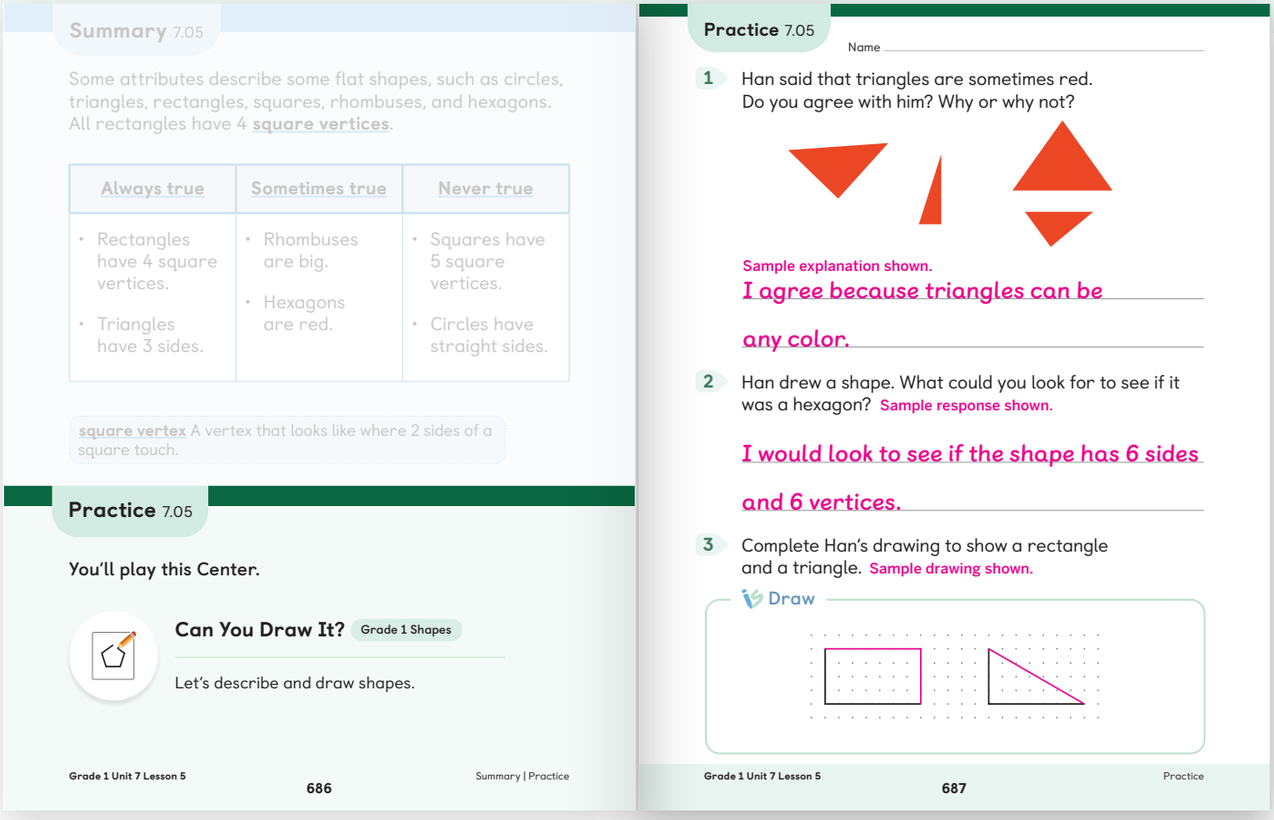
D **Differentiation** See the last page of the lesson for differentiation and Math Language Development support.

Practice

Independent

Provide students with sufficient practice to build and reinforce their conceptual understanding, fluency, and application of mathematical topics, assessment practice, and ongoing spiral review.

Students using print



Summary 7.05

Some attributes describe some flat shapes, such as circles, triangles, rectangles, squares, rhombuses, and hexagons. All rectangles have 4 **square vertices**.

Always true	Sometimes true	Never true
• Rectangles have 4 square vertices. • Triangles have 3 sides.	• Rhombuses are big. • Hexagons are red.	• Squares have 5 square vertices. • Circles have straight sides.

square vertex A vertex that looks like where 2 sides of a square touch.

Practice 7.05

You'll play this Center.

Can You Draw It? Grade 1 Shapes

Let's describe and draw shapes.

Grade 1 Unit 7 Lesson 5 686 Summary | Practice

Practice 7.05

Name

1 Han said that triangles are sometimes red. Do you agree with him? Why or why not?

Sample explanation shown.

I agree because triangles can be any color.

2 Han drew a shape. What could you look for to see if it was a hexagon? Sample response shown.

I would look to see if the shape has 6 sides and 6 vertices.

3 Complete Han's drawing to show a rectangle and a triangle. Sample drawing shown.

Draw

Grade 1 Unit 7 Lesson 5 687 Practice

Practice 7.05

Name

Spiral Review

For Problems 4–13, find the sum or difference.

4 2 + 3 = 5

5 5 + 3 = 8

6 5 − 3 = 2

7 7 − 3 = 4

8 4 + 3 = 7

9 6 + 3 = 9

10 10 − 3 = 7

11 8 − 3 = 5

12 3 + 3 = 6

13 10 − 3 = 7

For Problems 14–17, find the sum. Sample work shown.

Show your thinking.

14 13 + 4 = 17

3 + 4 = 7
10 + 7 = 17

15 2 + 17 = 19

2 + 7 = 9
10 + 9 = 19

16 6 + 13 = 19

6 + 3 = 9
10 + 9 = 19

17 11 + 7 = 18

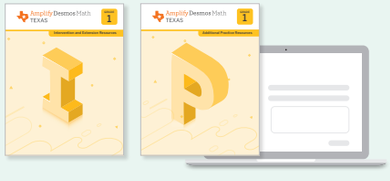
1 + 7 = 8
10 + 8 = 18

Grade 1 Unit 7 Lesson 5 688 Practice

Practice Problem Item Analysis

	Problem(s)	DOK	TEKS
On-Lesson			
	1, 2	2	1.6.B
	3	1	1.6.C
Spiral Review			
Fluency	**4–17**	1	1.3.D

Need more Practice?



Additional practice can be found in the **Practice Resources, Intervention and Extension Resources,** and online resources (item banks, Boost Personalized Learning, and Fluency Practice).

Pairs | 15 min

Let's Play
Can You Draw It?, Grade 1 Shapes

Purpose: Students describe two-dimensional shapes to a partner, and partners draw the shapes based on the attributes they hear.

Presentation Screen



Materials

Classroom materials:

- Distribute a straightedge to each pair.
- Display the *Words to Describe Flat Shapes* chart throughout the activity.

Center Resources:

- Display the Directions, Recording Sheet, and Shape Cards (Grade 1) during the Launch.
- Distribute one set of pre-cut Shape Cards (Grade 1) (from Lesson 3) and one Recording Sheet to each pair.

1 Launch



Display the Center materials, Directions, and Recording Sheet.

Demonstrate how to play *Can You Draw It?, Grade 1 Shapes* with a student as a partner. While demonstrating:

- **Say**, "You will play *Can You Draw It?* today." ELPS 1.C
- **Say**, "First, I will choose a Shape Card without letting my partner see the card." Choose Shape Card K.
- **Say**, "I will describe this shape. As I describe the shape, my partner will draw it on the Recording Sheet."
- **Say**, "The shape has 4 sides and 4 square corners. There are 2 corners on the top and 2 on the bottom. The top and bottom of this shape are shorter than the sides. This shape is shaded." Allow time for the student partner to draw the shape.
- **Say**, "When my partner is finished drawing, we will compare the shapes. If they match, my partner will keep the card." Compare shapes with the student partner. Discuss if the shapes match and if they will keep the card.
- **Say**, "Take turns. The player who earns more cards wins."

2 Monitor



Observe students as they describe the shapes and listen to hear the geometric language they use. Observe students as they draw to see how they interpret the described attributes. Support students by encouraging them to use the words collected on the *Words to Describe Flat Shapes* chart.

3 Connect

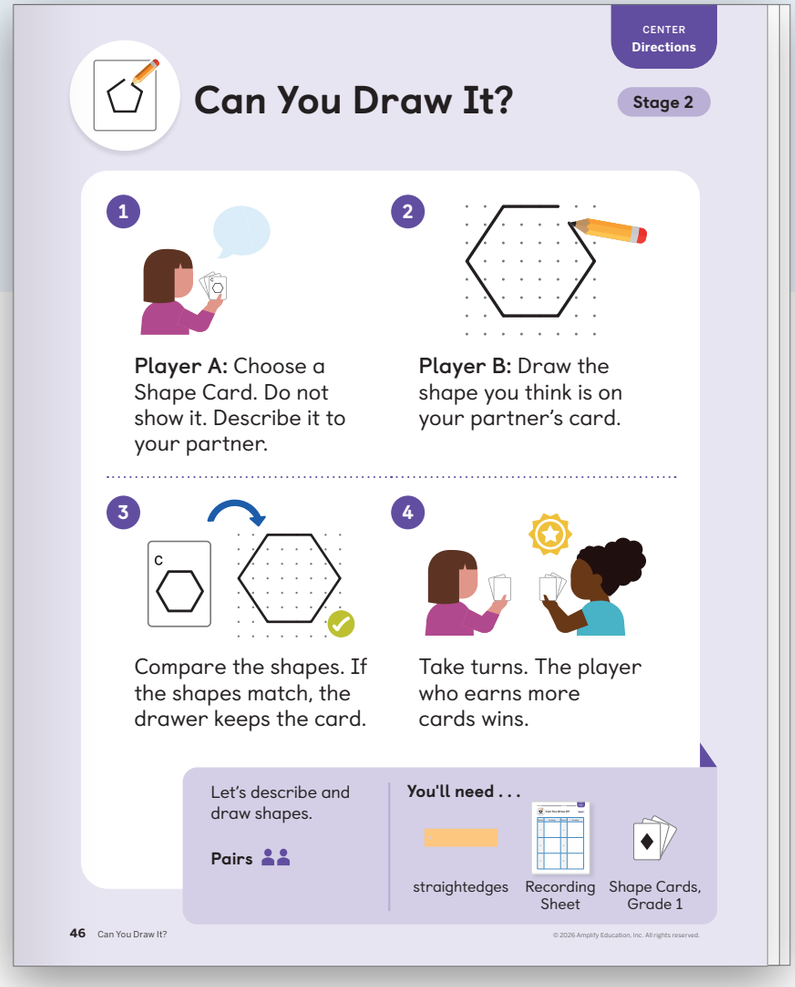


Display Shape Card R.

Use the Think-Pair-Share routine. Ask, "How could you describe the shape on Shape Card R?"

Say (if not yet mentioned during the discussion), "This shape can be described as having 3 sides and 3 corners. You could also describe one of the corners as a square corner."

Key Takeaway: Say, "To help someone draw a specific shape, it is important to describe specific attributes that are only true about that shape, such as the number of sides and corners."



CENTER Directions

Stage 2

Can You Draw It?

1

Player A: Choose a Shape Card. Do not show it. Describe it to your partner.

2

Player B: Draw the shape you think is on your partner's card.

3

Compare the shapes. If the shapes match, the drawer keeps the card.

4

Take turns. The player who earns more cards wins.

Let's describe and draw shapes.

Pairs

You'll need . . .

straightedges

Recording Sheet

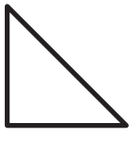
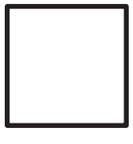
Shape Cards, Grade 1

46 Can You Draw It?

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Presentation Screens

D Differentiation | Teacher Moves

Look for students who . . .	For example . . .	Provide support . . .
Almost there Draw a shape that has none of the described attributes.	My shape has 4 square corners. The sides are all the same length. 	**Support** Ask, "The shape you drew has 1 square corner. What shapes have 4 square corners?"
Almost there Draw a shape that has some of the described attributes.		**Support** Ask, "You drew the 4 square corners your partner described. What other attributes did your partner describe?"
Draw a shape that has all the described attributes.		**Stretch** Ask, "Are there any other shapes you could have drawn that have the same attributes? Why or why not?"

Differentiation Use after Lesson 5

Lesson Goal: Create and identify two-dimensional figures, including circles, triangles, squares, rhombuses, and hexagons.

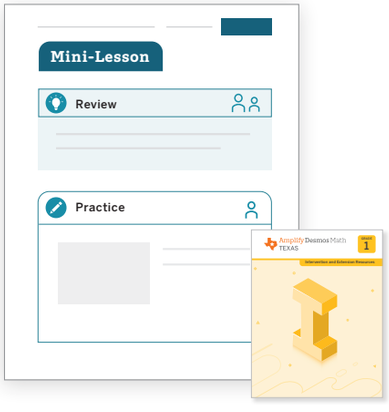
Support

Provide targeted intervention for students by using these resources.

If students create and identify a different shape:

Respond:

- Assign the *Creating Two-Dimensional Shapes* Mini-Lesson. | 15 min
- Invite students to discuss attributes of shapes with a partner.



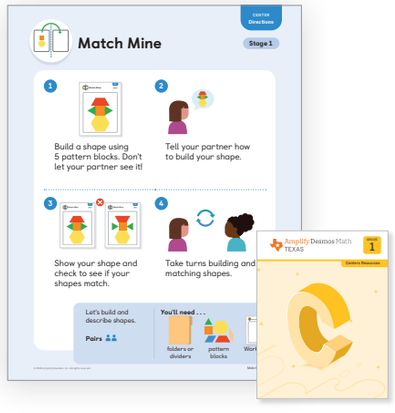
Strengthen

Reinforce students' understanding of the concepts assessed by using these resources.

If students create at least 1 hexagon that shows the given attributes and identify at least 1 rhombus:

Respond:

- Invite students to play these **Centers.** | 15 min
  Match Mine: Pattern Blocks
  Mystery Shape: Grade K Shapes
  Picture Books: Find and Describe Shapes
- Have students complete **Lesson 5 Practice.** | 15 min
- **Item Bank**



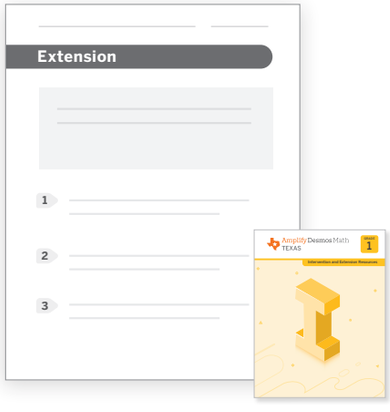
Stretch

Challenge students and extend their learning with these resources.

If students create more than 1 hexagon that shows the given attributes and identify both rhombuses:

Respond:

- Invite students to explore the **Sub-Unit 1 Extension Activities.** | 15 min
- Revisit Activity 1 and invite students to respond to the **Stretch** question from the *Differentiation: Teacher Moves* table. | 5 min



Support, *Strengthen*, and *Stretch* learning by assigning these digital resources that adjust to each student's current level of skill and understanding.
• **Boost Personalized Learning** • **Fluency Practice** • **Math Adventures**

Math Language Development

EB Use the **Math Language Development Resources** for further language support with all your students, including those building English proficiency.

- English/Spanish cognates
- Frayer Model templates
- Vocabulary routines



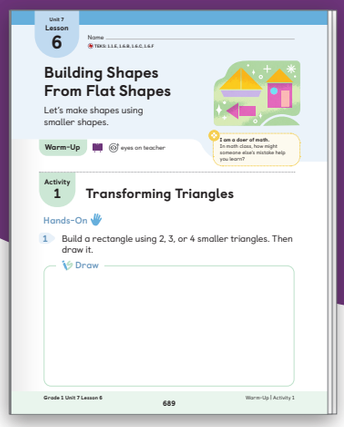


Professional Learning

Reflect on students' exploration of two-dimensional shapes and their defining and non-defining attributes. How could you continue to provide students with opportunities to discover, discuss, and justify the attributes that describe some examples of a shape and the attributes that describe all examples of a shape?

Unit 7
Lesson
6

Student Edition pages, Manipulatives and Presentation Screens support learning in this lesson.



Building Shapes From Flat Shapes

Composing Two-Dimensional Shapes

Let's make shapes using smaller shapes.

Key Concepts

Today's Goals

1. **Goal:** Compose larger two-dimensional shapes using smaller two-dimensional shapes.
2. **Goal:** Identify the two-dimensional shapes within a larger two-dimensional shape.
3. **Language Goal:** Describe how smaller two-dimensional shapes are used to compose larger two-dimensional shapes. **(Listening and Speaking)**
   ELPS 1.E, 2.E, 2.F

Connections and Coherence

Students create and analyze two-dimensional target shapes using pattern blocks. They identify the smaller shapes that they see within larger shapes and describe their attributes. Students have an opportunity to use repeated reasoning to compose new shapes and notice that larger shapes can be built with smaller shapes. **(TEKS 1.1.E)**

Note: The *trapezoid* pattern blocks are used to help students compose two-dimensional shapes. Trapezoids are formally introduced in Grade 3.

Prior Learning

In Lessons 3 and 4, students identified and described the attributes of circles, triangles, rectangles, squares, rhombuses, and hexagons. In Lesson 5, students created two-dimensional shapes in different ways.

Future Learning

In Lessons 7 and 8, students will identify and describe three-dimensional solids including spheres, cones, cylinders, rectangular prisms, and triangular prisms.

Integrating Rigor in Student Thinking

- Students **apply** their understanding of two-dimensional shapes and their attributes to describe two-dimensional shapes.

Vocabulary

Review Vocabulary

attribute	*rhombus*
hexagon	*square*
rectangle	*triangle*

TEKS

Addressing

1.6.C

Create two-dimensional figures, including circles, triangles, rectangles, and squares, as special rectangles, rhombuses, and hexagons.

Also Addressing: **1.6.B, 1.6.F**

Math Process Standards: 1.1.D, 1.1.E

ELPS: 1.C, 1.D, 1.E, 1.F, 2.B, 2.C, 2.D, 2.E, 2.F, 3.E, 3.F

Building Toward

1.6.E

2.8.D

Building Math Identity

I am a doer of math.

In math class, how might someone else's mistake help you learn?

Invite students to reflect on this question as they complete this lesson.

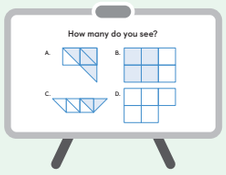
Lesson at a Glance 60 min

TEKS: 1.1.D, 1.1.E, 1.6.B, 1.6.C, 1.6.F

Warm-Up

Whole Class | 10 min

Students use the **How Many Do You See?** routine, in which they look at and describe the different ways they see different arrangements of smaller shapes and composite shapes within a larger shape. **(TEKS 1.1.D)**



Activity 1

Pairs | 15 min

Students compose a rectangle using 4 triangles and identify the shapes they see within the larger shape. Students describe the attributes of two-dimensional shapes. Then, students compose a rectangle in a different way.

Materials: Activity 1 PDF, straightedges
Additional Prep Cut out: Activity 1 PDF



Activity 2

Pairs | 15 min

Students compose a hexagon with smaller pattern blocks to recognize that a larger two-dimensional shape can be composed of smaller shapes in more than one way.

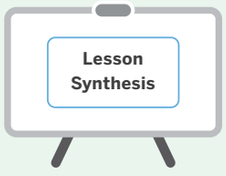
Manipulative Kit: pattern blocks
Materials: Activity 2 PDF, markers, *Words to Describe Flat Shapes* chart (from prior lessons)



Synthesis

Whole Class | 5 min

Students review and reflect on how smaller shapes can be used to compose a larger two-dimensional shape.

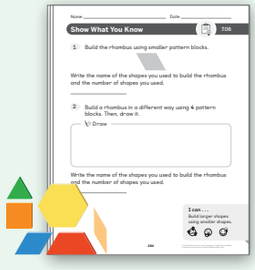


Show What You Know (optional)

Independent | 5 min

Students demonstrate their understanding by composing a rhombus in more than 1 way and identifying the smaller two-dimensional shapes.

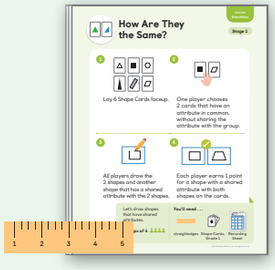
Manipulative Kit: pattern blocks
Materials: *Show What You Know* PDF



Center

Small Groups 15 min

Students are introduced to the Center, *How Are They the Same?, Grade 1 Shapes*, in which they develop their understanding of two-dimensional shapes by finding shared attributes.



Math Language Development

Emergent Bilinguals

Consider using the *Math Language Development Resources* with the **Activity 1, Monitor** to support math language acquisition.



- ✓ Cognates
- ✓ Visuals
- ✓ Sentence frames and word bank

ELPS 1.E, 2.C, 2.D, 2.E, 2.F

Pre-Production	Beginning	Intermediate	High Intermediate	Advanced
Students **listen** to spoken English and **respond** using their primary languages and gestures.	Students **listen** to spoken English and **speak** using their primary languages, gestures, and single words or short phrases.	Students **listen** to spoken English and **speak** using short phrases or simple sentences.	Students **listen** to spoken English and **speak** using a variety of sentence types.	Students **listen** to spoken English and **speak** using longer sentences. Exemplar responses are provided.

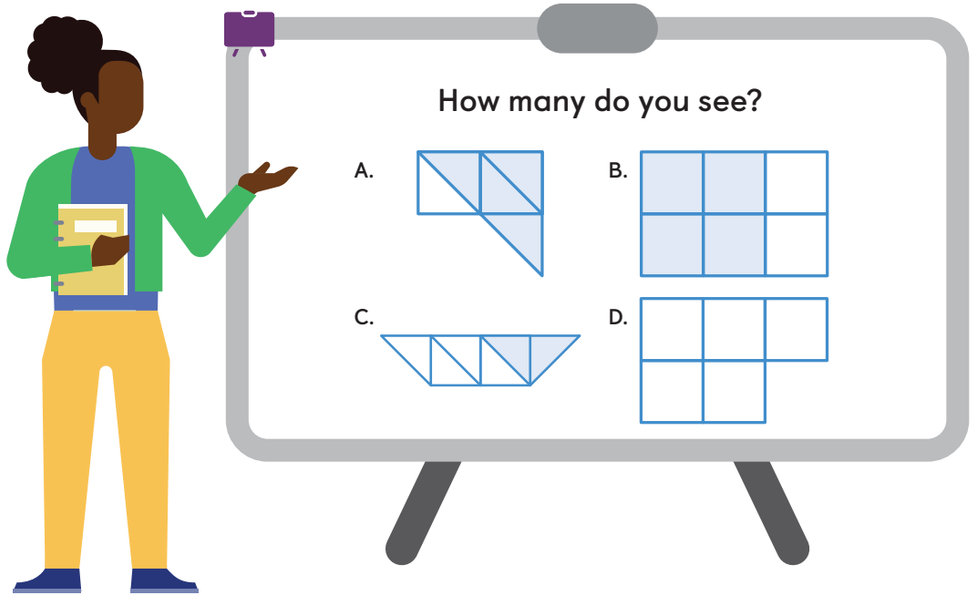
Whole Class | 10 min

Presentation Screens



Warm-Up How Many Do You See?

Purpose: Students determine the number of shapes they see within composite shapes, including overlapping shapes, to build on their understanding of the defining attributes of two-dimensional shapes.



1 Launch

Use the How Many Do You See? routine.

Display Shape A, and ask, "How many do you see? How do you see them?"

2 Connect

Record students' responses as they share, honoring all explanations and keeping responses displayed. Consider outlining the shapes students see using different colors.

Repeat for each image, spending the most time discussing Shape D.

Ask, "This monster only eats rectangles that are not squares. How many rectangles do you see that the monster can eat?"

Play the animation. ELPS 1.F



Students might say . . . ELPS 2.C, 2.D

A: *I see 6 triangles. I see 1 big triangle and 5 smaller triangles.*

B: *I see 1 big rectangle, 1 big square, and 6 small squares.*

C: *I see 6 small triangles and 1 bigger triangle.*

D: *I see 5 small squares and 1 bigger square.*

Pairs | 15 min

Activity 1 Transforming Triangles

Purpose: Students apply their understanding of the defining attributes of two-dimensional shapes to create a larger two-dimensional shape using triangles and identify smaller shapes within the target shape.

Presentation Screens



Materials

Lesson Resources:

- Distribute two triangles from the Activity 1 PDF to each student during the Launch.
- Refer to the Activity 1 PDF (answers) during the Connect.

Classroom materials:

- Distribute straightedges to students during the Launch.

1 Launch



Distribute two triangles from the Activity 1 PDF to each student.

Arrange students in pairs.

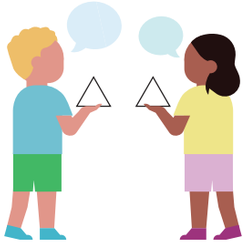
Say, "Put all your triangles together to build a new shape." Have groups work for 1–2 minutes.

Read aloud Problems 1–4, pausing between each problem to allow students time to work.

A **Accessibility:** Consider demonstrating how to put triangles together to create larger shapes.

EB **Emergent Bilinguals** Encourage students to verbalize to their partner, using two-dimensional shape names and their attributes, how their shapes were composed and then draw the shapes. ELPS 1.E, 2.B, 3.E, 3.F

2 Monitor



After students have completed **Problem 3**, refer to the D Differentiation | Teacher Moves table on the following page.

If students need help getting started . . .

- Ask, "What tools might help you draw the new shape?"
- Ask, "Which part of the shape will you draw first?"

3 Connect



Display 4 triangles composed in the shape of a square.

Use the Think-Pair-Share routine. Ask, "How many squares do you see?"

Say, "Let's count them together." Have students count as you highlight the 2 squares.

Use the Think-Pair-Share routine. Ask, "How many rectangles that are not squares do you see?"

Say, "Let's count them together." Have students count as you highlight the 1 rectangle that is not a square.

Key Takeaway: Say, "You can use smaller shapes to build larger shapes."

Student Edition

Unit 7
Lesson
6

Name

TEKS: 1.1.E, 1.6.B, 1.6.C, 1.6.F

Building Shapes From Flat Shapes

Let's make shapes using smaller shapes.



I am a doer of math.
In math class, how might someone else's mistake help you learn?

Warm-Up eyes on teacher

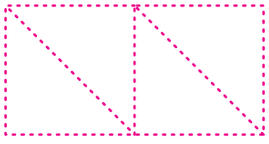
Activity
1

Transforming Triangles

Hands-On

1 Build a rectangle using 2, 3, or 4 smaller triangles. Then draw it. Sample drawing shown.

Draw



Activity
1

Name

Transforming Triangles (continued)

2 Use colors to outline different shapes you see inside the rectangle you made.

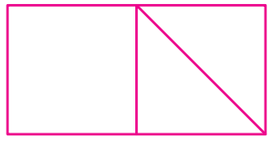
3 Discuss Oral activity: No writing expected.

Describe the attributes of the shapes you see in your rectangle.

In my rectangle, I see _____.
A _____ has _____.

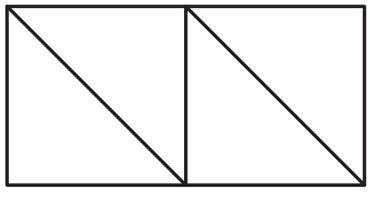
4 How could you make a different rectangle using different shapes? Draw it. Sample drawing shown.

Draw



Presentation Screens

D Differentiation | Teacher Moves

Look for students who . . .	For example . . .	Provide support . . .
Describe the triangles they used to compose the shape.	 *I see 4 triangles. There are 4 triangles in 1 row.*	S **Strengthen** Ask, "Do you notice any larger shapes that the triangles formed when you put them together?"
Describe 1 or more two-dimensional shapes they see within the larger shape.	*I see 1 square made of 2 triangles.*	S **Strengthen** Ask, "What other shapes do you see?"
Describe 1 or more two-dimensional shapes that overlap.	*I see 2 squares made of 2 smaller triangles each and 1 rectangle made of 4 smaller triangles.*	S **Stretch** Ask, "If you had more smaller triangles, what other shapes could you create? What would these shapes look like?"

Pairs | 15 min

Activity 2 Swapping Shapes

Purpose: Students replace pattern blocks used to build a target shape to recognize that there is more than one way to use smaller shapes when building a two-dimensional shape.

Presentation Screens



Materials

Manipulative Kit:

- Distribute pattern blocks to each pair.

Classroom materials:

- Use markers to add language and examples to the *Words to Describe Flat Shapes* chart during the Launch.

1 Launch



Say, "Pia loved building shapes using pattern blocks. She saw the star on the Texas flag in her classroom and decided to make stars with different numbers of points."

Use the Think-Pair-Share routine. Ask, "What shapes could Pia use to build the stars?"

Display the hexagon, both rhombuses, and the *trapezoid*. Say, "This shape is a *hexagon*. Both of these shapes are *rhombuses*. This shape is a *trapezoid*." Record these shape names and an example of each shape on the *Words to Describe Flat Shapes* chart.

Note: Students may use their own language to describe these shapes, and they should be encouraged to do so throughout the lesson. Students are not expected to know the attributes of a *trapezoid*.

Read aloud Problems 5—9, pausing between each problem to allow students time to work.

2 Monitor



While students complete **Problem 7**, refer to the Differentiation | Teacher Moves table on the following page.

If students need help getting started . . .

- Ask, "Which part of a star do you want to build first?"
- For Problem 6, ask, "Choose a shape to remove. Which smaller shapes would you like to try to use to build a hexagon?

3 Connect



Invite pairs to share the shapes they replaced with smaller shapes to compose the hexagon using Rows 2 and 3 in the *Differentiation* table.

MLR **MLR8: Discussion Supports — Revoicing** ELPS 1.D, 1.E, 2.B, 2.E
As students share their responses, revoice their ideas in the form of a question using mathematical language. For example:

- If a student says, "We used 2 triangles to make the blue shape."
- Revoice their ideas by asking, "You used 2 triangles to make another shape. What is the name of that shape?" Remind students to refer to the *Words to Describe Flat Shapes* chart.

Use the Think-Pair-Share routine. Ask, "How did these pairs build the design with smaller shapes?"

Key Takeaway: Say, "You can make larger shapes in more than 1 way with smaller shapes."

Activity 2

Name _____

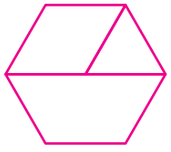
Swapping Shapes

Hands-On

5 Build a star with any number of points using pattern blocks to honor the Texas flag.

6 Build a hexagon using smaller pattern blocks. Then draw it. Sample drawing shown.

Draw



7 Discuss Oral activity: No writing expected.

Describe how you built the hexagon using pattern blocks.

I built a hexagon with _____.

Activity 2

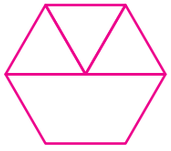
Name _____

Swapping Shapes (continued)

8 Build a hexagon using 4 pattern blocks. Then draw it.

Draw

Sample drawing shown.



9 In the table below, record the number of smaller shapes used to build your hexagons from Problems 6 and 8. Sample response shown.

How many shapes were used to make a hexagon?

	||
	|
	
	||||

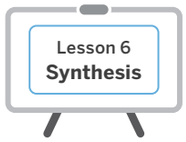
Presentation Screens

D Differentiation | Teacher Moves

Look for students who . . .	For example . . .	Provide support . . .
Almost there Build the larger shape by replacing the hexagon with 1 shape.	***We replaced the hexagon with 6 green pattern blocks.***	**Support** Ask, "What is the name of the green pattern block? Which other shapes could you use to make the hexagon?"
Build the larger shape by replacing the hexagon with 2 different shapes.	***We replaced the hexagon with 2 rhombuses and 2 triangles.***	**Strengthen** Ask, "You replaced 2 triangles with 1 rhombus. How could you replace the triangle and rhombus with a bigger shape?"
Build the larger shape by replacing the hexagon with 3 different shapes.	***We replaced the hexagon with 1 trapezoid, 1 rhombus, and 1 triangle.***	**Stretch** Ask, "How did you figure out how to build the hexagon with the fewest number of pattern blocks?"

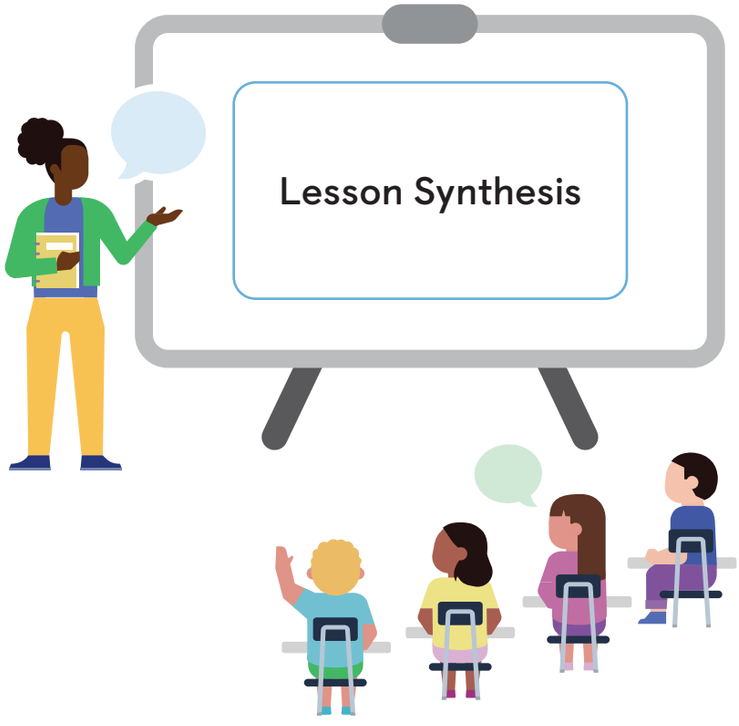
Whole Class | 5 min

Presentation Screen



Synthesis

Lesson Takeaway: Two-dimensional shapes can be composed to create larger two-dimensional shapes.



Ask:

- "How could this shape be built with 3 pattern blocks?"
- "How could this shape be built with 2 pattern blocks?"

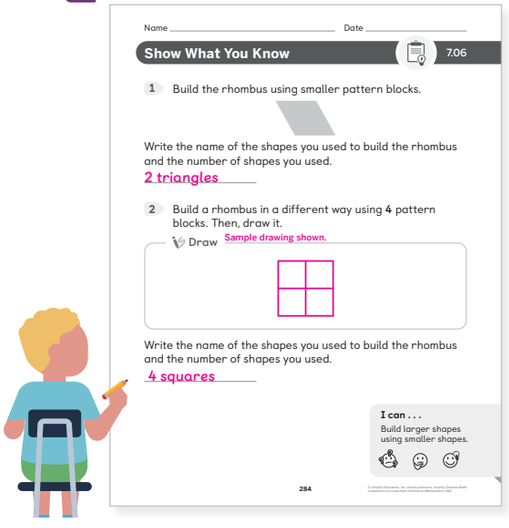
Say, "The shapes used to build the red pattern block can be described as parts of the shape. You will think about parts of shapes in the next lesson."

Invite students to refer to the **Summary** during Practice or anytime during the year.

Show What You Know (Optional)

Independent | 5 min

Show What You Know PDF


Name _____ Date _____

Show What You Know 7.06

1 Build the rhombus using smaller pattern blocks.

Write the name of the shapes you used to build the rhombus and the number of shapes you used.

2 triangles

2 Build a rhombus in a different way using 4 pattern blocks. Then, draw it.

Draw Sample drawing shown.

Write the name of the shapes you used to build the rhombus and the number of shapes you used.

4 squares

I can . . .
Build larger shapes using smaller shapes.

284

Today's Goals

1. **Goal:** Compose larger two-dimensional shapes using smaller two-dimensional shapes.
   - In Problems 1 and 2 in the *Show What You Know*, students composed a rhombus using smaller two-dimensional shapes.
2. **Goal:** Identify the two-dimensional shapes within a larger two-dimensional shape.
   - In Problems 1 and 2 in the *Show What You Know*, students identified the two-dimensional shapes within a rhombus.
3. **Language Goal:** Describe how smaller two-dimensional shapes are used to compose larger two-dimensional shapes. **(Listening and Speaking)** ELPS 1.E, 2.E, 2.F

D **Differentiation** See the last page of the lesson for differentiation and Math Language Development support.

Practice

Independent

Provide students with sufficient practice to build and reinforce their conceptual understanding, fluency, and application of mathematical topics, assessment practice, and ongoing spiral review.

Students using print

Summary 7.06

You can build the same shape in more than 1 way and name the shapes used to make it.

This rectangle can be built with:

2 squares and 2 triangles

1 rectangle and 2 triangles

Practice 7.06

You'll play this Center.

How Are They the Same? Grade 1 Shapes

Let's draw shapes that have shared attributes.

Practice 7.06

Name _____

For Problems 1–3, use the shape.



1 How many squares can you count?

answer: 6 squares

2 What did you look for to find the squares?
Sample response shown.

I looked for 4 sides that are the same length and 4 square corners.

3 What other shapes do you see?
Sample response shown.

I see triangles and rectangles that are not squares.

4 Choose a shape from Problem 3 and describe the attributes of the shape. Sample response shown.

A triangle has 3 sides and 3 vertices.

Practice 7.06

Name _____

Spiral Review

For Problems 5–10, find the sum or difference.

5 2 + 6 = 8

6 10 − 6 = 4

7 3 + 6 = 9

8 9 − 6 = 3

9 8 − 6 = 2

10 4 + 6 = 10

For Problems 11–16, find the sum. Sample work shown.

Show your thinking.

11 9 + 4 = 13
9 + 1 = 10
10 + 3 = 13

12 9 + 6 = 15
9 + 1 = 10
10 + 5 = 15

13 3 + 9 = 12
1 + 9 = 10
2 + 10 = 12

14 9 + 8 = 17
9 + 1 = 10
7 + 10 = 17

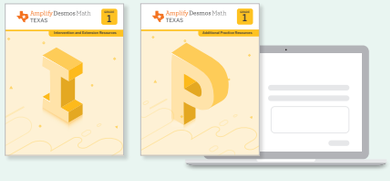
15 2 + 9 = 11
1 + 9 = 10
10 + 1 = 11

16 9 + 9 = 18
9 + 1 = 10
10 + 8 = 18

Practice Problem Item Analysis

	Problem(s)	DOK	TEKS
On-Lesson			
	1–4	1	1.6.B
Spiral Review			
Fluency	5–16	1	1.3.D

Need more Practice?



Additional practice can be found in the **Practice Resources, Intervention and Extension Resources,** and online resources (item banks, Boost Personalized Learning, and Fluency Practice).

Small Groups | 15 min

Introducing the Center
How Are They the Same?, Grade 1 Shapes

Purpose: Students develop their understanding of two-dimensional shapes by identifying shared attributes.

Presentation Screen



Materials

Manipulative Kit:

- Distribute straightedges to each small group.

Classroom materials:

- Display the *Words to Describe Flat Shapes* chart throughout the activity.

Centers Resources:

- Display the Directions and Recording Sheet during the Launch.
- Distribute one Recording Sheet to each student.
- Distribute one set of pre-cut Shape Cards (Grade 1) (from prior lessons) to each pair.

1 Launch

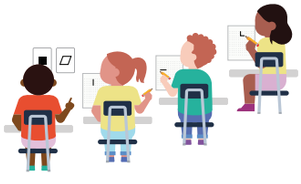


Display the Center materials, Directions, and Recording Sheet.

Demonstrate how to play *How Are They the Same?, Grade 1 Shapes* with 2–3 students acting as a small group. While demonstrating: ELPS 1.C

- **Say**, "You will play *How Are They the Same?* today."
- **Display** Shape Cards A, B, C, D, E, and F faceup.
- **Say**, "I will choose 2 shapes that have an attribute in common, but I will not tell you what the attribute is that I am thinking of. I pick Shapes E and F." Put away the other 4 cards.
- **Say**, "We will each draw Shapes E and F on our Recording Sheets."
- **Say**, "Next, my group members will each think of an attribute that Shapes E and F have in common."
- **Use the Think-Pair-Share routine.** Ask, "What is an attribute that these shapes have in common?"
- **Say** (if not yet mentioned during discussion), "Shapes E and F both have 4 sides. They both have corners. Their sides are all straight. They are both closed shapes, which means the sides are all touching."
- **Say**, "We will each draw a third shape in the *My shape drawing* column that shares an attribute with Shapes E and F."
- **Say**, "Now, you will play the Center with a small group. Each player earns 1 point for a shape they draw if it shares an attribute with both shapes on the cards."

2 Monitor



Observe students as they describe the attributes that their shape has in common with the 2 selected shapes. Support students by encouraging them to use the words collected on the *Words to Describe Flat Shapes* chart.

3 Connect



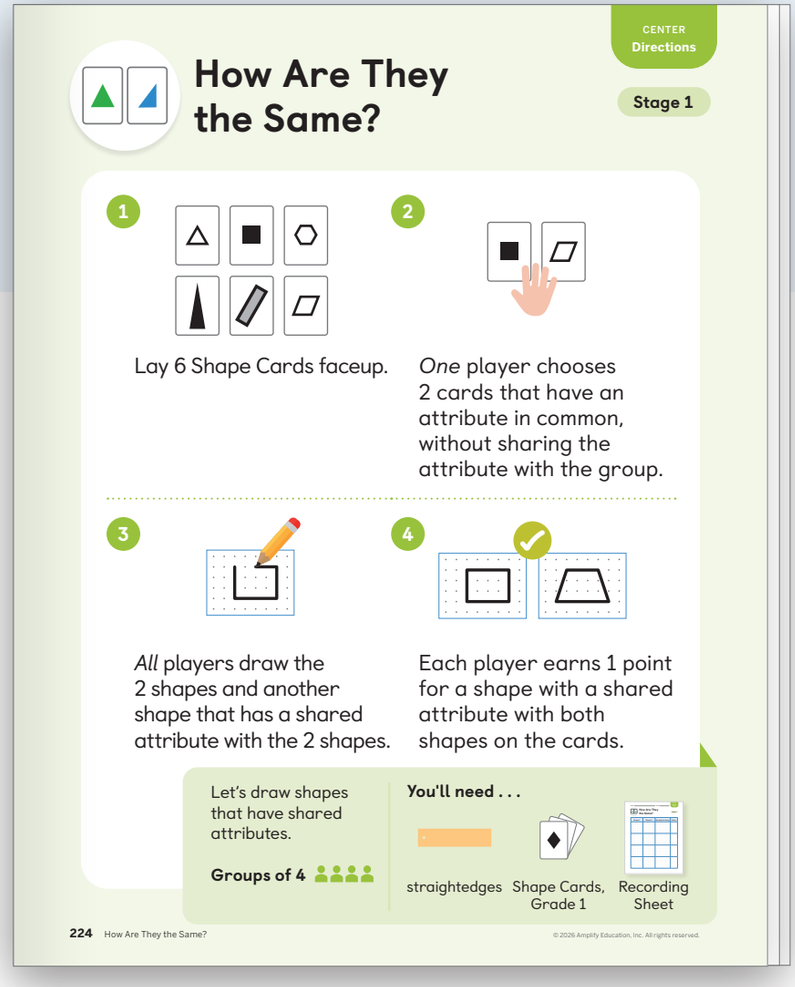
Display Shape Cards L and W.

Use the Think-Pair-Share routine. Ask, "What attribute do these shapes have in common?"

Say (if not yet mentioned during discussion), "They both have 4 corners and they are both shaded white."

Key Takeaway: Say, "Shapes can be different and have 1 or more attributes in common."

Centers Resource Book



CENTER Directions

Stage 1

How Are They the Same?

1. Lay 6 Shape Cards faceup.

2. *One* player chooses 2 cards that have an attribute in common, without sharing the attribute with the group.

3. *All* players draw the 2 shapes and another shape that has a shared attribute with the 2 shapes.

4. Each player earns 1 point for a shape with a shared attribute with both shapes on the cards.

Let's draw shapes that have shared attributes.

Groups of 4

You'll need . . .

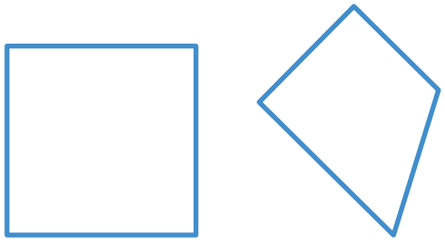
straightedges · Shape Cards, Grade 1 · Recording Sheet

224 How Are They the Same?

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Presentation Screen

D Differentiation | Teacher Moves

Look for students who . . .	For example . . .	Provide support . . .
Almost there Draw a shape based on how the other shapes look.	 *I drew a rectangle because it looks like the other shapes.*	**Support** Ask, "How could you use language from the *Words to Describe Flat Shapes* chart to describe how a rectangle looks like the other shapes?"
Draw one of the selected shapes in a different size.	*I drew a small square because it has straight sides, like the big square and the other shape.*	**Strengthen** Ask, "What is a *different* shape you could draw that has straight sides?"
Draw a new shape that shares a common attribute.	*I drew a triangle because it is another shape with corners.*	**Stretch** Ask, "What shapes do you think your group members could be drawing?"

Differentiation Use after Lesson 6

Lesson Goal: Compose larger two-dimensional shapes using smaller two-dimensional shapes.

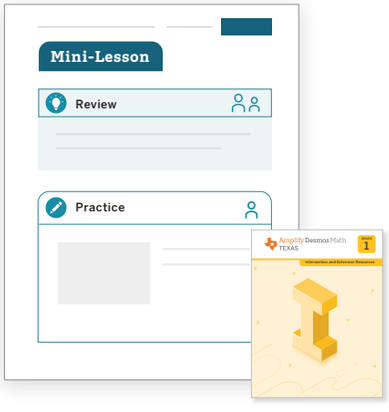
Support

Provide targeted intervention for students by using these resources.

If students compose a two-dimensional shape that is different than the target shape:

Respond:

- Assign the *Building Two-Dimensional Shapes* Mini-Lesson. | 15 min
- Revisit Lesson 5.



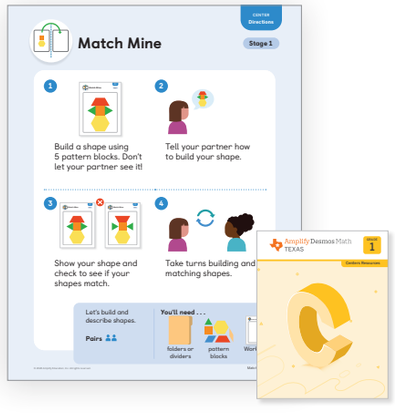
Strengthen

Reinforce students' understanding of the concepts assessed by using these resources.

If students compose a rhombus in 1 way and identify triangles as the smaller two-dimensional shapes:

Respond:

- Invite students to play these **Centers.** | 15 min
  Match Mine: Pattern Blocks
  Mystery Shapes: Grade K Shapes
  Picture Books: Find and Describe Shapes
- Have students complete **Lesson 6 Practice.** | 15 min
- **Item Bank**



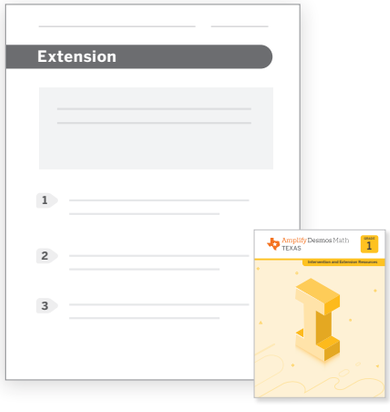
Stretch

Challenge students and extend their learning with these resources.

If students compose a rhombus in more than 1 way and identify triangles and squares as the smaller two-dimensional shapes:

Respond:

- Invite students to explore the **Sub-Unit 1 Extension Activities.** | 15 min
- Revisit Activity 2 and invite students to respond to the **Stretch** question from the *Differentiation: Teacher Moves* table. | 5 min



Support, *Strengthen*, and *Stretch* learning by assigning these digital resources that adjust to each student's current level of skill and understanding.
• **Boost Personalized Learning** • **Fluency Practice** • **Math Adventures**

Math Language Development

EB Use the **Math Language Development Resources** for further language support with all your students, including those building English proficiency.

- English/Spanish Glossary
- Frayer Model templates
- Vocabulary routines



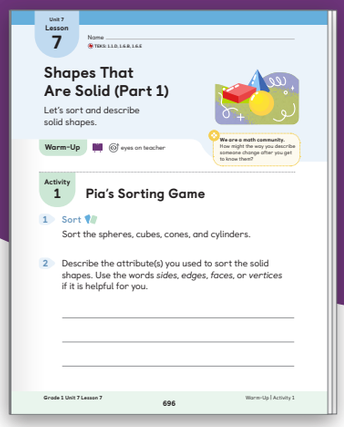


Professional Learning

Reflect on how you can reinforce the work done in this sub-unit outside of math class. When could you ask students to share the different ways and different places that they see shapes around them?

Unit 7
Lesson
7

Student Edition pages, Manipulatives and Presentation Screens support learning in this lesson.



Shapes That are Solid (Part 1)

Identifying and Describing Cones, Cylinders, and Spheres

Let's sort and describe solid shapes.

Key Concepts

Today's Goals

1. **Goal:** Sort three-dimensional solids into categories.
2. **Language Goal:** Describe the attributes of three-dimensional solids using formal geometric language. **(Listening, Speaking, and Writing)** ELPS 1.E, 2.E, 2.F, 4.D, 4.F

Connections and Coherence

Students sort and describe three-dimensional shapes. They use their knowledge of solid shapes and sorting to categorize the shapes and describe their attributes. They look for and make use of structure as they sort. Students describe attributes they can see and feel using words such as *flat, round, side, vertex, edge,* and names of two-dimensional and three-dimensional shapes. They attempt to describe shapes precisely by naming them and describing their attributes. **(TEKS 1.1.D)**

Prior Learning

In Kindergarten, students sorted two- and three-dimensional shapes and described shapes based on the number of sides and vertices.

Future Learning

In Lesson 8, students will describe attributes to name additional three-dimensional shapes, including triangular and rectangular prisms.

Integrating Rigor in Student Thinking

- Students further their **conceptual understanding** of solid shapes to describe and compare their attributes.

Vocabulary

Review Vocabulary

category	*flat*
cone	*shape*
cube	*solid shape*
cylinder	*sphere*
edge	*vertex*
face	

TEKS

Addressing

1.6.E

Identify three-dimensional solids, including spheres, cones, cylinders, rectangular prisms (including cubes), and triangular prisms, and describe their attributes using formal geometric language.

Also Addressing: **1.6.B**

Math Process Standards: 1.1.D, 1.1.F, 1.1.G

ELPS: 1.E, 2.C, 2.D, 2.E, 2.F, 3.D, 3.F, 4.D, 4.F

Building On	Building Toward
K.6.A	2.8.B

Building Math Identity

We are a math community.
How might the way you describe someone change after you get to know them?

Invite students to reflect on this question as they complete this lesson.

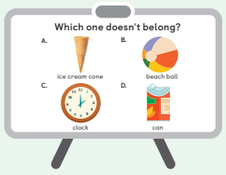
Lesson at a Glance 60 min

TEKS: 1.1.D, 1.1.F, 1.1.G, 1.6.B, 1.6.E

Warm-Up

Whole Class | 10 min

Students use the **Which One Doesn't Belong?** routine to describe similarities and differences between two- and three-dimensional shapes. Students are encouraged to give reasons for why the one they chose doesn't belong. **(TEKS 1.1.F, 1.1.G)**

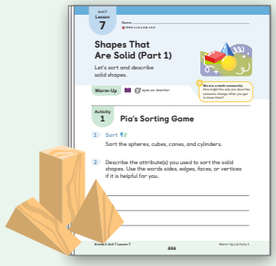


Activity 1

Pairs | 15 min

Students work in pairs to sort three-dimensional shapes (spheres, cones, cubes, and cylinders). Then they determine how other pairs sorted the same shapes. Students use formal geometric language to describe the attributes of the three-dimensional shapes.

Manipulative Kit: geoblocks (spheres, cones, cubes, and cylinders)



Activity 2

Pairs | 15 min

Students touch different examples of three-dimensional shapes (spheres, cubes, cubes, and cylinders) of various sizes and textures in bags, without looking, to name and describe solid shapes. They describe the shapes by differentiating between attributes that define and do not define the shape.

Materials: paper bags, various three-dimensional classroom objects (sphere, cube, cone, and cylinder)

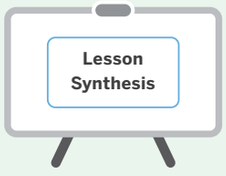
Additional Prep Assemble: bags, each containing one object, one bag per pair



Synthesis

Whole Class | 5 min

Students review and reflect on how to describe and identify three-dimensional shapes based on attributes they can see and feel and whether those attributes define the shape or not.

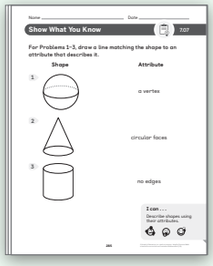


Show What You Know (optional)

Independent | 5 min

Students demonstrate their understanding by matching three-dimensional shapes to their attributes.

Materials: *Show What You Know* PDF

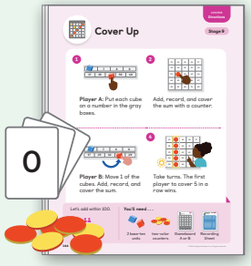


Center Choice Time

Small Groups | 15 min

Students have an opportunity to revisit these Centers to practice identifying and describing two- and three-dimensional shapes and adding doubles.

- Can You Draw It?
- Cover Up
- How Are They the Same?



Math Language Development

EB Emergent Bilinguals

Consider using the *Math Language Development Resources* with the **Activity 1, Monitor** to support math language acquisition.

- ✓ Cognates
- ✓ Visuals
- ✓ Sentence frames and word bank

ELPS 1.E, 2.C, 2.D, 2.E, 2.F, 4.C, 4.D



Pre-Production	Beginning	Intermediate	High Intermediate	Advanced
Students **listen** to spoken English and **respond** using their primary languages and gestures.	Students **listen** to spoken English and **speak** and **write** using their primary languages, gestures, and single words or short phrases.	Students **listen** to spoken English and **speak** and **write** using short phrases or simple sentences.	Students **listen** to spoken English and **speak** and **write** using a variety of sentence types.	Students **listen** to spoken English and **speak** and **write** using longer sentences. Exemplar responses are provided.

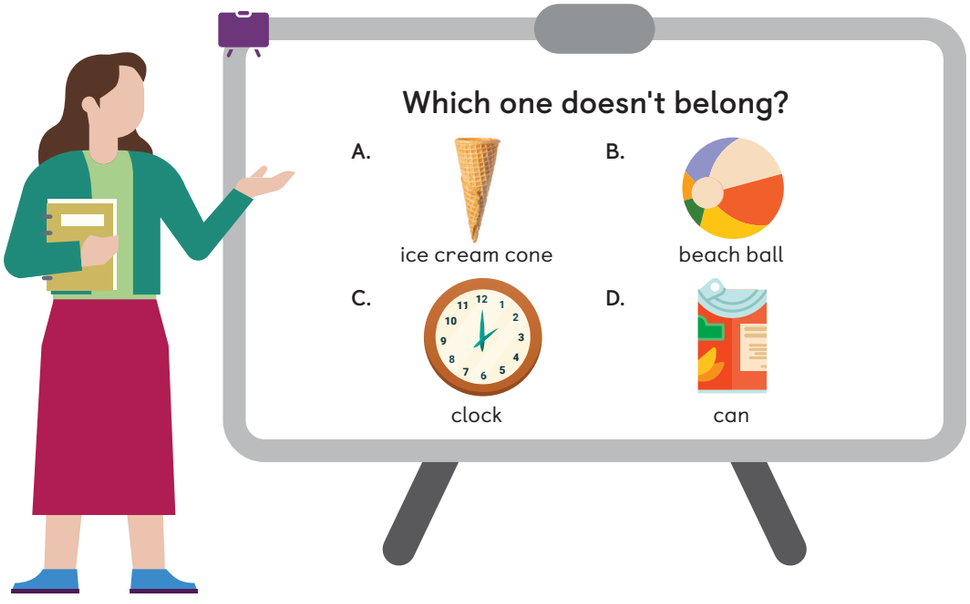
Whole Class | 10 min

Presentation Screen



Warm-Up Which One Doesn't Belong?

Purpose: Students analyze and compare two- and three-dimensional shapes to develop geometric language.





1 Launch

Display the 4 shapes.

Use the Which One Doesn't Belong? routine.

Say, "Choose one that doesn't belong. Be ready to share your reasoning."

2 Connect

Record students' responses as they share.

Ask, "The clock is a circle, the beach ball is a sphere. How are they different?"

Say:

- "Some shapes are flat. The clock is a flat shape."
- "Some shapes are solid. The ice cream cone, beach ball and can are solid shapes."

Students might say . . . ELPS 2.C, 2.D, 2.E

A: *It is the only one with a point.*

B: *It is the only one that doesn't have a flat part.*

C: *It is the only flat shape.*

D: *It is the only one with 2 faces that are circles.*

Pairs | 15 min

Activity 1 Pia's Sorting Game

Purpose: Students sort three-dimensional solids and use formal geometric language to describe the shapes and categories.

Presentation Screens



Materials

Manipulative Kit:

- Distribute one set of geoblocks, including a sphere, cone, cube and cylinder, to each pair during the Launch.

1 Launch



Display Page 10 of the Unit Story.

Say, "Pia loves watching Papa make cappelletti, just like Papa used to love watching Nonna. Sometimes when Pia is in the kitchen, she takes the boxes, cans, and cooking tools and plays a fun game with Nonna. To play the game, they take turns: one partner sorts the boxes, cans, and tools into categories, and then the other partner tries to find out how the objects are sorted."

Display a cone and a cylinder.

A **Accessibility: Visual-spatial processing** Optimize access to tools by providing pairs with solid shapes to touch and explore before they decide how to sort the shapes.

Say, "These blocks are similar to the boxes, cans, and tools in Pia's kitchen. Let's imagine that Pia sorted the funnel and can of sauce together."

Use the Think-Pair-Share routine. Ask, "Why might Pia put these 2 shapes together?"

Read aloud Problems 1 and 2.

2 Monitor



After students have completed **Problem 2**, refer to the D **Differentiation | Teacher Moves** table on the following page.

If students need help getting started . . .

- Ask, "How did you decide which shapes could be sorted together?"
- Ask, "What do you notice about the shapes?"

3 Connect



MLR This Connect is structured using the *MLR2: Collect and Display* routine. **ELPS 3.D, 3.F**

Invite a student to share their response to Problem 2 and explain their thinking.

Use the Think-Pair-Share routine. Ask, "How did noticing the way the shapes look help you to sort them into categories?"

Key Takeaway: Say, "You can describe and sort solid shapes by how they look as you think about the faces, vertices, and edges."

Student Edition

Unit 7
Lesson
7

Name

TEKS: 1.1.D, 1.6.B, 1.6.E

Shapes That Are Solid (Part 1)

Let's sort and describe solid shapes.



Warm-Up eyes on teacher

We are a math community. How might the way you describe someone change after you get to know them?

Activity 1 Pia's Sorting Game

1 Sort

Sort the spheres, cubes, cones, and cylinders.

2 Describe the attribute(s) you used to sort the solid shapes. Use the words *sides*, *edges*, *faces*, or *vertices* if it is helpful for you. Sample response shown.

I sorted shapes with vertices and no vertices.

Activity 1

Name

Pia's Sorting Game (continued)

3 Discuss Oral activity: No writing expected.

Describe another attribute you could use to sort the solid shapes.

Another attribute we could use to sort the shapes is _____.

4 Discuss

What attributes describe each of these solid shapes?



- The first solid shape has _____.
- The second solid shape has _____.

Oral activity: No writing expected. Sample response shown.

The first solid shape has triangular and rectangular faces and straight edges.

The second solid shape has square and rectangular faces and straight edges.

Presentation Screens

D Differentiation | Teacher Moves

Look for students who . . .	For example . . .	Provide support . . .
Almost there Describe attributes that are overlapping to sort the solid shapes.	*I sorted by faces that are rectangles, circles, and triangles.*	**Support** Ask, "Are there any shapes that can be sorted into more than 1 category?"
Describe a non-defining attribute to sort the solid shapes.	*I sorted small shapes and big shapes.*	**Strengthen** Ask, "How would your shapes look if you sorted by sides, vertices, or edges?"
Describe a defining attribute to sort the solid shapes.	*I sorted shapes with vertices and no vertices.*	**Stretch** Ask, "What other attributes could you use to sort the shapes into categories?"

Pairs | 15 min

Activity 2 Hidden Shapes

Purpose: Students touch spheres, cones, and cylinders they cannot see to name and describe the defining and non-defining attributes of a sphere, cone, and cylinder.

Presentation Screens



Materials

Classroom materials:

- Distribute one bag containing a classroom object to each pair during the Launch. (Examples of objects include a marble, golf ball, cardboard tube, party hat, funnel, dice, centimeter cube, unsharpened pencil, aluminum can, or other objects that resemble spheres, cones, cubes, and cylinders.)

Short on time? Consider limiting the number of times students trade bags with other partners during the Mix and Mingle.

1 Launch



Display a sphere, cone, cube, and cylinder.

Say, "Pia has noticed that sometimes when Nonna is cooking she grabs the oregano without looking and shakes it into the food. Nonna uses the oregano so much that she knows how the cylinder-shaped container feels in her hands. Let's see if you can find out which shape you are touching without looking."

Provide each pair with 1 object in a bag.

Say, "Feel the object inside your bag. Before looking, tell your partner if you think it is a sphere, cone, cube, or cylinder, and how you know. Use the word bank at the top of the page if it is helpful."

Read aloud Problem 5.

Use the Mix and Mingle routine. Say, "Now you are going to meet with other partners and trade bags. Without looking, feel the shape in the bag. Tell them which shape you think it is and how you know." Encourage students to continue to find new partners until they have named and described all shapes.

Read aloud Problems 5 and 6.

EB **Emergent Bilinguals** Use gestures to emphasize students' descriptive language. For example, use the palm of your hand to indicate that a shape has a *flat* surface. ELPS 3.D, 3.F

2 Monitor



After students have completed **Problem 5**, refer to the D Differentiation | Teacher Moves table on the following page.

If students need help getting started . . .

- Ask, "What attributes describe the object in your bag?"
- Ask, "How can you use what you learned about sorting solid shapes in Activity 1 to help you describe and name your shape?"

3 Connect



Display a sphere, cone, cube, and cylinder.

Have students share their responses to Problems 5 and 6.

Ask, "How did touching the shapes help you identify them?"

Use the Think-Pair-Share routine. Ask, "A gluestick is smaller than a chicken soup can. Does this mean they are different shapes? Why or why not?".

Key Takeaway: Say, "It can be helpful when naming cones or cylinders to think about how they feel and if the faces are circular. A sphere is perfectly round, like a ball. It has no vertices, edges, or flat faces."

Activity 2

Name _____

Hidden Shapes

Hands-On

sphere	cone	cube	cylinder

5 What solid shape is in your bag? What attributes describe that solid shape? Sample response shown.

I have a sphere in my bag. It has no faces and no vertices. It is shaped like a ball and can roll.

6 Discuss

Find new partners until you've named and described all the shapes: sphere, cone, cube, and cylinder. Tell your partner what attributes describe each solid shape.

My partner has a _____ . It has _____.

Oral activity: No writing expected. Sample responses shown.

My partner has a cylinder. It has 2 circular faces, no vertices, and it can roll.

My partner has a cone. It has a 1 circular face and a vertex.

Activity 2

Name _____

Hidden Shapes (continued)

7 Discuss

A basketball is bigger than a baseball. Can these objects be the same shape? Why or why not?

These objects _____ be the same shape because _____.

Oral activity: No writing expected. Sample response shown.

These objects can be the same shape because they are both round with no edges or vertices. They are both spheres, and the size doesn't matter.

Presentation Screens

D Differentiation | Teacher Moves

Look for students who . . .	For example . . .	Provide support . . .
Almost there Name and describe a non-defining attribute of a three-dimensional shape.	*I have a cone in my bag. It is smooth and small.*	**Support** Ask, "Could other shapes be smooth and small? How do you know this is a cone?"
Name and describe one defining attribute of a three-dimensional shape.	*I have a cone in my bag. It has a circular face.*	**Strengthen** Ask, "Is there anything else that makes this a cone?"
Name and describe multiple defining attributes of a three-dimensional shape.	*I have a cone in my bag. It has a circular face and a point called a vertex on the other end.*	**Stretch** Ask, "Can a shape with specific attributes be named as more than one shape?"

Whole Class | 5 min

Synthesis

Presentation Screens



Lesson Takeaway: Solid shapes can be described by how they look and feel. Cones and cylinders are solid shapes with at least 1 circular face. Spheres have no vertices or edges. Cubes have 6 square faces.



Say, "Today, you described the way solid shapes look and feel."

Ask:

- "What looks the same about these solid shapes?"
- "What looks different about these solid shapes?"

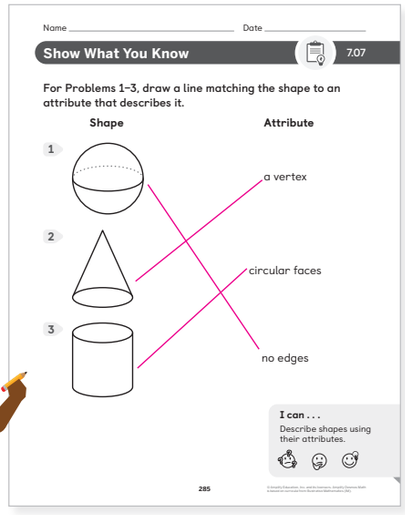
Say, "You can describe spheres, cones, cylinders, and cubes by how they look and feel. Some attributes, like edges, faces, and vertices, help you name the shape. Some attributes, like size, color, and texture, can describe the shape but do not help you figure out what shape it is."

Invite students to refer to the **Summary** during Practice or anytime during the year.

Show What You Know (Optional)

Independent | 5 min

Show What You Know PDF


Name _____ Date _____

Show What You Know 7.07

For Problems 1–3, draw a line matching the shape to an attribute that describes it.

Shape	Attribute
1	a vertex
2	circular faces
3	no edges

I can . . .
Describe shapes using their attributes.

285

Today's Goals

1. **Goal:** Sort three-dimensional solids into categories.
2. **Language Goal:** Describe the attributes of three-dimensional solids using formal geometric language. **(Listening, Speaking, and Writing)** **ELPS 1.E, 2.E, 2.F, 4.D, 4.F**
   - In Problems 1–3 in the *Show What You Know*, students matched a defining attribute to the three-dimensional solid it described.

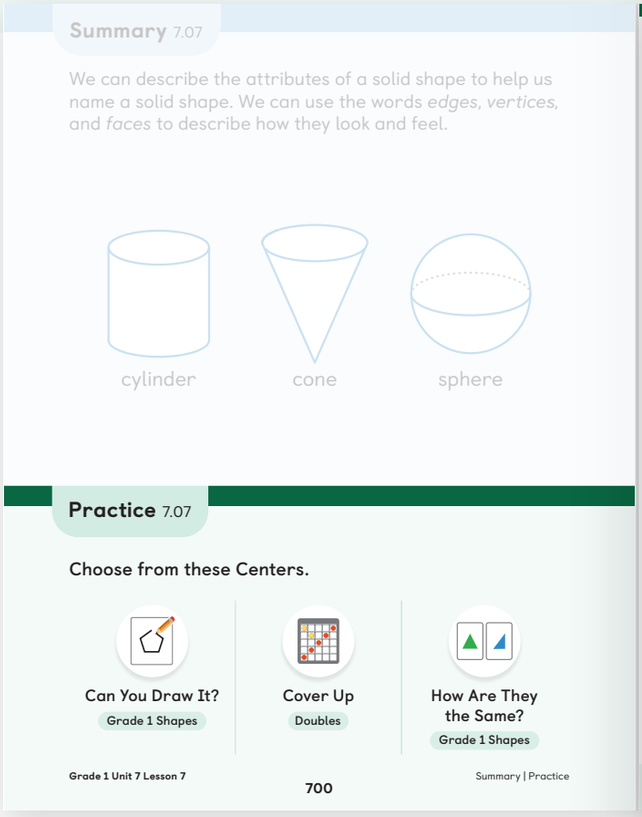
D **Differentiation** See the last page of the lesson for differentiation and Math Language Development support.

Practice

Independent

Provide students with sufficient practice to build and reinforce their conceptual understanding, fluency, and application of mathematical topics, assessment practice, and ongoing spiral review.

Students using print



Summary 7.07

We can describe the attributes of a solid shape to help us name a solid shape. We can use the words *edges*, *vertices*, and *faces* to describe how they look and feel.

cylinder cone sphere

Practice 7.07

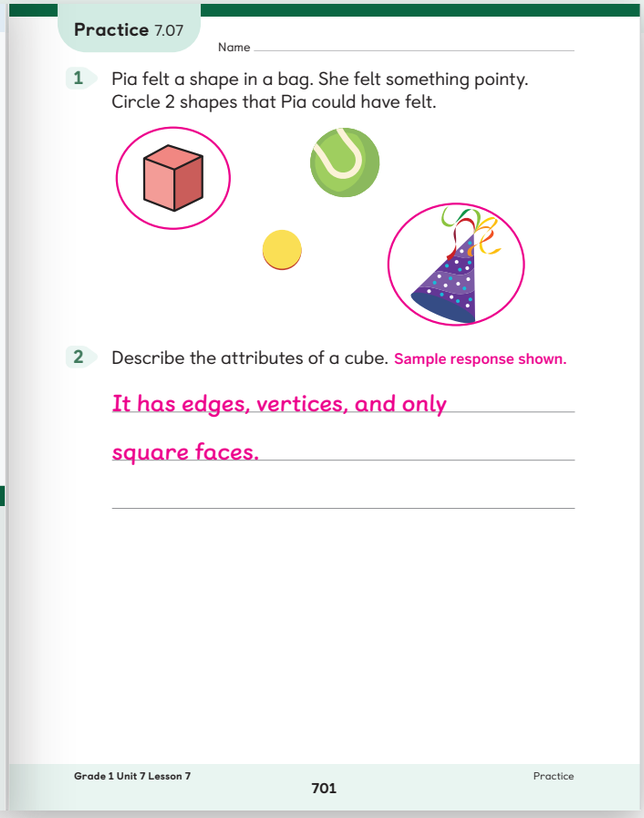
Choose from these Centers.

Can You Draw It? — Grade 1 Shapes

Cover Up — Doubles

How Are They the Same? — Grade 1 Shapes

Grade 1 Unit 7 Lesson 7 700 Summary | Practice



Practice 7.07

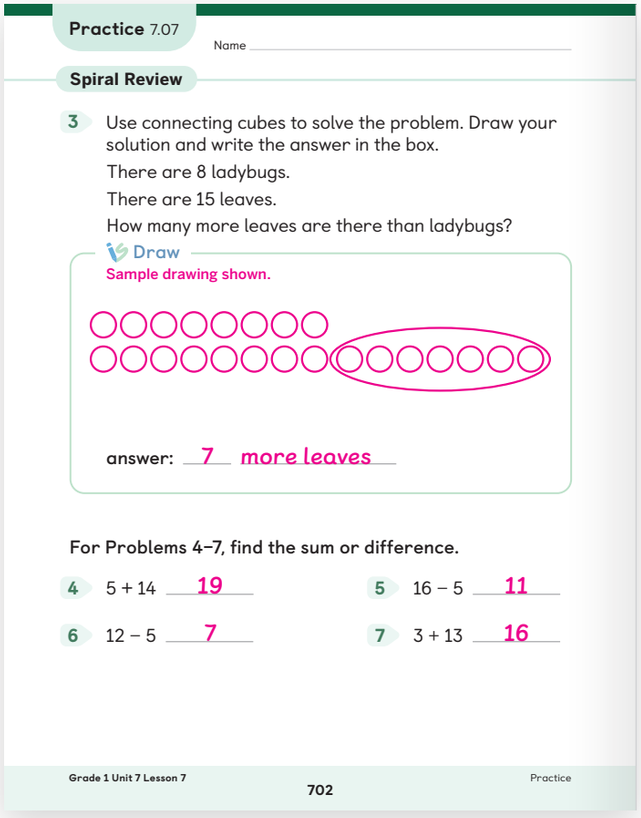
Name

1 Pia felt a shape in a bag. She felt something pointy. Circle 2 shapes that Pia could have felt.

2 Describe the attributes of a cube. Sample response shown.

It has edges, vertices, and only square faces.

Grade 1 Unit 7 Lesson 7 701 Practice



Practice 7.07

Name

Spiral Review

3 Use connecting cubes to solve the problem. Draw your solution and write the answer in the box.

There are 8 ladybugs.

There are 15 leaves.

How many more leaves are there than ladybugs?

Draw

Sample drawing shown.

answer: 7 more leaves

For Problems 4–7, find the sum or difference.

4 5 + 14 19

5 16 – 5 11

6 12 – 5 7

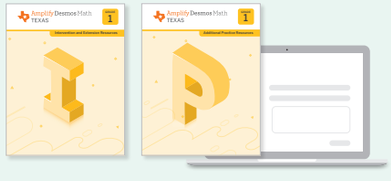
7 3 + 13 16

Grade 1 Unit 7 Lesson 7 702 Practice

Practice Problem Item Analysis

	Problem(s)	DOK	TEKS
On-Lesson			
	1	1	1.6.E
	2	2	1.6.E
Spiral Review			
	3	1	1.3.B
Fluency	**4–7**	1	1.3.D

Need more Practice?

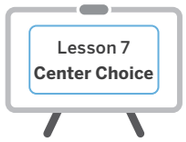


Additional practice can be found in the **Practice Resources, Intervention and Extension Resources,** and online resources (item banks, Boost Personalized Learning, and Fluency Practice).

Center Choice Time

Purpose: Use this time to support students working in Centers, gather formative assessment data, or work with a small group of students on targeted skills.

Presentation Screen



Short on time? Consider omitting the Center Choice Time.

Can You Draw It?

Grade 1 Shapes

Pairs | 15 min | 1.6.B, 1.6.C

Students describe and draw two-dimensional shapes.

Materials

- straightedges **(Classroom materials)**
- Directions, Recording Sheet, Shape Cards (Grade 1) **(Centers Resources)**

Corresponds with the checklist from Unit 7, Sub-Unit 1.

Cover Up

Doubles

Pairs | 15 min | 1.3.D

Students double a number between 0 and 10.

Materials

- number cards (0–10), two-color counters **(Manipulative Kit)**
- Directions, Gameboards (A, B) **(Centers Resources)**

Corresponds with the checklist from Unit 2, Sub-Unit 4.





Use Centers as games to offer fun and engaging ways for students to practice math skills.

GAMES

How Are They the Same?

Grade 1 Shapes

Small Groups | 15 min | 1.6.A, 1.6.C

Students find shapes with common attributes and draw new shapes with the shared attribute.

Materials

- straightedges **(Classroom materials)**
- Directions, Recording Sheet, Shape Cards (Grade 1) **(Centers Resources)**

Corresponds with the checklist from Unit 7, Sub-Unit 1.

D Differentiation | Teacher Moves

Work with students in their Centers by:

- Reinforcing Center routines and positive interactions.
- Asking probing questions to propel student thinking forward.
- Recording observations using the checklist provided.

Consider pulling a small group of students for:

- Reviewing the lesson's learning goal by using the *Mini-Lesson* or the supports provided in the lesson.
- Reviewing essential skills from prior lessons or units.





Differentiation Use after Lesson 7

Lesson Goal: Describe the attributes of three-dimensional solids using formal geometric language.

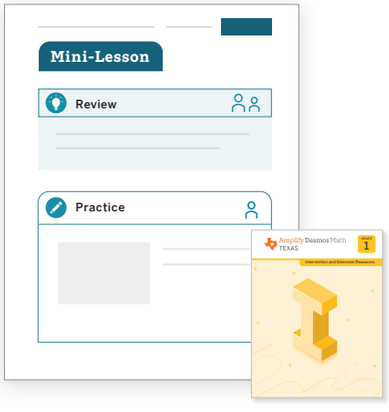
Support

Provide targeted intervention for students by using these resources.

If students describe using a non-defining attribute:

Respond:

- Assign the *Identifying and Describing Cones, Cylinders, and Spheres* Mini-Lesson. | 15 min
- Review Row 2 of the Activity 2 *Differentiation: Teacher Moves* table.



Strengthen

Reinforce students' understanding of the concepts assessed by using these resources.

If students describe using a defining attribute:

Respond:

- Invite students to play these **Centers.** | 15 min
  Match Mine: Pattern Blocks
  Mystery Shape: Grade K Shapes
  Picture Books: Find and Describe Shapes
- Have students complete **Lesson 7 Practice.** | 15 min
- **Item Bank**



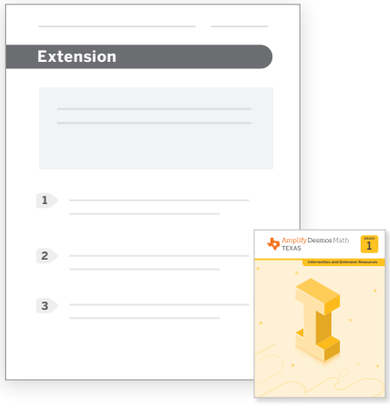
Stretch

Challenge students and extend their learning with these resources.

If students describe using multiple defining attributes:

Respond:

- Invite students to explore the **Sub-Unit 1 Extension Activities.** | 15 min
- Revisit Activity 2 and invite students to respond to the **Stretch** question from the *Differentiation: Teacher Moves* table. | 5 min



Support, *Strengthen*, and *Stretch* learning by assigning these digital resources that adjust to each student's current level of skill and understanding.
• **Boost Personalized Learning** • **Fluency Practice** • **Math Adventures**

Math Language Development

EB Use the **Math Language Development Resources** for further language support with all your students, including those building English proficiency.

- English/Spanish Glossary, e.g., *shape / forma*
- Frayer Model templates
- Vocabulary routines



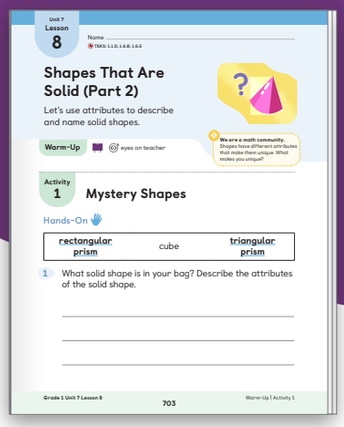


Professional Learning

Reflect on the ease with which students were able to use formal geometric language to describe solid shapes today. How can you help students improve their geometric language in the next lesson?

Unit 7
Lesson
8

Student Edition pages, Manipulatives and Presentation Screens support learning in this lesson.



Shapes That are Solid (Part 2)

Identifying and Describing Rectangular and Triangular Prisms

Let's use attributes to describe and name solid shapes.

Key Concepts

Today's Goals

1. **Goal:** Identify the names of three-dimensional shapes based on their attributes, including triangular and rectangular prisms, spheres, cones, and cylinders.
2. **Language Goal:** Describe the defining attributes of three-dimensional solids using formal geometric language. **(Listening, Speaking, and Writing)** ELPS 1.B, 2.B, 2.E, 4.C, 4.D, 4.F
3. **Language Goal:** Justify the name of a solid shape based on its attributes. **(Listening and Speaking)** ELPS 1.B, 2.B, 2.E

Connections and Coherence

Students identify and describe three-dimensional shapes, including triangular and rectangular prisms. Students describe attributes they can see and feel using words such as *flat, round, side, vertex,* and names of two-dimensional shapes. They attempt to describe shapes precisely using formal geometric language. They discuss the distinction between defining and non-defining attributes of these shapes. **(TEKS 1.1.D)**

Prior Learning

In Lesson 7, students identified and described spheres, cones, cubes, and cylinders.

Future Learning

In Grade 2, students will classify and sort three-dimensional solids.

Integrating Rigor in Student Thinking

- Students **apply** their prior knowledge of attributes of a shape to describe triangular and rectangular prisms.

Vocabulary

New Vocabulary

triangular prism

rectangular prism

Review Vocabulary

cone	*flat*
cube	*shape*
cylinder	*solid shape*
edge	*sphere*
face	*vertex*

TEKS

Addressing

1.6.B

Distinguish between attributes that define a two-dimensional or **three-dimensional figure and attributes that do not define the shape.**

Also Addressing: **1.6.E**

Math Process Standards: 1.1.D

ELPS: 1.B, 1.C, 1.E, 2.B, 2.C, 2.D, 2.E, 3.E, 4.C, 4.D, 4.F

Building On	Building Toward
K.6.A	**2.8.A**

Building Math Identity

We are a math community.
Shapes have different attributes that make them unique. What makes you unique?

Invite students to reflect on this question as they complete this lesson.

Lesson at a Glance

60 min

TEKS: 1.1.D, 1.6.B, 1.6.E

Warm-Up

Whole Class | 10 min

Students use the **Notice and Wonder** routine to share what they notice and wonder about an image of a castle built with three-dimensional shapes. They are introduced to the terms **rectangular prism** and **triangular prism**.



Activity 1

Pairs | 15 min

Students touch different examples of three-dimensional shapes (triangular prisms, rectangular prisms, and cubes) in bags, without looking, to name and describe the shape. Then they describe shapes by differentiating between attributes that define and do not define the shape.

Manipulative Kit: geoblocks (triangular prisms, rectangular prisms, and cubes)
Additional Prep Assemble: bags, each containing one geoblock (triangular prism, rectangular prism, or cube), one per pair

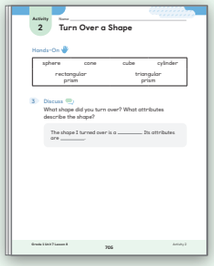


Activity 2

Pairs | 15 min

Students look at images of various three-dimensional shapes and take turns identifying them and describing their attributes using formal geometric language. Students then summarize all the attributes they can use to identify any three-dimensional shape.

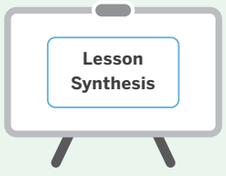
Lesson Resources: Activity 2 PDF
Additional Prep Cut out: Activity 2 PDF



Synthesis

Whole Class | 5 min

Students review and reflect on the attributes of solid shapes, including triangular and rectangular prisms.

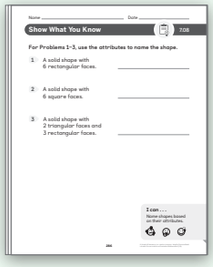


Show What You Know (optional)

Independent | 5 min

Students demonstrate their understanding by using the attributes of a three-dimensional shape to identify it.

Materials: *Show What You Know* PDF



Center

Pairs | 15 min

Students revisit the Center, *Solid Shapes, Describe* and *Find*, in which they take turns describing the attributes of three-dimensional shapes so that a partner can identify the shapes out of a set.



Math Language Development

Emergent Bilinguals

Consider using the *Math Language Development Resources* with the **Activity 1, Monitor** to support math language acquisition.

- ✓ Cognates
- ✓ Visuals
- ✓ Sentence frames and word bank

ELPS 1.B, 1.E, 2.C, 2.D, 2.E, 2.F, 4.C, 4.D



Pre-Production	Beginning	Intermediate	High Intermediate	Advanced
Students **listen** to spoken English and **respond** using their primary languages and gestures.	Students **listen** to spoken English and **speak** and **write** using their primary languages, gestures, and single words or short phrases.	Students **listen** to spoken English and **speak** and **write** using short phrases or simple sentences.	Students **listen** to spoken English and **speak** and **write** using a variety of sentence types.	Students **listen** to spoken English and **speak** and **write** using longer sentences. Exemplar responses are provided.

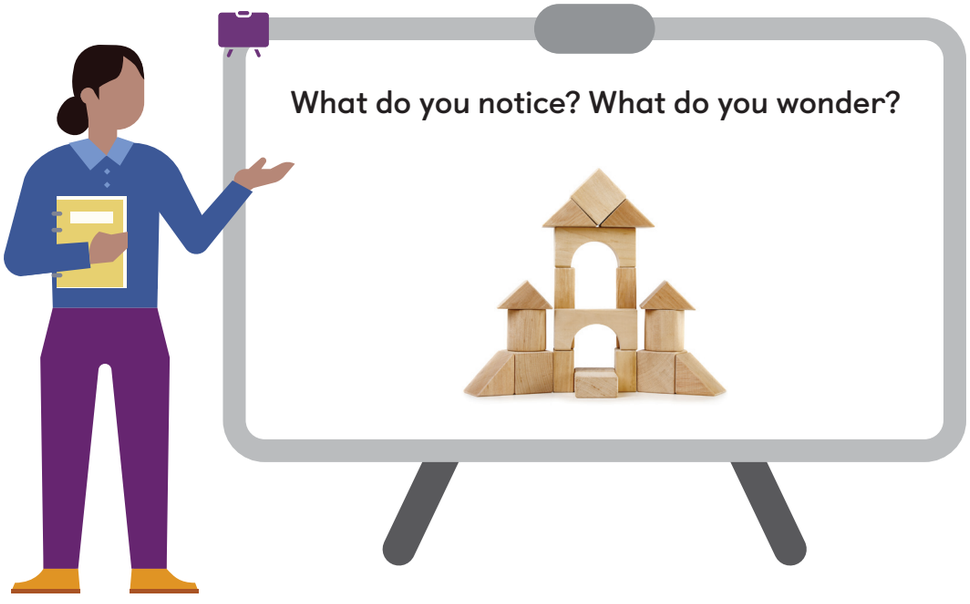
Whole Class | 10 min

Presentation Screen



Warm-Up Notice and Wonder

Purpose: Students examine an image of a castle made with three-dimensional shapes to prepare for identifying and describing cones, cylinders, cubes, triangular prisms and rectangular prisms.



1 Launch

Display the image.

Use the Notice and Wonder routine.

Use the Think-Pair-Share routine. Ask, "What do you notice? What do you wonder?"



2 Connect

Record students' responses as they share with the class.

Ask (if not yet mentioned during discussion), "What solid shapes do you see?"

Say, "Some solid shapes are called prisms. This castle has 2 different kinds of prisms."

Display a triangular prism and point to one or more of the triangular prisms in the castle.

Define a **triangular prism** as "a solid shape with 2 triangular faces and 3 rectangular faces."

Display a rectangular prism and point to one or more of the rectangular prisms in the castle.

Define a **rectangular prism** as "a solid shape with 6 rectangular faces." Add the terms *rectangular prism* and *triangular prism* to the *Words to Describe Solid Shapes* chart.

Students might say . . . ELPS 2.B

I notice that it looks like a castle.

I notice that the castle has cubes and cylinders.

I wonder what the shapes are that have triangles on the sides.

I wonder why some of the shapes have rectangles.

Pairs | 15 min

Activity 1 Mystery Shapes

Purpose: Students touch cubes, rectangular prisms, and triangular prisms they cannot see to identify and describe the defining and non-defining attributes of cubes, rectangular prisms, and triangular prisms.

Presentation Screens



Materials

Manipulative Kit:

- Distribute one geoblock (cube, rectangular prism or triangular prism) in a paper bag to each pair during the Launch.

Short on time? Consider completing the Mix and Mingle verbally as a whole class.

1 Launch



Display page 6 of the Unit Story.

Say, "Pia noticed all the foods at the potluck were different shapes, sizes and colors. She was especially interested in the dangos the Fujita family made. She recognized the shape from school and liked that they were different colors."

Display a cube, cylinder, cone, sphere, triangular prism, and rectangular prism. Have students review the name of each shape.

Say, "Feel the object inside your bag. Before looking, tell your partner if you think it is a cube, rectangular prism, or triangular prism, and how you know. Use the word bank at the top if it is helpful."

Read aloud Problem 1.

Use the Mix and Mingle routine. Say, "Now, you are going to meet with other partners and trade bags. Without looking, feel the shape in the bag. Tell them which shape you think it is and how you know." Encourage students to continue to find new partners until they have named and described all shapes. Monitor for student use of the new vocabulary terms *rectangular prism* and *triangular prism*. **ELPS 2.B**

Read aloud Problem 2.

2 Monitor



After students have completed **Problem 1**, refer to the **Differentiation | Teacher Moves** table on the following page.

If students need help getting started . . .

- Ask, "What do you notice about the shape in your bag?"
- Ask, "What can you tell about the faces and edges of the shape in your bag?"

3 Connect



Invite students to share their responses from Problem 1. Select and sequence their responses in the order shown in the *Differentiation* table.

Use the Think-Pair-Share routine. Ask:

- "What attributes helped you decide what shape was in your bag?"
- "If the shape in your bag was larger or smaller, would it be a different shape? Why or why not?

Say, "Some attributes, like triangular or rectangular faces, help tell you what the shape is. Other attributes, like size and color, do not help you."

Key Takeaway: Say, "You can look at the triangular or rectangular faces of a solid to know if it is a triangular prism or a rectangular prism."

Student Edition

Unit 7 Lesson 8

Name _____

TEKS: 1.1.D, 1.6.B, 1.6.E

Shapes That Are Solid (Part 2)

Let's use attributes to describe and name solid shapes.



Warm-Up eyes on teacher

We are a math community. Shapes have different attributes that make them unique. What makes you unique?

Activity 1 Mystery Shapes

Hands-On

rectangular prism	cube	triangular prism

1 What solid shape is in your bag? Describe the attributes of the solid shape. Sample response shown.

My shape is a rectangular prism. It has square faces, like a cube, and also rectangular faces. All edges are straight.

Activity 1

Name _____

Mystery Shapes (continued)

2 Discuss Oral activity: No writing expected.

Find new partners until you've named and described all the shapes: rectangular prism, triangular prism, and cube. Tell your partner what attributes describe each solid shape. Sample response shown.

My partner's shape is a _____. It has _____.

My partner's shape is a triangular prism. It has triangular and rectangular faces, and it has only straight edges. It has lots of vertices and cannot roll.

Presentation Screens

D Differentiation | Teacher Moves

Look for students who . . .	For example . . .	Provide support . . .
Almost there Name the shape using a non-defining attribute.	 *This is a triangular prism because it is small.*	**Support** Ask, "Can other shapes be small? What is special about a triangular prism?"
Name the shape and 1 defining attribute.	 *This is a triangular prism because some of its faces are triangular.*	**Strengthen** Ask, "Are there any other defining attributes unique to a triangular prism?"
Name the shape and multiple defining attributes.	 *This is a triangular prism because it has triangular and rectangular faces and straight edges.*	**Stretch** Ask, "What are some real-life objects that are triangular prisms?"

Pairs | 15 min

Activity 2 Turn Over a Shape

Purpose: Students use formal geometric language to describe defining attributes and identify three-dimensional shapes.

Presentation Screens



Materials

Lesson Resources:

- Distribute one set of pre-cut cards from the Activity 2 PDF to each pair.

1 Launch



Use the Think-Pair-Share routine. Ask:

- "What are some attributes that help you name a shape?"
- "What are some attributes that do not help you name a shape?"

Say, "You will start with all your cards facedown on the table. You and your partner will take turns turning over a card and naming the shape on the card. After you name the shape, you will say all the *defining* attributes you know about that shape. Keep taking turns until all shapes are turned over. Use the Problem 3 word bank or sentence frame if it helps you each time you turn over a shape."

EB **Emergent Bilinguals** If possible, pair students with different levels of English language proficiency together as they complete this activity. ELPS 1.E, 2.C, 2.D

2 Monitor



While students complete **Problem 3**, refer to the D Differentiation | Teacher Moves table on the following page.

If students need help getting started . . .

- Ask, "What attributes do you notice about the shape?"
- Ask, "What do the faces and edges tell you about the shape?"

A **Accessibility: Visual-spatial processing** Optimize access to tools by providing solid shapes matching the shapes on the cards so that students can touch and feel before describing.

3 Connect



Invite students to share their responses and strategies from Problem 3. Select and sequence their responses in the order shown in the *Differentiation* table.

Use the Think-Pair-Share routine. Ask:

- "What attributes do triangular prisms have?"
- "What attributes do rectangular prisms have?"

MLR **MLR8: Discussion Supports — Sentence Frames** ELPS 1.E, 2.C, 2.E
While students discuss defining and non-defining attributes, display these sentence frames.

- "Triangular prisms have _____."
- "Rectangular prisms have _____."

Display a pyramid geoblock.

Ask, (if not mentioned yet in the discussion), "Is this shape also a triangular prism? Why or why not?"

Say, "This shape is a *pyramid*. It does have faces that are triangles, but it is not a triangular prism. A triangular prism has 2 triangular faces and 3 rectangular faces."

Key Takeaway: Say, "It is helpful to think about the faces and edges of a solid shape. A defining attribute of a cone and a cylinder is that they have at least 1 circular face. A defining attribute of a rectangular prism is that it has rectangular faces, and a triangular prism has triangular faces. A sphere has no edges or vertices."

Activity 2

Name _____

Turn Over a Shape

Hands-On

sphere	cone	cube	cylinder
rectangular prism		triangular prism	

3 Discuss Oral activity: No writing expected.

What shape did you turn over? What attributes describe the shape? Sample responses shown.

The shape I turned over is a _____. Its attributes are _____.

The shape I turned over is a rectangular prism. Its attributes are faces that are squares and faces that are rectangles. All its edges are straight.

The shape I turned over is a cube. Its attributes are all square faces and straight edges. It has vertices. It cannot roll.

Activity 2

Name _____

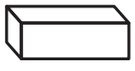
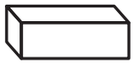
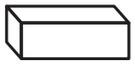
Turn Over a Shape (continued)

4 What attributes can help you name and describe a solid shape? Sample response shown.

We can use attributes like the shape of the faces, if the solid shape has edges, and if it has vertices. We can also tell if it rolls or not.

Presentation Screens

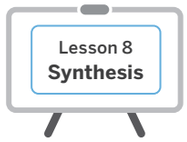
D Differentiation | Teacher Moves

Look for students who . . .	For example . . .	Provide support . . .
Almost there Identify a shape other than the shape on the card they turn over.	 *This is a cube because it has a square face.*	**Support** Ask, "What else do you notice about this shape?"
Identify the shape on the card they turn over and 1 defining attribute.	 *This is a rectangular prism because it has a rectangular face.*	**Strengthen** Ask, "Are there any other shapes that have a rectangular face? How else do you know this is a rectangular prism?"
Identify the shape on the card they turn over and multiple defining attributes.	 *This is a rectangular prism because it has 6 rectangular faces, edges and square vertices.*	**Stretch** "What non-defining attributes describe this shape?"

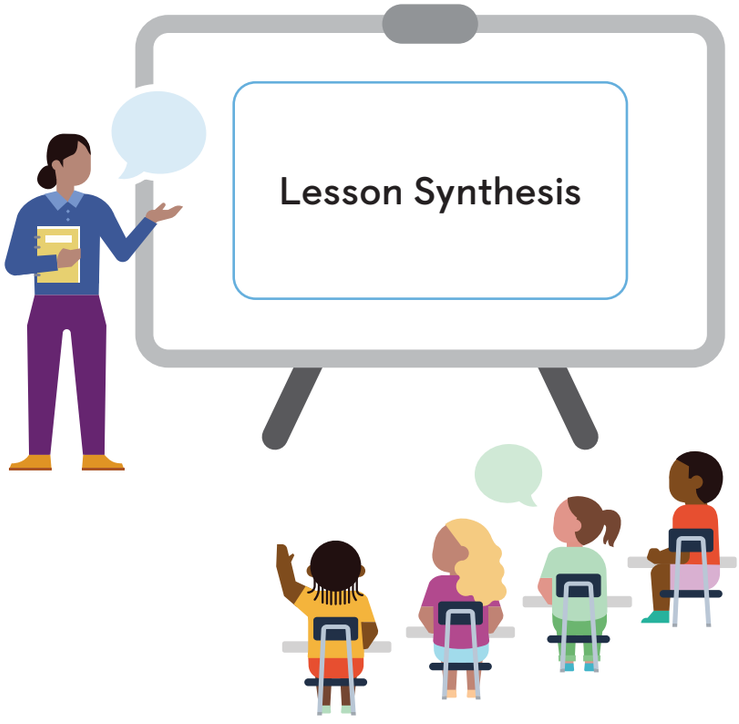
Whole Class | 10 min

Synthesis

Presentation Screens



Lesson Takeaway: Solid shapes have defining attributes that we can use to identify the shape. The shape of a solid shape's face and the number of vertices and edges can help to identify the shape.



Ask, "What could you say about these solid shapes?"

Say, "You can identify solid shapes by looking for the attributes that those shapes must have. For example, a triangular prism must have two triangular faces. A rectangular prism must have 6 rectangular faces."

Formalize vocabulary: triangular prism, rectangular prism

(optional) **Consider using the Word Connections: Making Predictions routine** with one or more of the new vocabulary words. Consider asking, "How can you use your understanding of the words triangular and prism to make a prediction as to what a *triangular prism* is?" Repeat for *rectangular prism*. ELPS 3.E

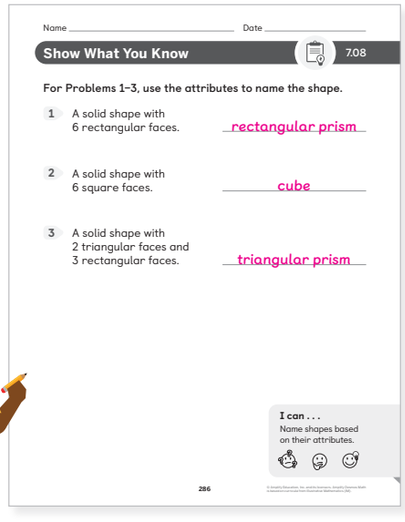
Refer to the *Math Language Development Resources* for a description of this routine and for more vocabulary support.

Invite students to refer to the **Summary** during Practice or anytime during the year.

Show What You Know (Optional)

Independent | 5 min

Show What You Know PDF


Name _____ Date _____

Show What You Know 7.08

For Problems 1–3, use the attributes to name the shape.

1. A solid shape with 6 rectangular faces. rectangular prism
2. A solid shape with 6 square faces. cube
3. A solid shape with 2 triangular faces and 3 rectangular faces. triangular prism

I can . . .
Name shapes based on their attributes.

286



Today's Goals

1. **Goal:** Identify the names of three-dimensional shapes based on their attributes, including triangular and rectangular prisms, spheres, cones, and cylinders.
   - In Problem 1–3 in the *Show What You Know*, students named a triangular prism, rectangular prism, and cube based on their attributes.
2. **Language Goal:** Describe the defining attributes of three-dimensional solids using formal geometric language. **(Listening, Speaking, and Writing)** ELPS 1.B, 2.B, 2.E, 4.C, 4.D, 4.F
3. **Language Goal:** Justify the name of a solid shape based on its attributes. **(Listening and Speaking)** ELPS 1.B, 2.B, 2.E

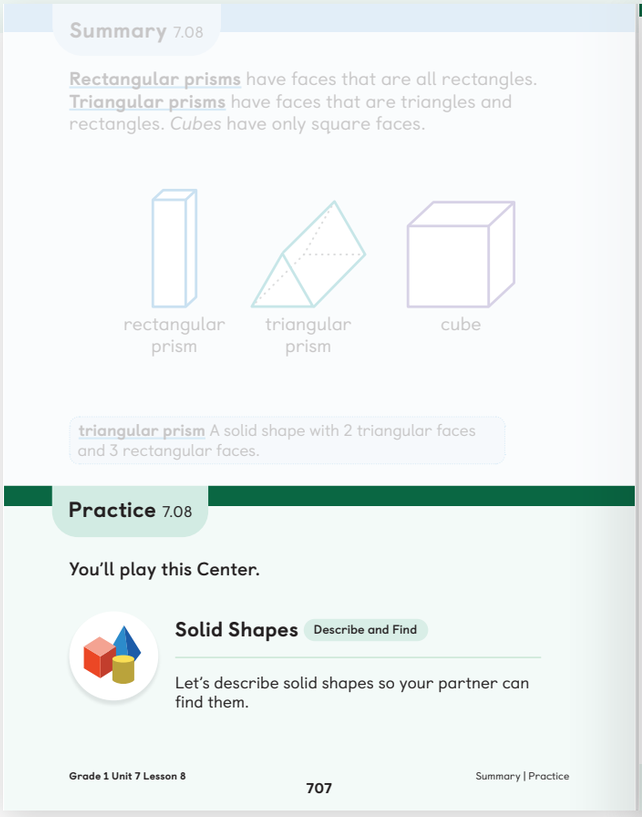
D **Differentiation** See the last page of the lesson for differentiation and Math Language Development support.

Practice

Independent

Provide students with sufficient practice to build and reinforce their conceptual understanding, fluency, and application of mathematical topics, assessment practice, and ongoing spiral review.

Students using print



Summary 7.08

Rectangular prisms have faces that are all rectangles. Triangular prisms have faces that are triangles and rectangles. *Cubes* have only square faces.

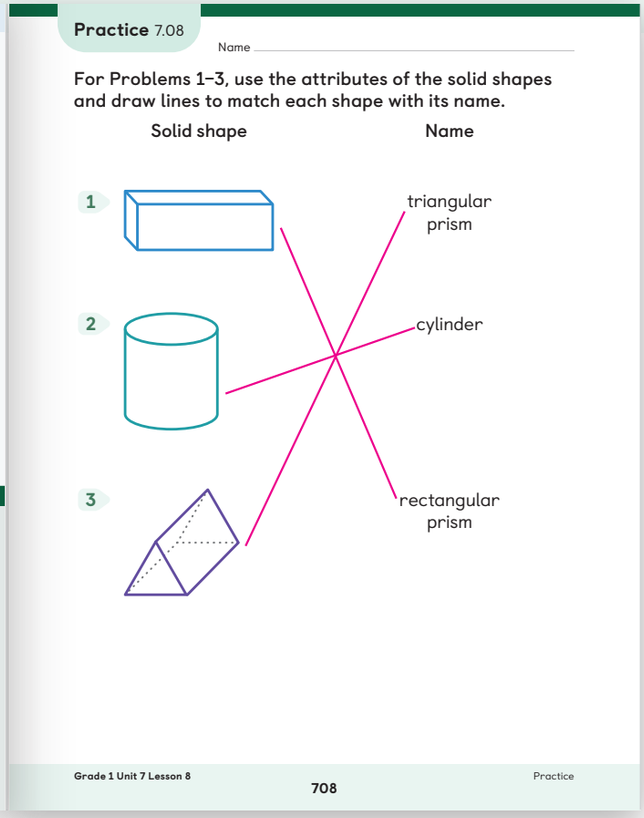
triangular prism A solid shape with 2 triangular faces and 3 rectangular faces.

Practice 7.08

You'll play this Center.

Solid Shapes Describe and Find

Let's describe solid shapes so your partner can find them.

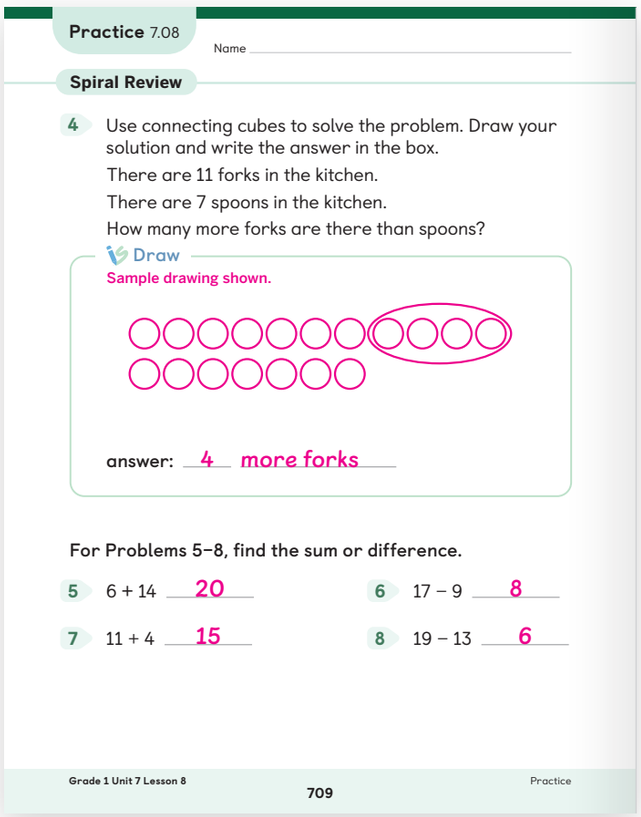


Practice 7.08

Name _____

For Problems 1–3, use the attributes of the solid shapes and draw lines to match each shape with its name.

Solid shape	Name
1	triangular prism
2	cylinder
3	rectangular prism



Practice 7.08

Name _____

Spiral Review

4 Use connecting cubes to solve the problem. Draw your solution and write the answer in the box.

There are 11 forks in the kitchen.

There are 7 spoons in the kitchen.

How many more forks are there than spoons?

Draw

Sample drawing shown.

answer: 4 more forks

For Problems 5–8, find the sum or difference.

5 6 + 14 20

6 17 – 9 8

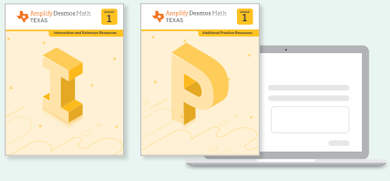
7 11 + 4 15

8 19 – 13 6

Practice Problem Item Analysis

	Problem(s)	DOK	TEKS
On-Lesson			
	1–3	1	1.6.E
Spiral Review			
	4	1	1.3.B
Fluency	5–8	1	1.3.D

Need more Practice?



Additional practice can be found in the **Practice Resources, Intervention and Extension Resources,** and online resources (item banks, Boost Personalized Learning, and Fluency Practice).

Pairs | 15 min

Introducing the Center
Solid Shapes, Describe and Find

Purpose: Students build their conceptual understanding of the attributes of three-dimensional shapes as they describe and recognize three-dimensional shapes.

Presentation Screen



Materials

Manipulative Kit:

- Display one set of geosolids.
- Distribute two sets of geosolids to each pair.
- Display a cylinder and a cone during the Connect.

Classroom materials:

- Record students' language on the *Words to Describe Solid Shapes* chart (from prior lessons) during the Connect.

Centers Resources:

- Display the Directions and a Work Mat.
- Distribute a Work Mat to each pair.

1 Launch

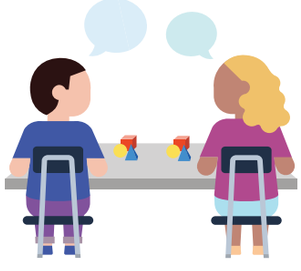


Display the Center materials and Directions.

Demonstrate how to play *Solid Shapes, Describe and Find*, by inviting a student to act as a partner. While demonstrating: ELPS 1.C

- **Say**, "You will learn a new way to play *Solid Shapes*."
- **Say**, "First, my partner will choose a shape, but they will not tell me which shape they have chosen."
- **Say**, "Next, my partner will describe their shape for me to guess." Have the student partner describe their shape.
- **Ask**, "Which shape could my partner be describing?"
- **Say**, "I will guess which shape my partner is describing. If I am correct, I will keep the shape."
- **Say**, "You and your partner will take turns choosing a shape and guessing each other's shapes. If you guess your partner's shape correctly, you will keep the shape. At the end, the person with more shapes wins."

2 Monitor



Observe how students describe the shapes, such as relating the shapes to familiar objects or describing the defining attributes of shapes.

3 Connect



Display a cylinder and a cone.

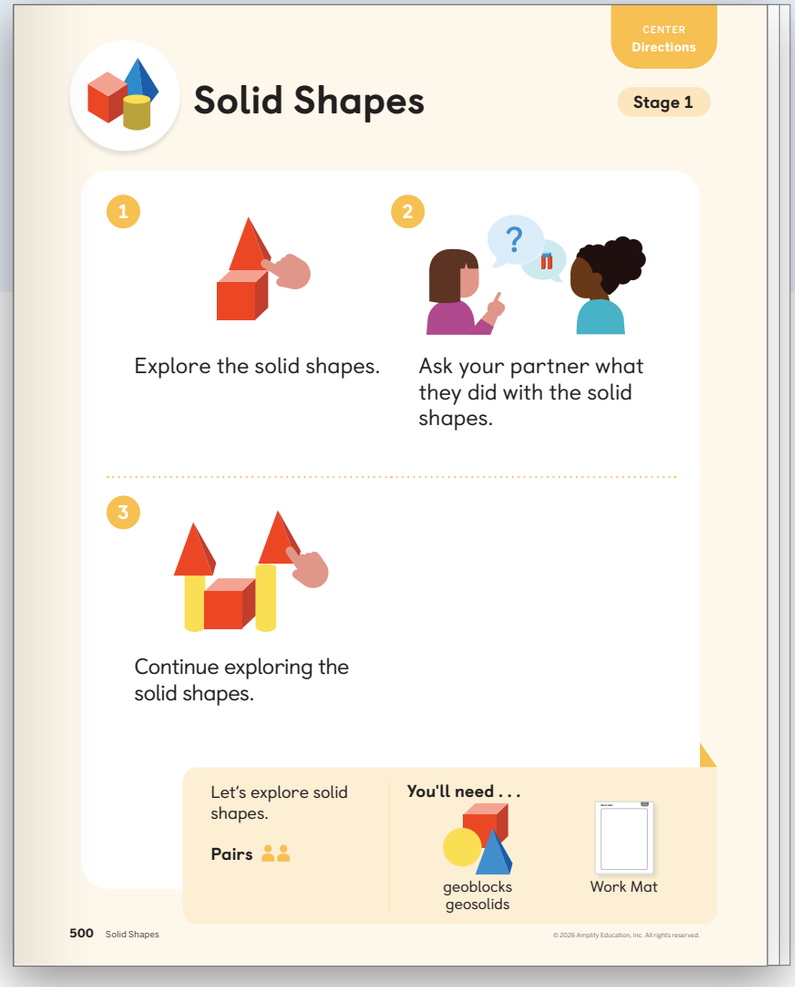
Say, "I told my partner that my shape has a face that looks like a circle, but my partner cannot decide which of these shapes I am describing." Point to the cylinder.

Ask, "What clues could I give to help my partner figure out that this is my shape?"

Record students' language and show connections to other words on the *Words to Describe Solid Shapes* chart. Remind students to continue to refer to and use the chart when describing solid shapes.

Key Takeaway: Say, "Solid shapes can have some parts that are the same and some parts that are different."

Centers Resource Book



CENTER Directions

Stage 1

Solid Shapes

1

Explore the solid shapes.

2

Ask your partner what they did with the solid shapes.

3

Continue exploring the solid shapes.

Let's explore solid shapes.

Pairs

You'll need . . .

geoblocks
geosolids

Work Mat

500 Solid Shapes

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Presentation Screen

D Differentiation | Teacher Moves

Look for students who . . .	For example . . .	Provide support . . .
Almost there Describe an attribute that all three-dimensional shapes share.	My shape is not flat.	**Support** Ask, "How is your shape different from the other shapes?"
Describe an attribute that some three-dimensional shapes share.	My shape can roll.	**Strengthen** Ask, "Does your clue help your partner know exactly which shape you are thinking of? What is another clue you could give to help your partner make their guess?"
Describe one or more attributes unique to the chosen three-dimensional shape.	My shape has 2 flat sides that look like circles. It is short and wide.	**Stretch** Ask, "Could your clues match with any other shape? How do you know?"

Differentiation Use after Lesson 8

Lesson Goal: Identify the names of three-dimensional shapes based on their attributes, including triangular and rectangular prisms, spheres, cones, and cylinders.

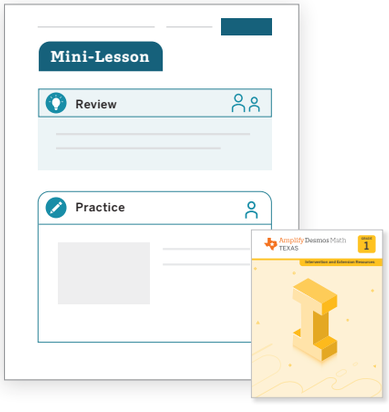
Support

Provide targeted intervention for students by using these resources.

If students incorrectly identify a solid shape:

Respond:

- Assign the *Identifying Rectangular and Triangular Prisms* Mini-Lesson. | 15 min
- Invite students to discuss the Activity 1 Monitor questions with a partner.



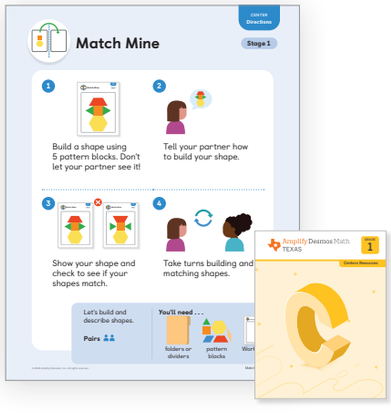
Strengthen

Reinforce students' understanding of the concepts assessed by using these resources.

If students identify a solid shape based on attributes:

Respond:

- Invite students to play these **Centers.** | 15 min
  Match Mine: Pattern Blocks
  Mystery Shape: Grade K Shapes
  Picture Books: Find and Describe Shapes
- Have students complete **Lesson 8 Practice.** | 15 min
- **Item Bank**



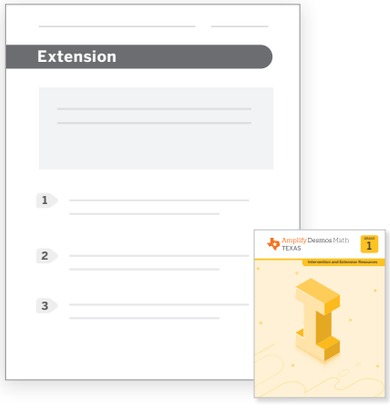
Stretch

Challenge students and extend their learning with these resources.

If students identify a solid shape based on attributes and describe additional attributes:

Respond:

- Invite students to explore the **Sub-Unit 1 Extension Activities.** | 15 min
- Revisit Activity 1 and invite students to respond to the **Stretch** question from the *Differentiation: Teacher Moves* table. | 5 min



Support, *Strengthen*, and *Stretch* learning by assigning these digital resources that adjust to each student's current level of skill and understanding.
• **Boost Personalized Learning** • **Fluency Practice** • **Math Adventures**

Math Language Development

EB Use the **Math Language Development Resources** for further language support with all your students, including those building English proficiency.

- English/Spanish cognates
- Frayer Model templates
- Vocabulary routines





Professional Learning

In the next sub-unit, students will partition shapes into equal parts. What real world examples of partitioning shapes can you identify as examples of how students could use this skill in real life?

Notes:

Assess and Respond

Support, strengthen, and stretch learning by assigning these digital resources that adjust to each student's current level of skill and understanding: • **Boost Personalized Learning** • **Fluency Practice** • **Math Adventures**

Quiz: Sub-Unit 1

Independent | 20 min

Facilitation: Assign this Sub-Unit Quiz at the end of Sub-Unit 1 to evaluate students' proficiency with the key concepts and skills addressed in this sub-unit. Read aloud the problems to students as needed.

Classroom materials: Provide access to straightedges.

Item Analysis

Problem	Concept or skill	DOK	TEKS
1	Sorting two-dimensional shapes based on defining attributes	1	1.6.A, 1.6.B 1.1.G
2	Drawing two-dimensional shapes that look different but share attributes	2	1.6.C 1.1.G
3	Recognizing two-dimensional shapes based on defining attributes	1	1.6.D 1.1.G
4	Recognizing three-dimensional shapes based on defining attributes	1	1.6.E 1.1.G

Assessment Resources



- Student Print Assessments
- Answer Keys and Rubrics

Differentiation Resources





Intervention and Extension Resources include:

- Mini-Lessons • Extensions

Centers Resources includes:

- Centers

Practice

During Sub-Unit 2, if students need further review or practice with concepts or skills, consider the following resources:

- Lesson Practice (Print and Digital)
- Item Bank (Digital)

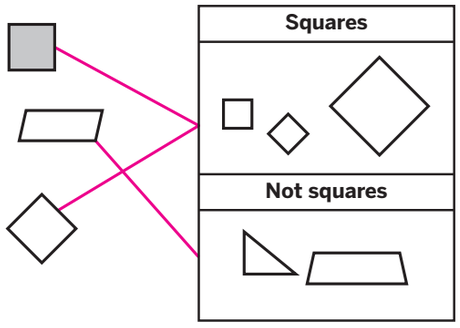
Assessment Resource PDF

Name _____ Date _____

Quiz: Sub-Unit 1

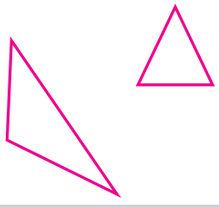
Unit 1.7

1 Some shapes were sorted into categories. 3 shapes were not sorted. Draw a line to show which category each shape belongs to.



2 Draw **TWO** shapes that look different but are both triangles. Sample response shown.

Draw



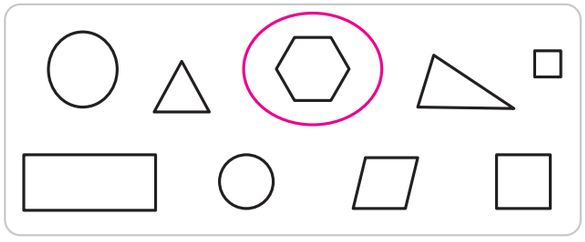
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Name _____ Date _____

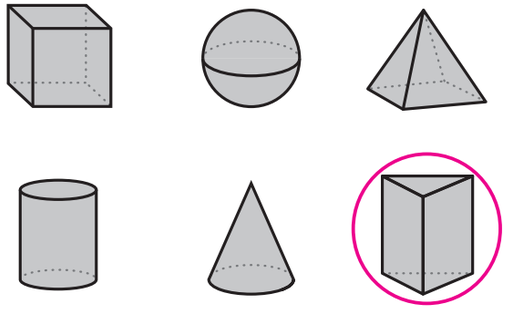
Quiz: Sub-Unit 1 (continued)

Unit 1.7

3 Circle the hexagon.



4 Circle the triangular prism.



D Differentiation (Quiz: Sub-Unit 1)

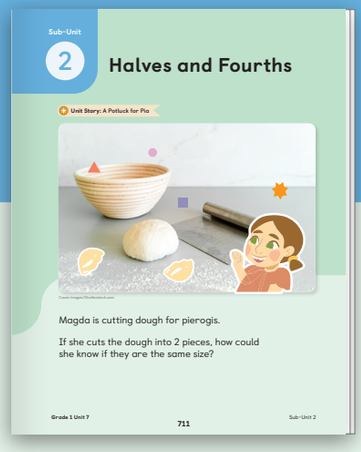
To **Strengthen** and **Stretch** students' learning, refer to the differentiation resources suggested throughout this Sub-Unit.

Sub-Unit Goal	Problem	Respond to Student Thinking
Sub-Unit 1: Compose and compare two- and three-dimensional shapes and identify and describe their defining attributes.	1	**Support** • **Mini-Lesson:** *Finding Common Attributes in Two-Dimensional Shapes* (ML 7.02) • **Teacher Move:** Review the problem. Provide an opportunity for students to share the attributes of squares, rhombuses, and rectangles.
	2	**Support** • **Mini-Lesson:** *Creating Two-Dimensional Shapes* (ML 7.05) • **Center:** *Can You Draw It?, Grade 1 Shapes* • **Teacher Move:** Review the problem. Provide an opportunity for students to discuss the attributes of triangles.
	3	**Support** • **Mini-Lesson:** *Identifying Rhombuses and Hexagons* (ML 7.04) • **Center:** *Mystery Shape: Grade 1 Shapes* • **Teacher Move:** Review the problem. Provide an opportunity for students to discuss the attributes of hexagons.
	4	**Support** • **Mini-Lesson:** *Identifying Rectangular and Triangular Prisms* (ML 7.08) • **Teacher Move:** Review the problem. Provide an opportunity for students to discuss the attributes of triangular prisms.

Notes:

Sub-Unit 2

Halves and Fourths



Sub-Unit 2 Goals

- Partition shapes into halves and fourths and describe the equal parts.

Progression of TEKS in Sub-Unit 2

- **Lessons 9 and 10:** Students partition circles and rectangles into fourths and halves.
- **Lesson 11:** Students partition in different ways and identify halves and fourths.

Sub-Unit 2 Progression	Lesson 9	Lesson 10	Lesson 11
Geometry and Measurement			
TEKS 1.6.G	●	●	●
TEKS 1.6.H	○	●	●

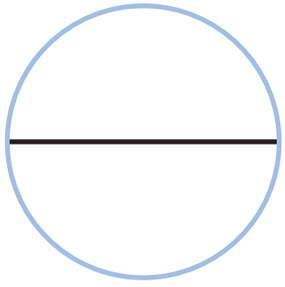
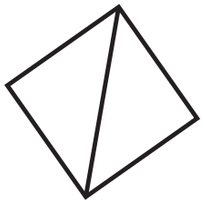
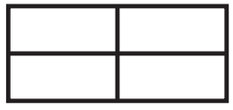
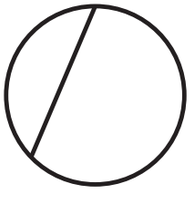
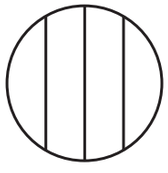
Coming Up Next

- **Sub-Unit 3, Lessons 12–16:**
  - » Geometry and Measurement: **TEKS 1.7.E**

Math That Matters Most

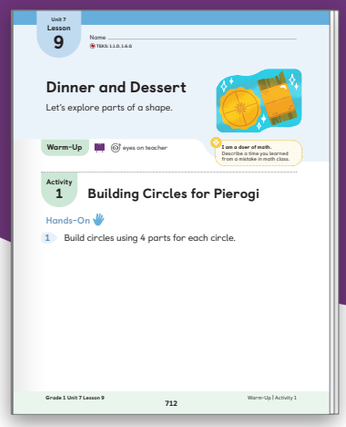
Sub-Unit 2: Partition shapes into halves and fourths and describe the equal parts.

Progression of Strategies, Skills, or Language

Progression	For example . . .	
Partitioning shapes into equal parts.	I drew 1 line to split the circle into 2 equal parts. 	I drew 2 lines to split the circle into 4 equal parts. 
Determining if shapes are split into halves and fourths.	This shape is split into halves because both parts are the same size. 	This shape is split into fourths because all 4 parts are the same size. 
Identifying non-examples of halves and fourths.	This shape is not split into halves because the parts are different sizes. 	This shape is not split into fourths because the parts are different sizes. 

Unit 7
Lesson
9

Student Edition pages and Presentation Screens support learning in this lesson.



Dinner and Dessert

Partitioning Circles and Rectangles Into Fourths

Let's explore parts of a shape.

Key Concepts

Today's Goals

1. **Goal:** Determine if circles or rectangles are partitioned into fourths.
2. **Goal:** Partition circles and rectangles into fourths.
3. **Language Goal:** Describe the parts of a shape using words. **(Listening and Speaking)** **ELPS 1.B, 2.B, 2.E**

Connections and Coherence

Students compose circles from a variety of different-sized parts and notice the difference between equal and unequal parts. They then partition squares and non-square rectangles into 4 equal parts and refer to these equal parts as **fourths**. This is students' first formal experience with partitioning shapes into equal parts, which sets the foundation for later work with fractions. **(TEKS 1.1.D)**

Prior Learning

In Sub-Unit 1, students worked with two-dimensional shapes, including squares and rectangles.

Future Learning

In Lesson 10, students will partition shapes into halves.

Integrating Rigor in Student Thinking

- Students build their **conceptual understanding** of fourths as 4 equal parts of a whole.
- Students **apply** their knowledge of composing two-dimensional shapes to build circles.

Vocabulary

New Vocabulary

fourths

Review Vocabulary

circle

equal

rectangle

TEKS

Addressing

1.6.G

Partition two-dimensional figures into two and four shares or equal parts and describe the parts using words.

Math Process Standards: 1.1.D, 1.1.F, 1.1.G

ELPS: 1.B, 2.B, 2.C, 2.D, 2.E, 3.D, 3.E, 3.F

Building Toward

2.3.A

Building Math Identity

I am a doer of math.

Describe a time when you learned from a mistake in math class.

Invite students to reflect on this question as they complete this lesson.

Lesson at a Glance 60 min

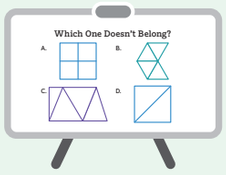
TEKS: 1.1.D, 1.1.F, 1.1.G, 1.6.G

Warm-Up

Whole Class | 10 min

Students use the **Which One Doesn't Belong?** routine to identify similarities and differences between composite shapes that have equal and unequal parts. They should be encouraged to use precise language as they give their reasons for the one they chose. **(TEKS 1.1.F, 1.1.G)**

Additional Prep Prepare: *Words to Describe Parts of Shapes* chart



Activity 1

Pairs | 10 min

Students use pre-cut circle parts of different sizes to compose 3 circles, each with 4 parts. They notice that a circle can be composed of 4 equal parts or 4 unequal parts.

Note: The Student Edition is not required for this activity.
Materials: Activity 1 PDF
Additional Prep Cut out: Activity 1 PDF

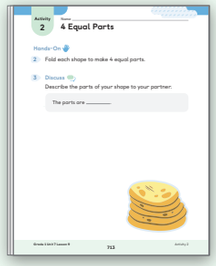


Activity 2

Pairs | 20 min

Students fold rectangles and squares to partition the shapes into 4 equal parts and describe the parts with words. The term **fourths** is introduced in the Connect.

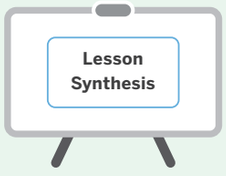
Note: The Student Edition is not required for this activity.
Materials: Activity 2 PDF (optional) index cards (optional), sticky notes (optional)
Additional Prep Cut out: Activity 2 PDF (optional)



Synthesis

Whole Class | 5 min

Students review and reflect on what is the same and different about 2 different shapes that are partitioned into fourths to recognize that fourths of different wholes may not look the same.

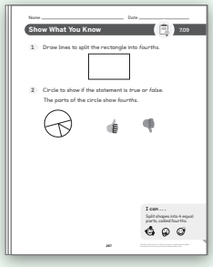


Show What You Know (optional)

Independent | 5 min

Students demonstrate their understanding by partitioning a rectangle into fourths and determining if a circle is split into fourths.

Materials: *Show What You Know* PDF



Center Choice Time

Small Groups | 15 min

Students have an opportunity to revisit these Centers to practice identifying and describing two- and three-dimensional shapes.

- Can You Draw It?
- How Are They the Same?
- Solid Shapes



Math Language Development

EB Emergent Bilinguals

Consider using the *Math Language Development Resources* with the **Activity 2, Monitor** to support math language acquisition.



- ✓ Cognates
- ✓ Frayer model
- ✓ Visuals
- ✓ Sentence frames and word bank

ELPS 1.B, 1.E, 2.C, 2.D, 2.E, 2.F

Pre-Production	Beginning	Intermediate	High Intermediate	Advanced
Students **listen** to spoken English and **respond** using their primary languages and gestures.	Students **listen** to spoken English and **speak** using their primary languages, gestures, and single words or short phrases.	Students **listen** to spoken English and **speak** using short phrases or simple sentences.	Students **listen** to spoken English and **speak** using a variety of sentence types.	Students **listen** to spoken English and **speak** using longer sentences. Exemplar responses are provided.

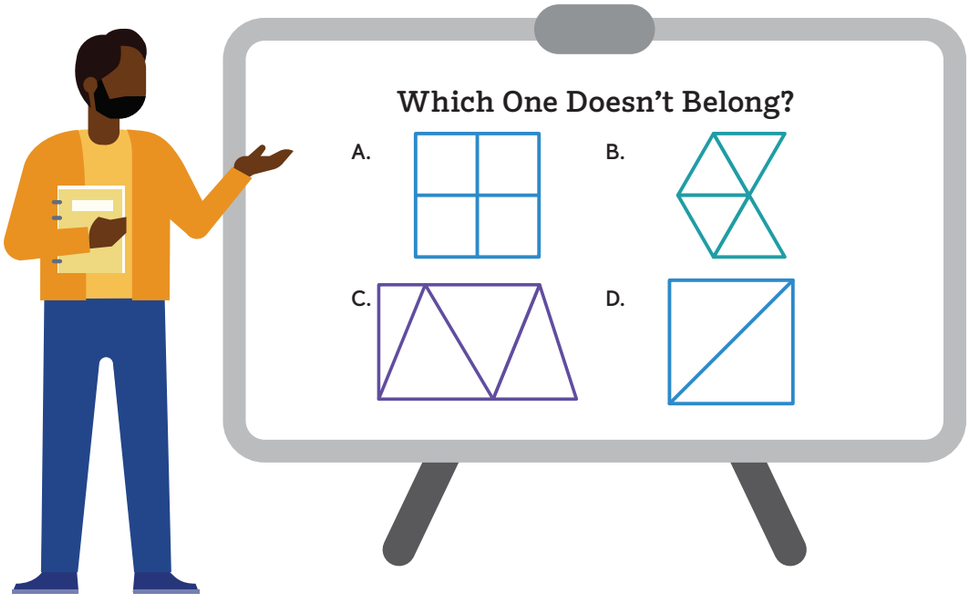
Whole Class | 10 min

Presentation Screens



Warm-Up Which One Doesn't Belong?

Purpose: Students analyze and compare two-dimensional composite shapes to prepare them for discussing equal parts in Activity 1.



1 Launch

Display the 4 shapes.

Use the Which One Doesn't Belong? routine.

Say, "Choose one that doesn't belong. Be ready to share your reasoning."



2 Connect

Record students' responses as they share.

Ask, "What do Shapes A and B have in common?"

Say (if not yet mentioned during discussion), "Shapes A and B are each split into 4 parts that are the same size, or equal."

Record students' language used to describe the parts of the shapes on the *Words to Describe Parts of Shapes* chart.

Note: Keep the *Words to Describe Parts of Shapes* chart displayed for the remainder of the unit.

Students might say . . . ELPS 2.C, 2.D, 2.E

A: *This shape is the only one made of squares.*

B: *The shape has 6 sides and the rest have 4 sides.*

C: *The shapes inside the shape are different.*

D: *This shape is made of 2 parts and the rest are made of 4 parts.*

Pairs | 10 min

Activity 1 Building Circles for Pierogi

Purpose: Students compose circles using 4 parts of varying sizes to recognize that a shape can be composed from equal or unequal parts.

Presentation Screens



Materials

Lesson Resources:

- Distribute one set of 12 pre-cut circle parts from the Activity 1 PDF to each pair during the Launch.

Classroom materials:

- Display and add language to the *Words to Describe Parts of Shapes* chart during the Connect.

1 Launch



Say, "Magda's family invited Pia's family over for dinner. In preparation for dinner, they rolled out pierogi dough and then cut it into circles. While no one was looking, Magda's little sister quietly snuck into the kitchen and sliced each circle of pierogi dough into 4 parts. Her family had to quickly put the parts back together in circles so that the pierogis would be ready when Pia's family arrived."

Read aloud Problem 1.

2 Monitor



While students complete the activity, refer to the D **Differentiation | Teacher Moves** table on the following page.

If students need help getting started . . .

- Ask, "In your own words, what do you need to do?"
- Ask, "Which parts would you like to try to put together first?"

A **Accessibility: Memory and attention** Chunk this task into smaller, more manageable parts by having pairs start with only enough circle parts to build 2 circles. After building those circles, provide the third set of circle parts.

3 Connect



Display a student circle built with 4 unequal parts and a circle built with 4 equal parts.

Ask, "What do you notice about these 2 circles?"

MLR **MLR2: Collect and Display** ELPS 3.D, 3.E, 3.F

- Collect students' language used to describe the parts of the circles, such as *different-sized parts, same-sized parts, equal parts*, and *unequal parts*.
- Add the language students use to the *Words to Describe Parts of Shapes* chart.

EB **Emergent Bilinguals** Add diagrams or visual examples of the words students use to describe the parts of shapes to the class display. ELPS 3.D, 3.F

Key Takeaway: Say, "You can build a circle from parts that are the same size or different sizes. If parts are the same size and shape, they are equal."

Student Edition

Unit 7
Lesson
9

Name _____

TEKS: 1.1.D, 1.6.G

Dinner and Dessert

Let's explore parts of a shape.



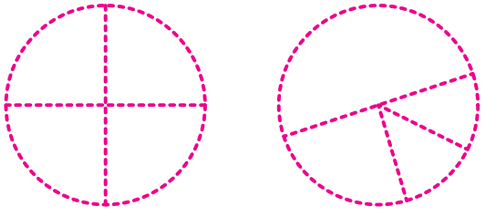
Warm-Up eyes on teacher

I am a doer of math.
Describe a time you learned from a mistake in math class.

Activity 1 **Building Circles for Pierogi**

Hands-On

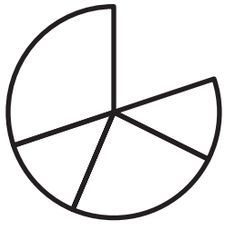
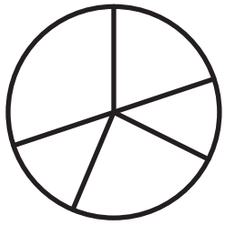
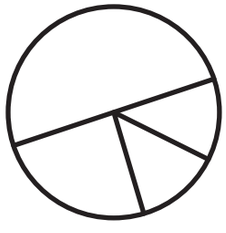
1 Build circles using 4 parts for each circle.
Answers may vary but should show circles built with 4 parts.



Grade 1 Unit 7 Lesson 9 712 Warm-Up | Activity 1

Presentation Screens

D Differentiation | Teacher Moves

Look for students who . . .	For example . . .	Provide support . . .
Almost there Build an incomplete circle with 4 parts.		**S Support** Ask, "Describe what you built. What could you change to make a circle with 4 parts?"
Almost there Build a circle with more than 4 parts.		
Build a circle with 4 parts.		**S Strengthen** Ask, "What do you notice about the size of your parts? Which part could be used 4 times to make 1 whole circle?"

Pairs | 20 min

Activity 2 4 Equal Parts

Purpose: Students fold paper shapes into 4 equal parts to develop language to describe the equal parts of shapes using words.

Presentation Screens



Materials

Lesson Resources:

- Distribute one rectangle and one square from the Activity 2 PDF to each pair during the Launch (optional).

Classroom materials:

- Distribute one index card and one sticky note to each pair during the Launch, if not using the Activity 2 PDF.

Short on time? Consider having students fold only 1 shape.

1 Launch



Say, "Pia's family brought a dessert called tiramisu to Magda's family's apartment to eat after dinner. When they finished eating dinner, Pia's dad sliced the tiramisu into equal parts."

Use the Think-Pair-Share routine. Ask, "Why would it be important to make the parts equal?"

Read aloud Problems 2 and 3.

A **Accessibility: Memory and attention** Chunk this task into smaller, more manageable parts by having students pause after each fold and record how many parts they have made. This will help students keep track of their folds so they do not make more or less than 4 equal parts.

2 Monitor



After students have completed **Problem 2**, refer to the D **Differentiation | Teacher Moves** table on the following page.

If students need help getting started . . .

- Ask, "In your own words, what do you need to do?"
- Ask, "Fold the shape. How many equal parts are there? Will you need to fold it again?"

3 Connect



Invite a pair to share how they partitioned their square and their response to Problem 3 using Row 3 in the *Differentiation* table.

Ask, "Did anyone split their square into 4 equal parts in a different way?" Repeat these steps with a rectangle.

Say, "When a shape is split into 4 equal parts, those parts are called **fourths** or quarters." Record the words *fourths* and *quarters* on the *Words to Describe Parts of Shapes* chart, alongside a picture for each.

Key Takeaway: Say, "You can split shapes into 4 equal parts, or *fourths*, in different ways."

Student Edition

Activity 2

Name _____

4 Equal Parts

Hands-On

2 Fold each shape to make 4 equal parts. Folds will vary.

3 Discuss Oral activity: No writing expected.

Describe the parts of your partner.

The parts are _____.

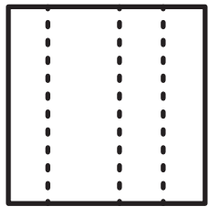
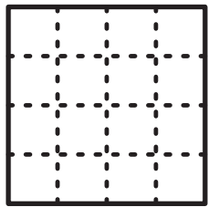
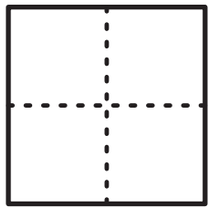
Sample responses shown.

The parts are all equal.
The parts are all the same shape.
There are 4 equal parts.



Presentation Screens

D Differentiation | Teacher Moves

Look for students who . . .	For example . . .	Provide support . . .
Almost there Create 4 unequal parts.		**Support** Ask, "Would 4 people be able to share the parts you made equally? How do you know?"
Almost there Create more than 4 equal parts.		**Support** Give the student a new copy of the shape to fold. Ask, "How could you fold this into exactly 4 equal parts?"
Create 4 equal parts.		**Stretch** Ask, "How could you create 4 equal parts of this shape in a different way?"

Whole Class | 5 min

Presentation Screen



Synthesis

Lesson Takeaway: When a shape is partitioned into 4 equal parts, those parts are called **fourths**, or *quarters*. Fourths can look different in different shapes and shapes can be partitioned into fourths in different ways.



Ask:

- "What is alike about these shapes?"
- "What is different about these shapes?"

Say, "The fourths of different shapes can look different but you can tell a shape is split into fourths if the 4 parts are equal."

Formalize vocabulary: A **fourth** is each part of a shape that is partitioned into 4 equal parts.

(optional) **Consider using the Word Connections: Making Predictions routine** with the word **fourth**. Consider asking, "Make a prediction as to how the words *four* and *fourth* are alike and different." Listen for student responses that demonstrate understanding of how the letters *-th* are added to the end of the word four to describe a part of a shape. **ELPS 3.E, 3.F**

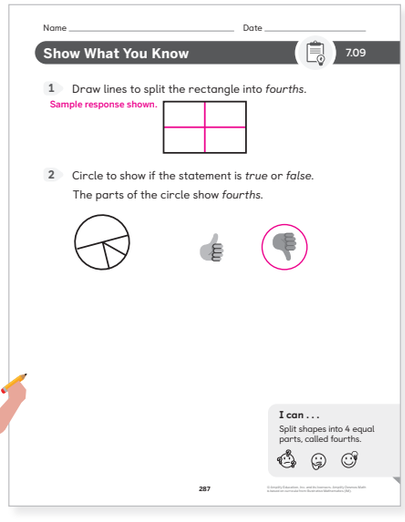
Refer to the *Math Language Development Resources* for a description of this routine an for more vocabulary support.

Invite students to refer to the **Summary** during Practice or anytime during the year.

Show What You Know (Optional)

Independent | 5 min

Show What You Know PDF


Name _____ Date _____

Show What You Know 7.09

1 Draw lines to split the rectangle into *fourths*.
Sample response shown.

2 Circle to show if the statement is *true* or *false*.
The parts of the circle show *fourths*.

I can . . .
Split shapes into 4 equal parts, called fourths.

287

Today's Goals

1. **Goal:** Determine if circles or rectangles are partitioned into fourths.
   - In Problem 2 in the *Show What You Know*, students determined if a circle is partitioning into fourths.
2. **Goal:** Partition circles and rectangles into fourths.
   - In Problem 1 in the *Show What You Know*, students partitioned a rectangle into fourths.
3. **Language Goal:** Describe the parts of a shape using words. **(Listening and Speaking)** **ELPS 1.B, 2.B, 2.E**

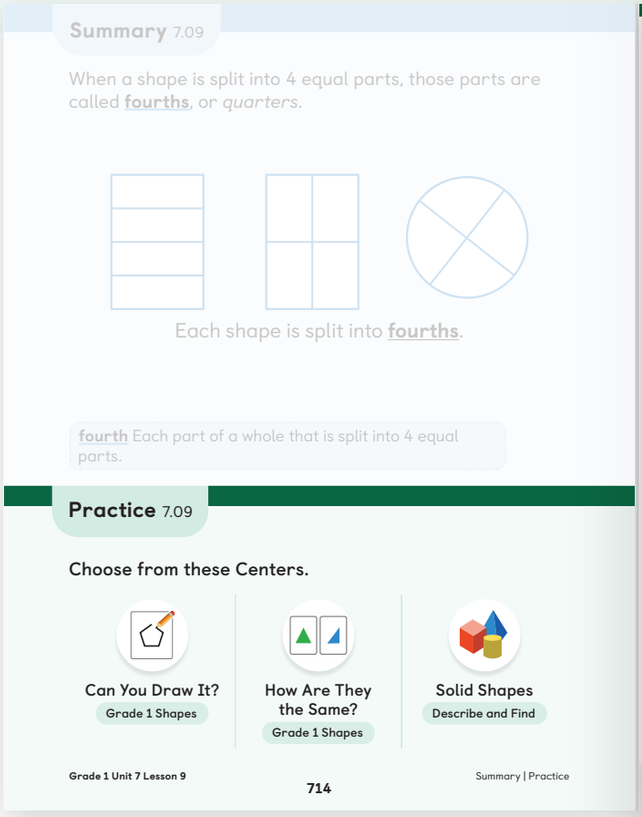
D **Differentiation** See the last page of the lesson for differentiation and Math Language Development support.

Practice

Independent

Provide students with sufficient practice to build and reinforce their conceptual understanding, fluency, and application of mathematical topics, assessment practice, and ongoing spiral review.

Students using print



Summary 7.09

When a shape is split into 4 equal parts, those parts are called **fourths**, or *quarters*.

Each shape is split into **fourths**.

fourth Each part of a whole that is split into 4 equal parts.

Practice 7.09

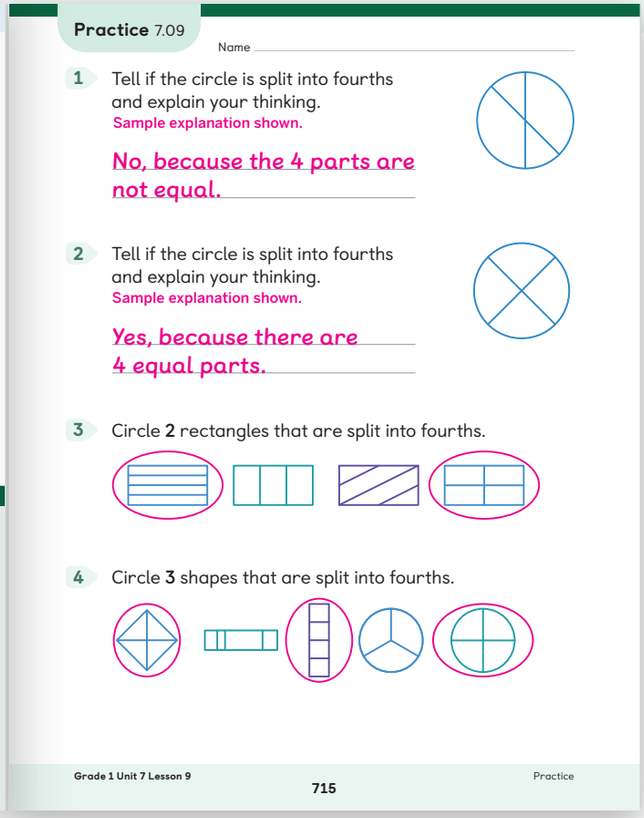
Choose from these Centers.

Can You Draw It? — Grade 1 Shapes

How Are They the Same? — Grade 1 Shapes

Solid Shapes — Describe and Find

Grade 1 Unit 7 Lesson 9 714 Summary | Practice



Practice 7.09

Name

1 Tell if the circle is split into fourths and explain your thinking.
Sample explanation shown.

No, because the 4 parts are not equal.

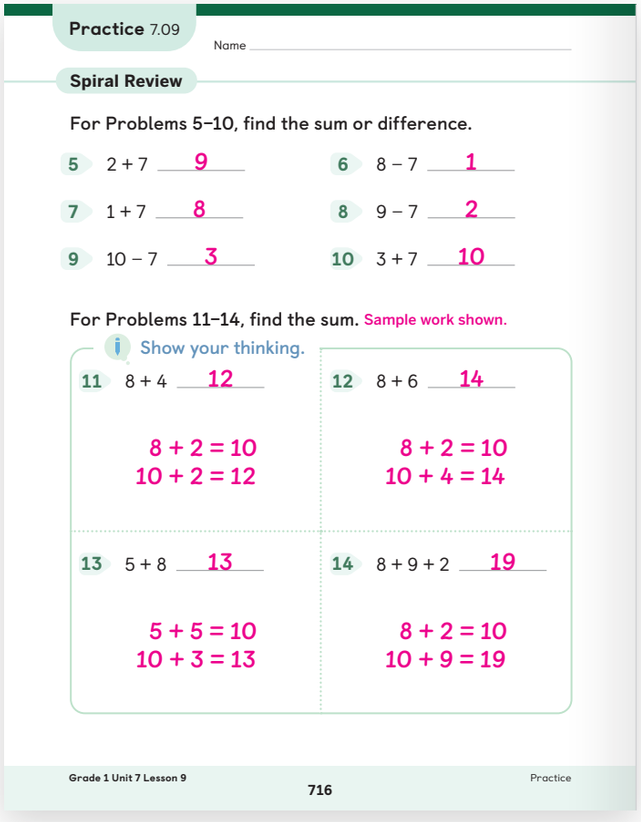
2 Tell if the circle is split into fourths and explain your thinking.
Sample explanation shown.

Yes, because there are 4 equal parts.

3 Circle **2** rectangles that are split into fourths.

4 Circle **3** shapes that are split into fourths.

Grade 1 Unit 7 Lesson 9 715 Practice



Practice 7.09

Name

Spiral Review

For Problems 5–10, find the sum or difference.

5 2 + 7 = 9

6 8 − 7 = 1

7 1 + 7 = 8

8 9 − 7 = 2

9 10 − 7 = 3

10 3 + 7 = 10

For Problems 11–14, find the sum. Sample work shown.

Show your thinking.

11 8 + 4 = 12

8 + 2 = 10
10 + 2 = 12

12 8 + 6 = 14

8 + 2 = 10
10 + 4 = 14

13 5 + 8 = 13

5 + 5 = 10
10 + 3 = 13

14 8 + 9 + 2 = 19

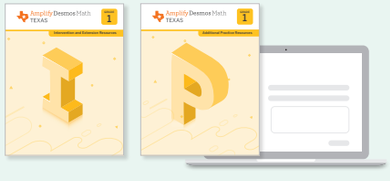
8 + 2 = 10
10 + 9 = 19

Grade 1 Unit 7 Lesson 9 716 Practice

Practice Problem Item Analysis

	Problem(s)	DOK	TEKS
On-Lesson			
	1, 2	2	1.6.H
	3, 4	1	1.6.H
Spiral Review			
Fluency	**5–14**	1	1.3.D

Need more Practice?



Additional practice can be found in the **Practice Resources, Intervention and Extension Resources,** and online resources (item banks, Boost Personalized Learning, and Fluency Practice).

Center Choice Time

Presentation Screen



Purpose: Use this time to support students working in Centers, gather formative assessment data, or work with a small group of students on targeted skills.

Can You Draw It?

Grade 1 Shapes

Pairs | 15 min | 1.6.B, 1.6.C

Students describe and draw two-dimensional shapes.

Materials

- straightedges **(Classroom materials)**
- Directions, Recording Sheet, Shape Cards (Grade 1) **(Centers Resources)**

Corresponds with the checklist from Unit 7, Sub-Unit 1.

How Are They the Same?

Grade 1 Shapes

Small Groups | 15 min | 1.6.A, 1.6.C

Students find shapes with common attributes and draw new shapes with the shared attribute.

Materials

- straightedges **(Classroom materials)**
- Directions, Recording Sheet, Shape Cards (Grade 1) **(Centers Resources)**

Corresponds with the checklist from Unit 7, Sub-Unit 1.





Use Centers as games to offer fun and engaging ways for students to practice math skills.

GAMES

Solid Shapes

Describe and Find

Small Groups | 15 min | K.6.B, 1.6.E

Students describe and recognize three-dimensional shapes.

Materials

- geosolids **(Manipulative Kit)**
- Directions, Work Mat **(Centers Resources)**

Corresponds with the checklist from Unit 7, Sub-Unit 1.

D Differentiation | Teacher Moves

Work with students in their Centers by:

- Reinforcing Center routines and positive interactions.
- Asking probing questions to propel student thinking forward.
- Recording observations using the checklist provided.

Consider pulling a small group of students for:

- Reviewing the lesson's learning goal by using the *Mini-Lesson* or the supports provided in the lesson.
- Reviewing essential skills from prior lessons or units.





Differentiation Use after Lesson 9

Lesson Goal: Partition circles and rectangles into fourths.

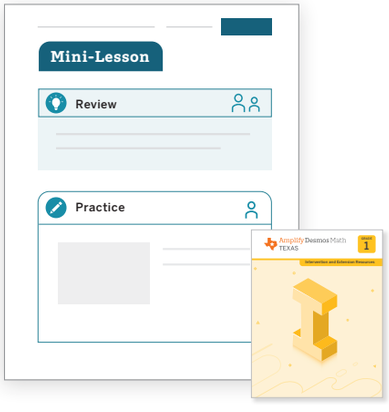
Support

Provide targeted intervention for students by using these resources.

If students partition in 4 unequal parts:

Respond:

- Assign the *Splitting Shapes Into Fourths* Mini-Lesson. | 15 min
- Review Row 1 of the Activity 2 *Differentiation: Teacher Moves* table.



Strengthen

Reinforce students' understanding of the concepts assessed by using these resources.

If students partition in 4 equal parts:

Respond:

- Invite students to play these **Centers.** | 15 min
  Can You Draw It?: Grade K Shapes
  Can You Draw It?: Grade 1 Shapes
  Mystery Shape: Grade K Shapes
- Have students complete **Lesson 9 Practice.** | 15 min
- **Item Bank**



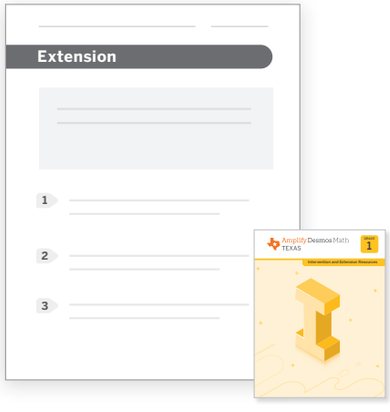
Stretch

Challenge students and extend their learning with these resources.

If students partition in 4 equal parts in more than 1 way:

Respond:

- Invite students to explore the **Sub-Unit 2 Extension Activities.** | 15 min
- Revisit Activity 2 and invite students to respond to the **Stretch** question from the *Differentiation: Teacher Moves* table. | 5 min



Support, *Strengthen*, and *Stretch* learning by assigning these digital resources that adjust to each student's current level of skill and understanding.
• **Boost Personalized Learning** • **Fluency Practice** • **Math Adventures**

Math Language Development

EB Use the **Math Language Development Resources** for further language support with all your students, including those building English proficiency.

- English/Spanish cognates, e.g., **equal/igual**
- Frayer Model templates
- Vocabulary routines



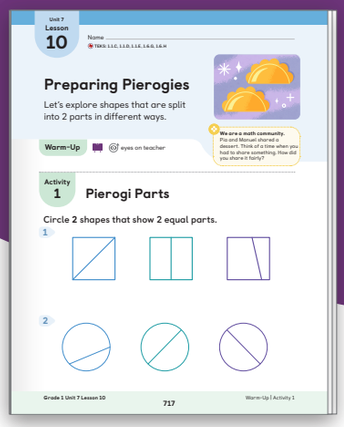


Professional Learning

How does this work build the foundation for understanding fractions in later grades? How is this introductory work different from the work students will do with fractions as numbers, beginning in Grade 3?

Unit 7
Lesson
10

Student Edition pages and Presentation Screens support learning in this lesson.



Preparing Pierogies

Partitioning Circles and Rectangles Into Halves

Let's explore shapes that are split into 2 parts in different ways.

Key Concepts

Today's Goals

1. **Goal:** Determine if circles or rectangles are partitioned into halves.
2. **Goal:** Partition circles and rectangles into halves.
3. **Language Goal:** Explain the difference between an example and a non-example of a half. **(Listening and Speaking)** ELPS 1.B, 2.B, 2.E

Connections and Coherence

Students extend their understanding of equal parts as they analyze two-dimensional shapes and determine which are partitioned into 2 equal parts, called **halves**, and which are not equal parts. They also draw lines to partition shapes into 2 equal parts and recognize that the same shape can be partitioned into halves in different ways. **(TEKS 1.1.C, 1.1.D, 1.1.E)**

Prior Learning

In Lesson 9, students partitioned shapes into fourths and explained how they knew the 4 parts were equal.

Future Learning

In Lesson 11, students will partition shapes into halves and fourths in different ways and identify whether partitioned shapes show halves or fourths.

Integrating Rigor in Student Thinking

- Students build their **conceptual understanding** of halves as 2 equal parts of a whole.

Vocabulary

New Vocabulary

a half/halves

Review Vocabulary

attribute
equal
fourths
whole

TEKS

Addressing

1.6.G

Partition two-dimensional figures into two and four **shares or equal parts and describe the parts using words.**

Also Addressing: **1.6.H**

Math Process Standards: 1.1.C, 1.1.D, 1.1.E

ELPS: 1.B, 1.E, 1.F, 2.B, 2.C, 2.D, 2.E, 3.D, 3.F, 4.B

Building Toward

2.3.A

2.3.D

Building Math Identity

We are a math community.
Pia and Manuel shared a dessert. Think of a time when you had to share something. How did you share it fairly?

Invite students to reflect on this question as they complete this lesson.

Lesson at a Glance

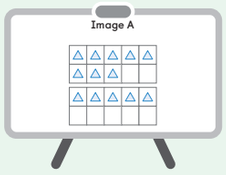
60 min

TEKS: 1.1.C, 1.1.D, 1.1.E, 1.6.G, 1.6.H

Warm-Up

Whole Class | 10 min

Students use the **How Many Do You See?** routine, in which they look at and describe different arrangements of triangles in 10-frames. **(TEKS 1.1.D)**

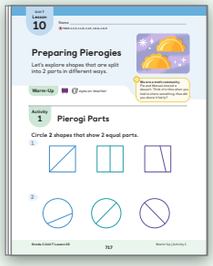


Activity 1

Pairs | 10 min

Students analyze squares, circles, and rectangles with a line partitioning them into 2 equal parts or 2 unequal parts. They determine which shapes are partitioned into equal parts and are then introduced to the term **halves** during the Connect.

Materials: *Words to Describe Parts of Shapes* chart

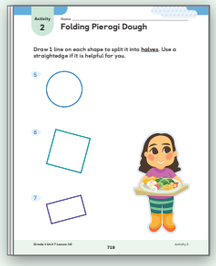


Activity 2

Independent | 20 min

Students draw lines on shapes to partition them into halves. They share how they partitioned the shapes and recognize that shapes can be partitioned into halves in different ways.

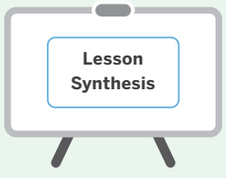
Materials: *Activity 2* PDF, (as needed), markers (as needed), scissors (as needed), straightedge (as needed)



Synthesis

Whole Class | 5 min

Students review and reflect on when it could be important to partition a shape into halves.

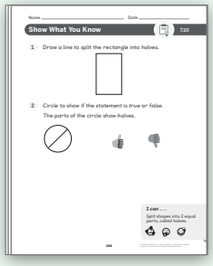


Show What You Know (optional)

Independent | 5 min

Students demonstrate their understanding by partitioning a rectangle into halves and determining if a circle is split into halves.

Materials: *Show What You Know* PDF



Center Choice Time

Small Groups | 15 min

Students have an opportunity to revisit these Centers to practice identifying and describing shapes using precise language.

- Can You Draw It?
- How Are They the Same?
- Solid Shapes



Math Language Development

Emergent Bilinguals

Consider using the *Math Language Development Resources* with the **Activity 2, Monitor** to support math language acquisition.



- ✓ Cognates
- ✓ Visuals
- ✓ Frayer model
- ✓ Sentence frames and word bank

ELPS 1.B, 1.E, 2.C, 2.D, 2.E, 2.F

Pre-Production	Beginning	Intermediate	High Intermediate	Advanced
Students **listen** to spoken English and **respond** using their primary languages and gestures.	Students **listen** to spoken English and **speak** using their primary languages, gestures, and single words or short phrases.	Students **listen** to spoken English and **speak** using short phrases or simple sentences.	Students **listen** to spoken English and **speak** using a variety of sentence types.	Students **listen** to spoken English and **speak** using longer sentences. Exemplar responses are provided.

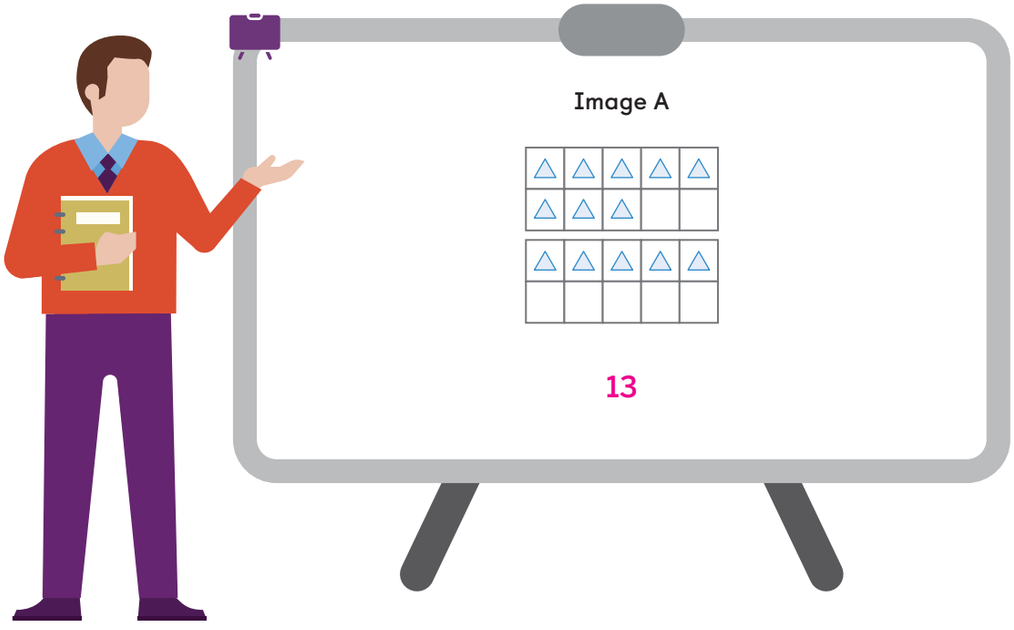
Whole Class | 10 min

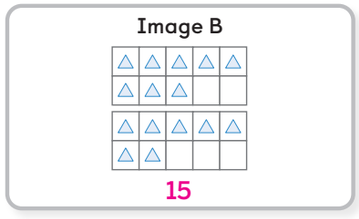
Presentation Screens

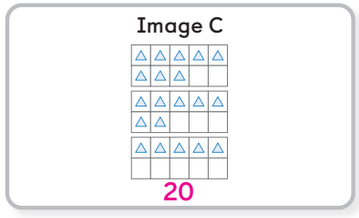


Warm-Up How Many Do You See?

Purpose: Students determine the number of triangles organized in 10-frames to practice strategies for finding sums within 20.







Why these problems? These images lend themselves to making a 10 to find sums.

1 Launch

Use the How Many Do You See? routine.

Flash Image A, leaving it visible for 2–5 seconds, and ask, "How many do you see?"

Say, "Give me a signal when you have an answer."

Display the image again, leaving it displayed to discuss.



2 Connect

Record 2 or 3 students' responses, and ask, "How did you see them?"

Repeat for each image, spending the most time discussing Image C.

Ask, "How does grouping the triangles in different ways help you find the total?"

Students might say . . . ELPS 2.C, 2.D

A: 5 and 5 is 10. 3 more is 13.

B: 3 + 2 is 5. I see 3 groups of 5. There are 5, 10, 15.

C: I see 4 groups of 5. There are 5, 10, 15, 20.

Pairs | 10 min

Activity 1 Pierogi Parts

Purpose: Students analyze different shapes that have been partitioned into 2 parts and determine which shapes are split into equal parts to explore the concept of halves.

Presentation Screens



Classroom materials:

- Display and add language to the *Words to Describe Parts of Shapes* chart during the Connect.

1 Launch



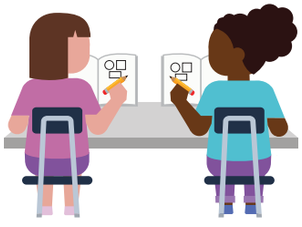
Say, "Pia loved the pierogies that Magda's family made. She decided to research recipes so she could make pierogies, too. Pia learned that pierogis can be made with circular, square, or rectangular pieces of dough. After shaping the dough, you add the filling, fold them in half, seal the edges, and cook them. It is important when you fold them that the edges line up to create 2 equal parts."

Read aloud the directions for Problems 1–3.

Say, "Each shape represents pierogi dough."

A **Accessibility: Executive functioning** Prior to solving, invite students to make sense of the activity by explaining the directions to a partner. Listen for and clarify students' understanding of equal parts, and address any questions about the problems.

2 Monitor



While students complete **Problem 1**, refer to the D **Differentiation | Teacher Moves** table on the following page.

If students need help getting started . . .

- Ask, "In your own words, what do you need to do?"
- Cover all but 1 shape. Ask, "Look at this shape. Is it split into 2 equal parts?" Repeat for each shape.

EB **Emergent Bilinguals** As students discuss their responses to Problem 4, invite them to use the sentence frame provided in their Student Editions. Monitor their discussions for increasing fluency. **ELPS 2.E**

3 Connect



Invite students to share their responses to Problem 1 and how they know which shapes are partitioned into equal parts. Select responses using Row 3 in the *Differentiation* table. Repeat these steps with Problems 2 and 3.

EB **Emergent Bilinguals:** Use gestures and pointing to emphasize and highlight the connections students make about the shapes and where they see equal parts. **ELPS 3.D, 3.F**

Say, "When a shape is split into 2 equal parts, those parts are called **halves**." Record the word *halves* on the *Words to Describe Parts of Shapes* chart, alongside a picture example.

Key Takeaway: Say, "A shape is split into halves if it is split into 2 equal parts."

Unit 7
Lesson
10

Name _____

TEKS: 1.1.C, 1.1.D, 1.1.E, 1.6.G, 1.6.H

Preparing Pierogies

Let's explore shapes that are split into 2 parts in different ways.



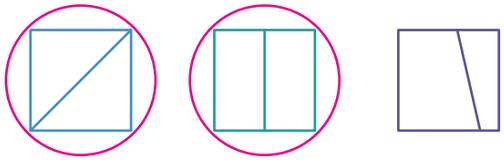
We are a math community. Pia and Manuel shared a dessert. Think of a time when you had to share something. How did you share it fairly?

Warm-Up eyes on teacher

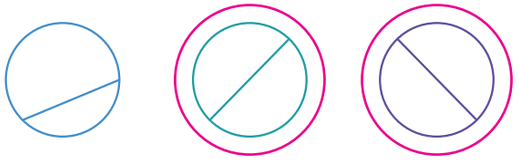
Activity 1 Pierogi Parts

Circle 2 shapes that show 2 equal parts.

1



2



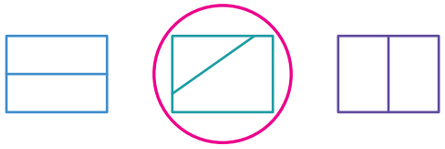
Activity 1

Name _____

Pierogi Parts (continued)

Circle the shape that does not show equal parts.

3



4 Discuss Oral activity: No writing expected.

Explain how you know the shape in Problem 3 does not show equal parts.

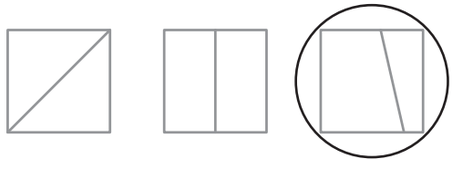
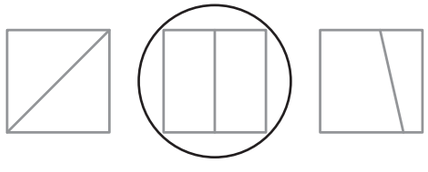
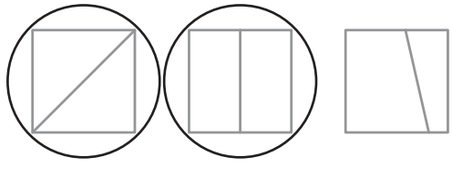
I know the shape does not show equal parts because _____.

Sample response shown.

I know the shape does not show equal parts because 1 part is smaller than the other part.

Presentation Screens

D Differentiation | Teacher Moves

Look for students who . . .	For example . . .	Provide support . . .
Almost there Circle a shape that is not partitioned into 2 equal parts.		**Support** Ask, "If you cut or folded this shape, would the parts be the same?"
Circle 1 shape that is partitioned into 2 equal parts.		**Strengthen** Ask, "You found a shape that is split into 2 equal parts. Is there another shape that is split into 2 equal parts? How do you know?"
Circle 2 shapes that are partitioned into 2 equal parts.		**Stretch** Ask, "Are there any other ways this shape could be split into 2 equal parts?"

Independent | 20 min

Activity 2 Folding Pierogi Dough

Purpose: Students practice drawing lines to partition shapes into halves to recognize that shapes can be partitioned into halves in different ways.

Presentation Screens



Materials

Lesson Resources:

- Provide access to one of each pre-cut shape from the Activity 2 PDF (as needed).

Classroom materials:

- Provide access to scissors and straightedges for students to cut or fold the shapes from the Activity 2 PDF. (as needed)

1 Launch



Say, "Pia had a few more pieces of pierogi dough that she needed to fold into halves."

Read aloud the directions for Problems 5–7.

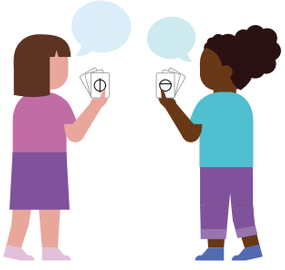
Say, "Each shape represents pierogi dough."

Have students complete Problems 5–7.

Read aloud Problems 8 and 9.

A **Accessibility: Visual-spatial processing** Provide access to shapes cut from the Activity 2 PDF, straightedges, and scissors. Invite students to fold or cut the shapes into 2 equal parts. Then have students use their physical models as a guide to partition the shapes in their Student Edition.

2 Monitor



While students complete **Problems 5–7**, refer to the D **Differentiation | Teacher Moves** table on the following page.

If students need help getting started . . .

- Ask, "In your own words, what do you need to do?"

3 Connect



Invite a student to share their response for Problem 5.

Ask, "Could you split your circle into halves in a different way?" Repeat these steps with Problems 6 and 7.

Invite students to share their responses for Problems 8 and 9.

MLR **MLR8: Discussion Supports — Sentence Frames** ELPS 1.E, 2.C, 2.E
Display these sentence frames for students to use as they describe the parts in Problems 8 and 9.

- "One of the shapes is . . ."
- "The other shape has . . ."

Key Takeaway: Say, "You can split shapes into halves in different ways. Examples of halves are shapes split into 2 equal parts. Examples of shapes that are not halves are shapes split into more or less than 2 parts and shapes that are split into 2 unequal parts."

Activity 2

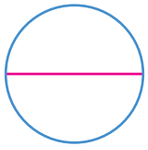
Name _____

Folding Pierogi Dough

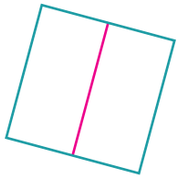
Draw 1 line on each shape to split it into halves. Use a straightedge if it is helpful for you.

Sample responses shown.

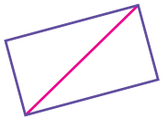
5



6



7



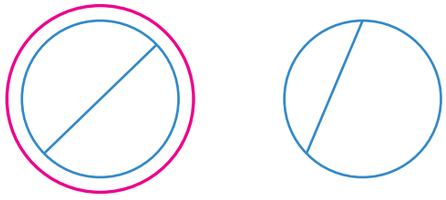


Activity 2

Name _____

Folding Pierogi Dough (continued)

8 Manuel and Pia drew lines to split the circles into 2 parts. Which circle is split into halves?



9 Discuss Oral activity: No writing expected.

What is different about the parts and the way the 2 shapes are split in Problem 8?

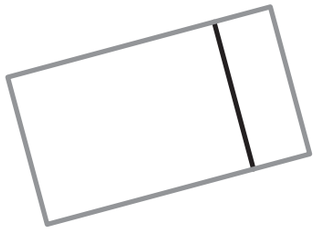
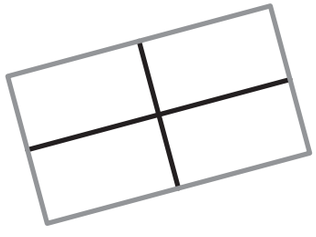
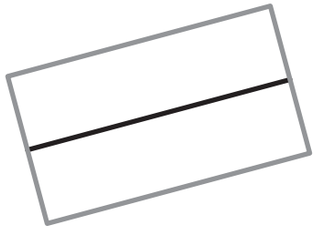
The way the shapes are split is different because _____.

Sample response shown.

The way the shapes are split is different because one shape is split into equal parts to make halves and the other shape has different-sized parts.

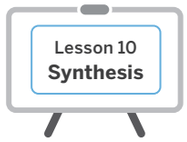
Presentation Screens

D Differentiation | Teacher Moves

Look for students who . . .	For example . . .	Provide support . . .
Almost there Partition the shape into 2 unequal parts.		**Support** Ask, "Imagine cutting along the line you drew. Would the 2 parts be the same size? Why or why not?"
Almost there Partition the shape into more than 2 equal parts.		**Support** Ask, "You made 4 equal parts, or fourths. How can you draw a line to split this shape into only 2 equal parts?"
Partition the shape into 2 equal parts.		**Stretch** Ask, "How many different ways can you find to split this shape into 2 equal parts?"

Whole Class | 5 min

Presentation Screen



Synthesis

Lesson Takeaway: When a shape is partitioned into 2 equal parts, those parts are called **halves**. Halves can look different in different shapes and shapes can be partitioned into halves in different ways.



Ask, "When do you think it could be important to split these shapes into halves?"

Use the Think-Pair-Share routine. Ask, "What would a non-example of a shape split in half look like?" Monitor for student use of high-frequency words, such as "looks like", "even", and "same." ELPS 2.B

Play each animation. As each animation plays, say: ELPS 1.F

- "If 2 people want to share a cookie, splitting the cookie into halves would allow each person to have an equal part."
- "If you enter a raffle to win a prize, you get a raffle ticket. When raffle tickets get split into halves, 1 part goes in the raffle bucket and 1 part stays with you. Splitting a raffle ticket into halves is important so you can know if you are a raffle prize winner!"
- "If 2 people want to share a sandwich, splitting the sandwich into halves would allow each person to have an equal part."

Say, "You will continue to think about splitting shapes into equal parts."

Formalize vocabulary: **Halves** are each part of a shape that is partitioned into 2 equal parts.

(optional) **Consider using the Word Structure routine** with the word **halves**. Consider asking, "The plural of half is halves. What do you notice about the pronunciation and spelling of these words?" ELPS 3.F, 4.B

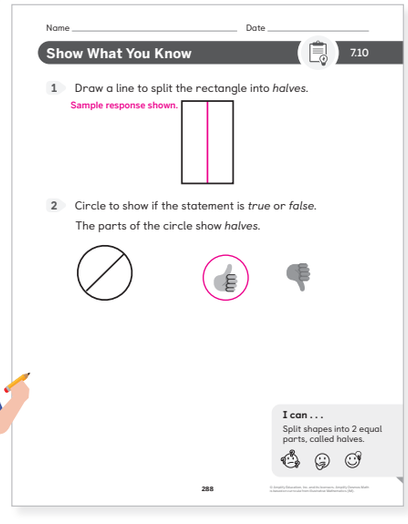
Refer to the *Math Language Development Resources* for a description of this routine and for more vocabulary support.

Invite students to refer to the **Summary** during Practice or anytime during the year.

Show What You Know (Optional)

Independent | 5 min

Show What You Know PDF


Name _____ Date _____

Show What You Know 7.10

1 Draw a line to split the rectangle into *halves*.

Sample response shown.

2 Circle to show if the statement is *true* or *false*.

The parts of the circle show *halves*.

I can . . .

Split shapes into 2 equal parts, called halves.

288

Today's Goals

1. **Goal:** Determine if circles or rectangles are partitioned into halves.
   - In Problem 2 in the *Show What You Know*, students determined if a circle is partitioned into halves.
2. **Goal:** Partition circles and rectangles into halves.
   - In Problem 1 in the *Show What You Know*, students partitioned a rectangle into halves.
3. **Language Goal:** Explain the difference between an example and a non-example of a half. **(Listening and Speaking)** ELPS 1.B, 2.B, 2.E

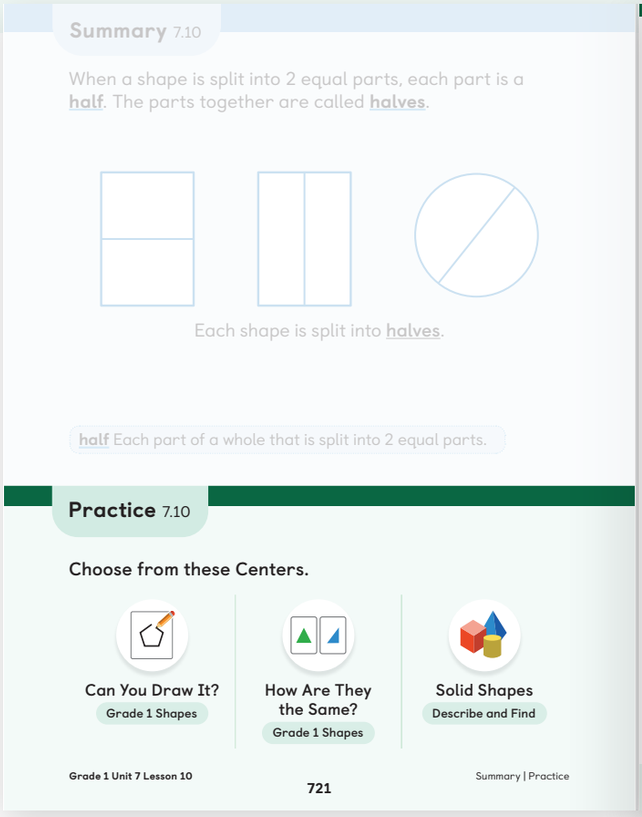
D **Differentiation** See the last page of the lesson for differentiation and Math Language Development support.

Practice

Independent

Provide students with sufficient practice to build and reinforce their conceptual understanding, fluency, and application of mathematical topics, assessment practice, and ongoing spiral review.

Students using print



Summary 7.10

When a shape is split into 2 equal parts, each part is a **half**. The parts together are called **halves**.

Each shape is split into **halves**.

half Each part of a whole that is split into 2 equal parts.

Practice 7.10

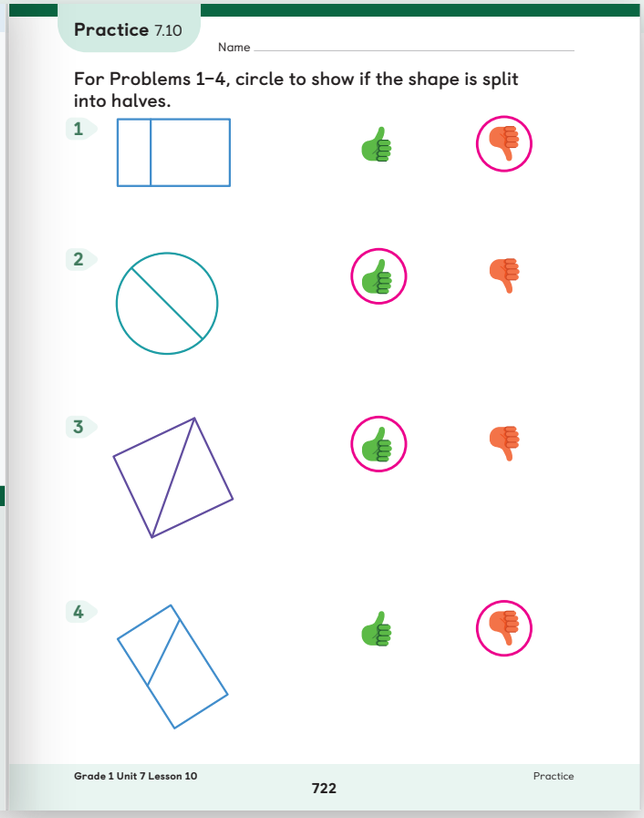
Choose from these Centers.

Can You Draw It? — Grade 1 Shapes

How Are They the Same? — Grade 1 Shapes

Solid Shapes — Describe and Find

Grade 1 Unit 7 Lesson 10 721 Summary | Practice



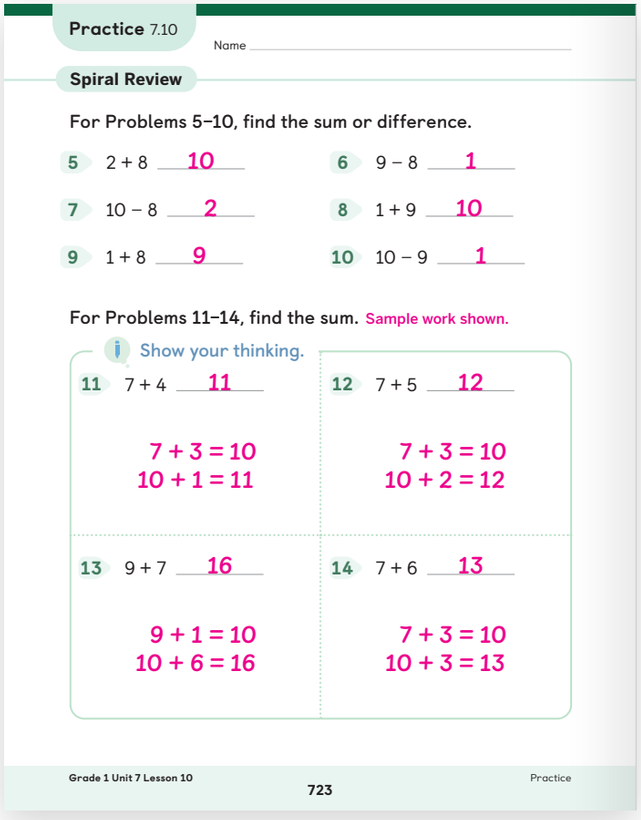
Practice 7.10

Name _____

For Problems 1–4, circle to show if the shape is split into halves.

1 2 3 4

Grade 1 Unit 7 Lesson 10 722 Practice



Practice 7.10

Name _____

Spiral Review

For Problems 5–10, find the sum or difference.

5 2 + 8 = 10

6 9 − 8 = 1

7 10 − 8 = 2

8 1 + 9 = 10

9 1 + 8 = 9

10 10 − 9 = 1

For Problems 11–14, find the sum. Sample work shown.

Show your thinking.

11 7 + 4 = 11

7 + 3 = 10
10 + 1 = 11

12 7 + 5 = 12

7 + 3 = 10
10 + 2 = 12

13 9 + 7 = 16

9 + 1 = 10
10 + 6 = 16

14 7 + 6 = 13

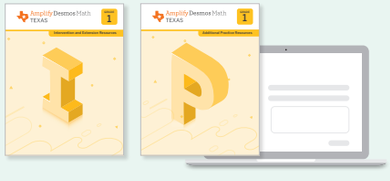
7 + 3 = 10
10 + 3 = 13

Grade 1 Unit 7 Lesson 10 723 Practice

Practice Problem Item Analysis

	Problem(s)	DOK	TEKS
On-Lesson			
	1–4	1	1.6.H
Spiral Review			
Fluency	**5–14**	1	1.3.D

Need more Practice?



Additional practice can be found in the **Practice Resources, Intervention and Extension Resources,** and online resources (item banks, Boost Personalized Learning, and Fluency Practice).

Center Choice Time

Presentation Screen



Purpose: Use this time to support students working in Centers, gather formative assessment data, or work with a small group of students on targeted skills.

Can You Draw It?

Grade 1 Shapes

Pairs | 15 min | 1.6.B, 1.6.C

Students describe and draw two-dimensional shapes.

Materials

- straightedges **(Classroom materials)**
- Directions, Recording Sheet, Shape Cards (Grade 1) **(Centers Resources)**

Corresponds with the checklist from Unit 7, Sub-Unit 1.

How Are They the Same?

Grade 1 Shapes

Small Groups | 15 min | 1.6.A, 1.6.C

Students find shapes with common attributes and draw new shapes with the shared attribute.

Materials

- straightedges **(Classroom materials)**
- Directions, Recording Sheet, Shape Cards (Grade 1) **(Centers Resources)**

Corresponds with the checklist from Unit 7, Sub-Unit 1.





Use Centers as games to offer fun and engaging ways for students to practice math skills.

GAMES

Solid Shapes

Describe and Find

Small Groups | 15 min | K.6.B, 1.6.E

Students describe and recognize three-dimensional shapes.

Materials

- geosolids **(Manipulative Kit)**
- Directions, Work Mat **(Centers Resources)**

Corresponds with the checklist from Unit 7, Sub-Unit 1.

D Differentiation | Teacher Moves

Work with students in their Centers by:

- Reinforcing Center routines and positive interactions.
- Asking probing questions to propel student thinking forward.
- Recording observations using the checklist provided.

Consider pulling a small group of students for:

- Reviewing the lesson's learning goal by using the *Mini-Lesson* or the supports provided in the lesson.
- Reviewing essential skills from prior lessons or units.





Differentiation Use after Lesson 10

Lesson Goal: Partition circles and rectangles into halves.

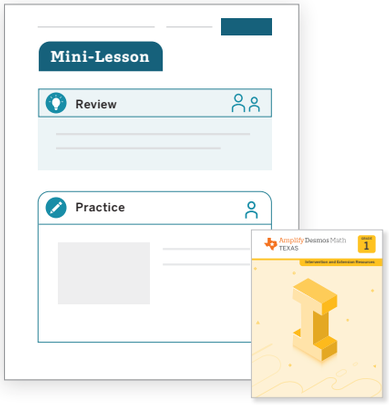
Support

Provide targeted intervention for students by using these resources.

If students partition the shape into 2 unequal parts:

Respond:

- Assign the *Splitting Shape Into Halves* Mini-Lesson. | 15 min
- Review Row 1 of the Activity 2 *Differentiation: Teacher Moves* table.



Strengthen

Reinforce students' understanding of the concepts assessed by using these resources.

If students partition the shape into halves:

Respond:

- Invite students to play these **Centers.** | 15 min
  Can You Draw It?: Grade K Shapes
  Can You Draw It?: Grade 1 Shapes
  Mystery Shape: Grade K Shapes
- Have students complete **Lesson 10 Practice.** | 15 min
- **Item Bank**



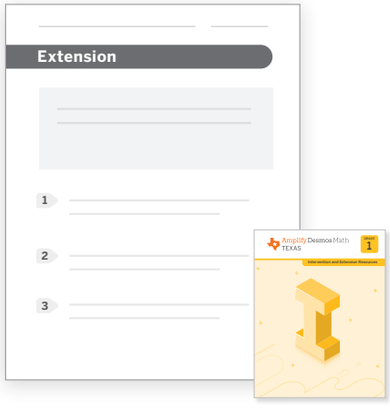
Stretch

Challenge students and extend their learning with these resources.

If students partition the shape into halves in more than 1 way:

Respond:

- Invite students to explore the **Sub-Unit 2 Extension Activities.** | 15 min
- Revisit Activity 2 and invite students to respond to the **Stretch** question from the *Differentiation: Teacher Moves* table. | 5 min



Support, *Strengthen*, and *Stretch* learning by assigning these digital resources that adjust to each student's current level of skill and understanding.

• **Boost Personalized Learning** • **Fluency Practice** • **Math Adventures**

Math Language Development

EB Use the **Math Language Development Resources** for further language support with all your students, including those building English proficiency.

- English/Spanish cognates
- Frayer Model templates
- Vocabulary routines





Professional Learning

Which part of the lesson was most helpful for students in practicing their precision with halves and fourths? What did you do that made that part of the lesson successful?

Unit 7
Lesson
11

Student devices recommended

We recommend students use devices for this lesson. Student Edition pages are also available.



Fair and Square

Partitioning and Recognizing Halves and Fourths

Let's help Pia split foods at the potluck into equal parts.

Key Concepts

Today's Goals

1. **Goal:** Partition circles and rectangles into halves and fourths in different ways.
2. **Goal:** Identify examples and non-examples of halves and fourths.
3. **Language Goal:** Justify if given shapes are partitioned into halves or fourths. **(Listening and Speaking)** ELPS 1.E, 2.E, 2.F

Connections and Coherence

Students apply their understanding of halves and fourths to partition circles and rectangles into 2 or 4 equal parts in different ways. They identify shapes that are partitioned into halves or fourths and shapes that are non-examples of halves and fourths. Students justify their thinking by reasoning about the size, shape, and number of parts. **(TEKS 1.1.G)**

Prior Learning

In Lesson 10, students partitioned shapes into halves and explained how they knew the 2 parts were equal.

Future Learning

In Lesson 12, students will apply what they know about halves and fourths to a clock face and telling time.

Depth and Rigor of Student Thinking

- Students develop their **conceptual understanding** of halves and fourths as equal parts of a whole.
- Students **apply** their understanding of equal parts to partition shapes into halves and fourths.

Vocabulary

Review Vocabulary

equal	*a half/halves*
fourths	*whole*

TEKS

Addressing

1.6.G

Partition two-dimensionsal figures into two and four shares or equal parts and describe the parts using words.

Also Addressing: **1.6.H**

Math Process Standards: 1.1.G

ELPS: 1.C, 1.E, 1.F, 2.B, 2.C, 2.D, 2.E, 2.F, 3.A, 3.F

Building Toward

2.3.A

2.3.D

Building Math Identity

I am a doer of math.

Manuel and Pia noticed shapes at the potluck. What is a place where you might notice shapes?

Invite students to reflect on this question as they complete this lesson.

Lesson at a Glance

60 min

TEKS: 1.1.G, 1.6.G, 1.6.H



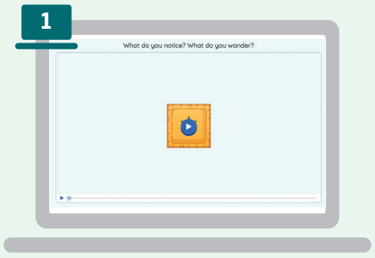
Why digital?

Students partition shapes into halves and fourths and receive responsive feedback to develop their understanding of equal parts.

Warm-Up

Whole Class | 10 min

Students use the **Notice and Wonder** routine to share what they notice and wonder about an animation to make sense of the feedback they will receive in the activity.



Activity 1

Pairs | 30 min

Students partition potluck foods into halves and fourths in different ways. They share their strategies for creating equal parts and identify examples and nonexamples to discuss when a shape is partitioned into halves or fourths.

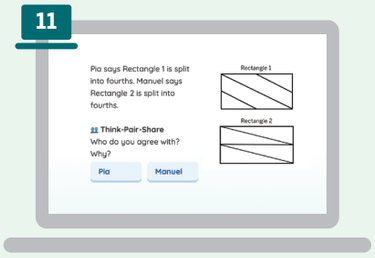
Materials: *Words to Describe Parts of Shapes* chart (from prior lessons)



Synthesis

Whole Class | 5 min

Students review and reflect on their understanding of fourths as they consider examples and non-examples of rectangles partitioned into fourths and justify their thinking.

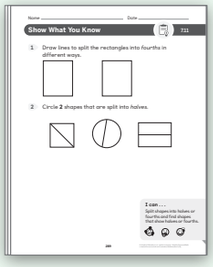


Show What You Know (optional)

Independent | 5 min

Students demonstrate their understanding by partitioning shapes into fourths in different ways and identifying examples of shapes that are split in half.

Materials: *Show What You Know* PDF

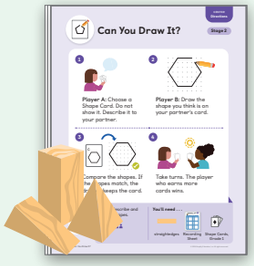


Center

Pairs | 15 min

Students are introduced to the Center, *Picture Books, Stage 3*, in which they strengthen their understanding of attributes of shapes by looking for shapes in picture books and organizing those shapes into categories.

Additional Prep Assemble: a collection of picture books



Math Language Development

Emergent Bilinguals

Consider using the *Math Language Development Resources* with the **Activity 1, Monitor** to support math language acquisition.



- ✓ Cognates
- ✓ Visuals
- ✓ Frayer model
- ✓ Sentence frames and word bank

ELPS 1.E, 2.C, 2.D, 2.E, 2.F

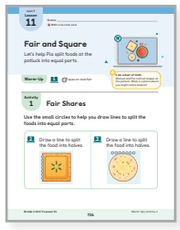
Pre-Production	Beginning	Intermediate	High Intermediate	Advanced
Students **listen** to spoken English and **respond** using their primary languages and gestures.	Students **listen** to spoken English and **speak** using their primary languages, gestures, and single words or short phrases.	Students **listen** to spoken English and **speak** using short phrases or simple sentences.	Students **listen** to spoken English and **speak** using a variety of sentence types.	Students **listen** to spoken English and **speak** using longer sentences. Exemplar responses are provided.

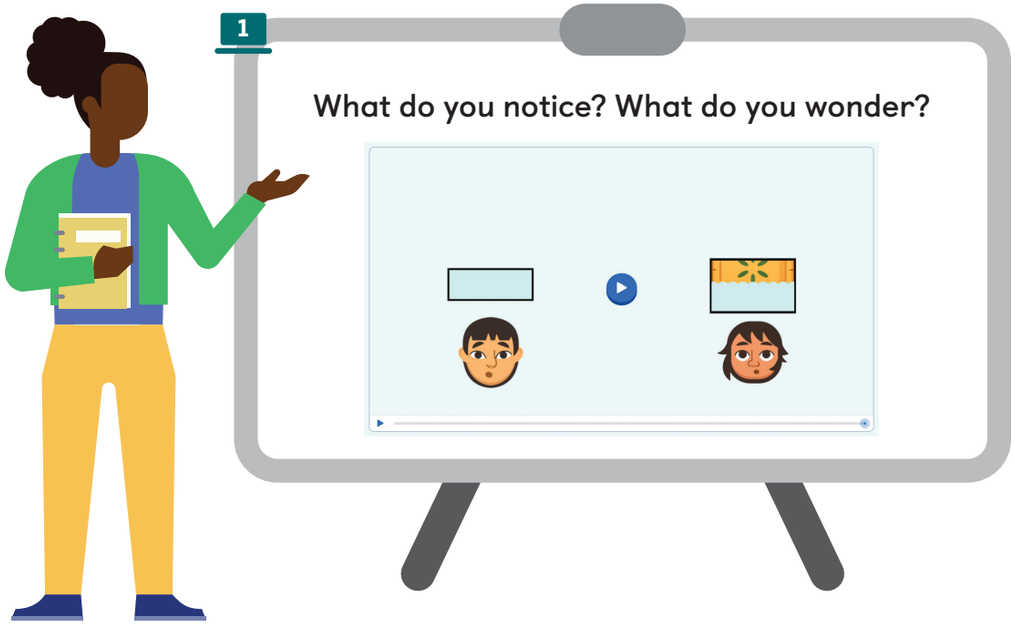
Whole Class | 10 min | Suggested Pacing: Screen 1

Warm-Up Notice and Wonder

Purpose: Students view an animation that shows dishes being split into halves and shared with the neighbors at the potluck to help them understand the feedback they will receive in Activity 1.

Students using print







1 Launch

1 **Display** the animation.

Say, "There were many plates of different foods at the potluck. In order to feed everyone, the food needed to be split into parts."

Play the animation. ELPS 1.F

Use the Notice and Wonder routine. Ask, "What do you notice? What do you wonder?"

2 Connect

Record students' responses.

Ask, "What do you notice about the characters' facial expressions?"

Say (if not yet mentioned during discussion), "The characters were happy when they each got equal parts, or fair shares. The characters were confused when they got unequal parts."

Say, "Let's help split foods for the potluck into equal parts."

Students might say . . . ELPS 2.B

I notice the food is split into halves.

I notice that 1 kid has food left over.

I wonder why the first 2 characters smiled when they finished eating their parts.

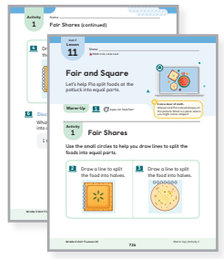
I wonder why the foods are only cut into 2 parts.

Pairs | 30 min | Suggested Pacing: Screens 2-5, Screen 6, Screens 7-9, Screen 10

Activity 1 Fair Shares

Purpose: Students apply their understanding of equal parts to identify and partition rectangles and circles into halves and fourths in different ways.

Students using print



Additional Print Materials

Classroom materials:

- Refer to the *Words to Describe Parts of Shapes* chart (from prior lessons) throughout the activity.

1 Launch



2-5 **Read aloud** the directions.

Say, "For each screen, explain to your partner how you figured out your answer before moving to the next screen."

Students using print: Have students complete Screens 2–5 independently for 3–5 minutes. Then have students compare their responses with a partner.

6 **Ask**, "What did you think about to split the food in Screen 5 into quarters?"

7 **Display** the dumpling.

Ask, "What do you notice?"

Say, "There are more ways that you can split the foods. You can try out some different ways to make halves and fourths."

7-9 **Read aloud** the directions. Say, "For each problem, explain to your partner how you figured out your answer before moving to the next screen."

Students using print: Have students complete Screens 7–9 independently for 3–5 minutes. Then have students compare their responses with a partner.

2 Monitor



After students have completed **Screen 8**, refer to the D **Differentiation | Teacher Moves** table on the following page.

If students need help getting started . . .

- Ask, "What do you need to do?"
- Ask, "What do you know about halves?"

A **Accessibility: Memory and attention** Clarify responsive feedback by orienting students to what happens with the characters' expressions and the parts they eat. For example, ask students what they notice about what happens when the characters eat the parts, or what they think the characters' expressions indicate.

3 Connect



10 **Display** the 4 partitioned foods.

Use the Think-Pair-Share routine. Ask:

- "Which foods should Pia serve to 4 people? Which foods should she not serve to 4 people? Why?"
- "Which foods should Pia serve to 2 people? Which foods should she not serve to 2 people? Why?"

EB **Emergent Bilinguals** As students share, highlight their use of the terms *halves* and *fourths* and allow students to restate their thinking using mathematical language and in their own words. Use the *Words to Describe Parts of Shapes* chart to review examples and the meaning of the terms as needed. ELPS 1.E, 2.B, 2.C, 2.D, 2.F, 3.F

Key Takeaway: Say, "When you split a shape into halves or fourths, all the parts need to be equal. When shapes are split into unequal parts, the parts are not halves or fourths."

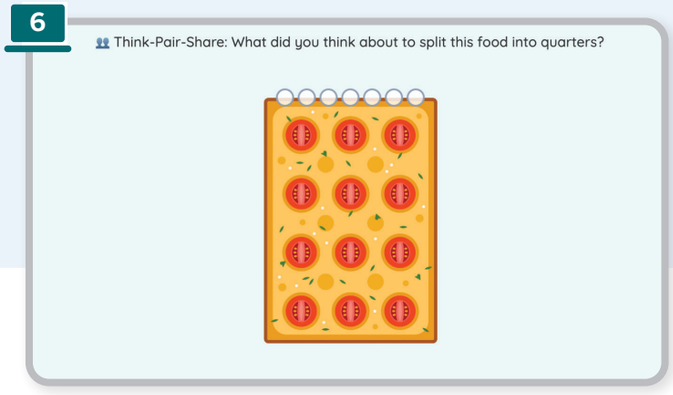
Students using digital

2-5



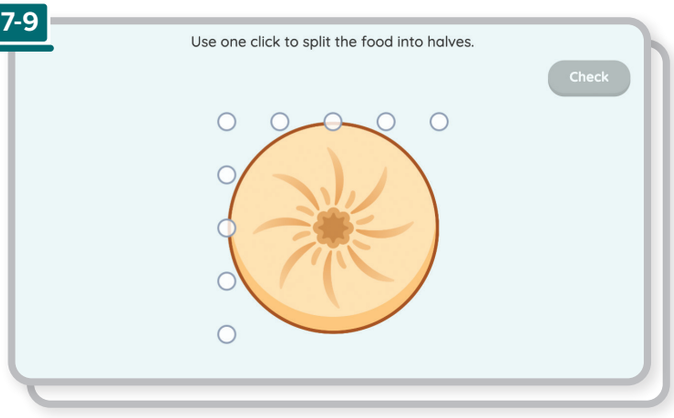
Students partition foods into halves or fourths.

6



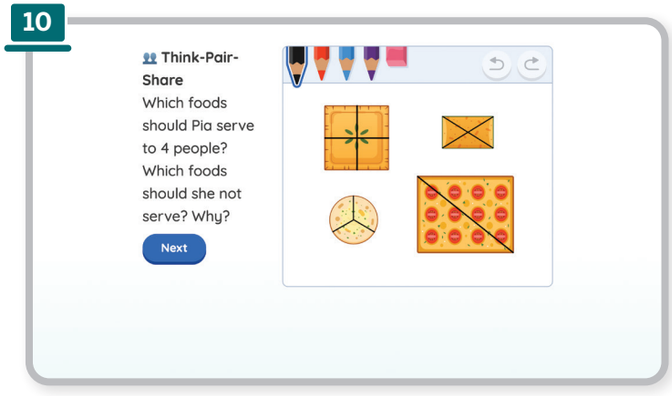
Students share and discuss how they partitioned a shape into fourths.

7-9



Students partition foods into halves or fourths using a specified number of clicks.

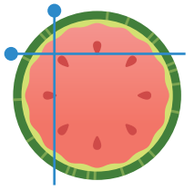
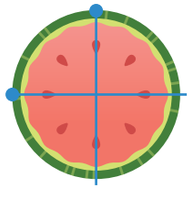
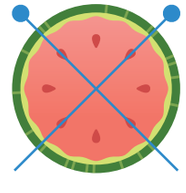
10



Students share and discuss which foods to serve and not serve to a table of 2 and a table of 4.

Students using print **will arrive at similar answers.**

D Differentiation | Teacher Moves

Look for students who . . .	For example . . .	Provide support . . .
Almost there Partition the shape into 4 unequal parts.		**Support** Ask, "What do you notice about the size of the parts that have been eaten?"
Partition the shape into 4 equal parts using a horizontal line and a vertical line.		**Strengthen** Ask, "What is another way you could split the food into quarters?"
Partition the shape into 4 equal parts using diagonal lines.		**Stretch** Ask, "You split the food into quarters with 2 cuts. Will making 2 cuts always split a shape into quarters?"

Whole Class | 5 min | Suggested Pacing: Screen 11

Synthesis

Lesson Takeaway: Shapes can be partitioned into halves and fourths in different ways. A shape is partitioned into halves or fourths if all the parts are the same size and shape.

Students using print





11 **Display** the partitioned rectangles.

Read aloud Screen 11. Demonstrate the directionality of reading by reading the text top to bottom and left to right, pointing to the words as you read them. Invite students to follow along. ELPS 3.A

Use the Think-Pair-Share routine to complete Screen 11.

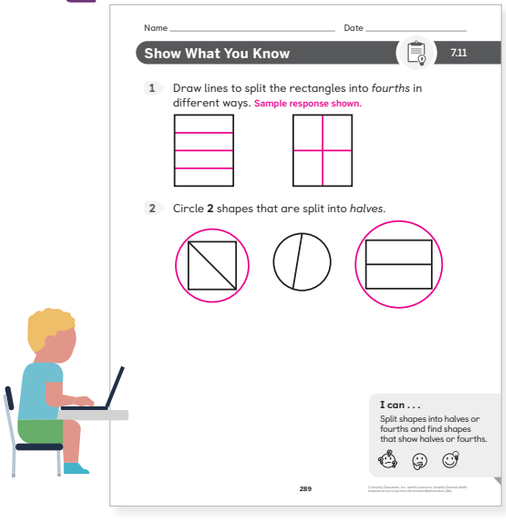
Say, "Shapes are partitioned into halves and fourths when the 2 parts or 4 parts are the same size."

Invite students to refer to the **Summary** during Practice or anytime during the year.

Show What You Know (Optional)

Independent | 5 min

Show What You Know PDF



Today's Goals

1. **Goal:** Partition circles and rectangles into halves and fourths in different ways.
   - In Problem 1 in the *Show What You Know*, students partitioned a rectangle into fourths in 2 different ways.
2. **Goal:** Identify examples and non-examples of halves and fourths.
   - In Problem 2 in the *Show What You Know*, students identified 2 shapes that are split into halves.
3. **Language Goal:** Justify if given shapes are partitioned into halves or fourths. **(Listening and Speaking)** ELPS 1.E, 2.E, 2.F

D **Differentiation** See the last page of the lesson for differentiation and Math Language Development support.

Practice

Independent

Provide students with sufficient practice to build and reinforce their conceptual understanding, fluency, and application of mathematical topics, assessment practice, and ongoing spiral review.

Students using print

Summary 7.11

You can partition shapes into halves and fourths in different ways.

Practice 7.11

You'll play this Center.

Picture Books Grade 1 Shapes

Let's find shapes and sort them.

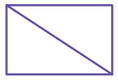
Practice 7.11

Name _____

For Problems 1–5, write if the rectangle is split into *halves*, *fourths*, or *neither*.

1  neither

2  fourths

3  halves

4  neither

5  fourths

Practice 7.11

Name _____

Spiral Review

For Problems 6–15, find the sum or difference.

6 3 + 1 4

7 5 + 1 6

8 6 − 1 5

9 4 − 1 3

10 4 + 1 5

11 8 + 1 9

12 9 + 1 10

13 9 − 1 8

14 5 − 1 4

15 7 + 1 8

16 Solve the problem and write an equation to show how you solved it. Use an underline to show the answer in the equation.

Han had 12 grapes. He ate some. Then he had 7 grapes left. How many grapes did Han eat?

Show your thinking.

Sample work and equation shown.

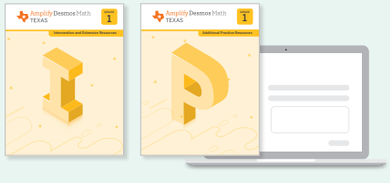


answer: 5 grapes equation: 12 − 5 = 7

Practice Problem Item Analysis

	Problem(s)	DOK	TEKS
On-Lesson			
	1–5	1	1.6.H
Spiral Review			
Fluency	6–15	1	1.3.D
	16	2	1.5.D

Need more Practice?



Additional practice can be found in the **Practice Resources, Intervention and Extension Resources,** and online resources (item banks, Boost Personalized Learning, and Fluency Practice).

Pairs | 15 min

Let's Play
Picture Books, Grade 1 Shapes

Purpose: Students look through picture books to notice and describe shapes they see in the pictures.

Presentation Screen



Materials

Classroom materials:

- Distribute at least one picture book per pair.

Center Resources:

- Display the Directions and Recording Sheet during the Launch.
- Distribute two Recording Sheets to each pair.

1 Launch



Display the Center materials, Directions, and Recording Sheet.

Demonstrate how to play *Picture Books, Grade 1 Shapes*. While demonstrating: ELPS 1.C

- **Say**, "You will play *Picture Books* today."
- **Say**, "First, I will choose a book that I will look through to find shapes."
- **Say**, "Then I will choose 2 categories I can use to sort the shapes I find. I can use the words at the bottom of the Recording Sheet to help." Record 2 categories from the "Words you can use" table on the Recording Sheet.
- **Display** a page from the picture book.
- **Use the Think-Pair-Share routine.** Ask, "What shapes do you see? How could you sort the shapes based on the categories I chose?" Read aloud the category names.
- **Record** the shapes students share in drawings or words below the matching categories.
- **Say**, "Work with your partner to find shapes in your books and sort them into 2 categories that you choose."

2 Monitor



Observe whether students are naming shapes and describing them using the number of sides, number of corners, and types of corners. Observe whether students are finding a variety of shapes or the same shapes repeatedly and whether students are recognizing equal and unequal parts.

3 Connect

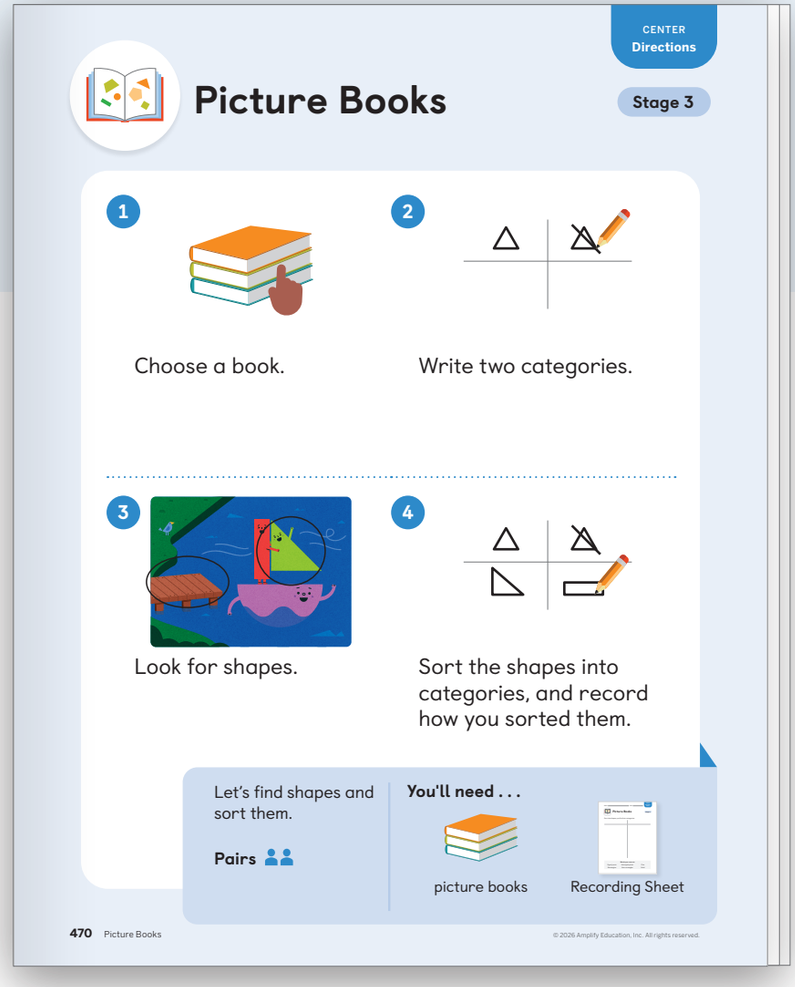


Display a Recording Sheet with several different shapes recorded.

Use the Think-Pair-Share routine. Ask, "What shape could this student look for next?"

Key Takeaway: Say, "You can find shapes all around you, including in the books you read."

Centers Resource Book



CENTER Directions

Stage 3

Picture Books

1 Choose a book.

2 Write two categories.

3 Look for shapes.

4 Sort the shapes into categories, and record how you sorted them.

Let's find shapes and sort them.

Pairs

You'll need . . .

picture books

Recording Sheet

470 Picture Books

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Presentation Screen

D Differentiation | Teacher Moves

Look for students who . . .	For example . . .	Provide support . . .
Almost there Sort a shape into a category by attending to some of its attributes.	*The window is split into 8 squares. The squares are all the same, but the corners are cut off in the top 2 squares.*	**Support** Ask, "What does it mean for parts to be equal? If the corners are cut off in 2 of the parts, can you describe all these parts as equal?"
Sort a shape into a category by attending to all its attributes.	*The fence is made up of rectangles, and the rectangles are equal parts.*	**Strengthen** Say, "Tell me how you know the fence is made up of equal parts."
Sort a shape into a category by attending to all its attributes, and give details to justify its placement.	*The fence is made up of rectangles. I know the rectangles are equal parts because they are all the same size and shape.*	**Stretch** Ask, "How might the fence look if it was made up of parts that are not equal?"

Differentiation Use after Lesson 11

Lesson Goal: Partition circles and rectangles into halves and fourths in different ways.

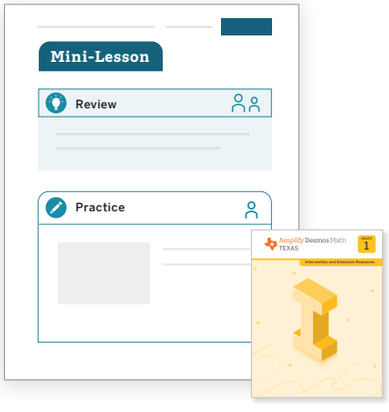
Support

Provide targeted intervention for students by using these resources.

If students partition a shape into unequal parts:

Respond:

- Assign the *Recognizing Halves and Fourths* Mini-Lesson. | 15 min
- Review Row 1 of the Activity 2 *Differentiation: Teacher Moves* table.



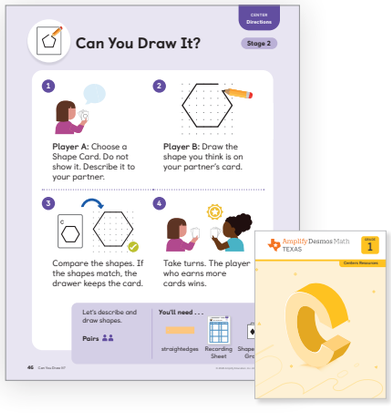
Strengthen

Reinforce students' understanding of the concepts assessed by using these resources.

If students partition a shape into equal parts (halves or fourths, per directions):

Respond:

- Invite students to play these **Centers.** | 15 min
  Can You Draw It?: Grade K Shapes
  Can You Draw It: Grade 1 Shapes
  Mystery Shape: Grade K Shapes
- Have students complete **Lesson 11 Practice.** | 15 min
- **Item Bank**



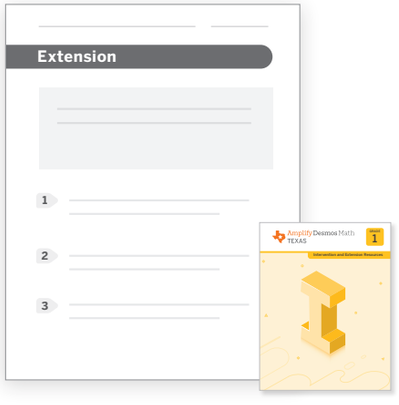
Stretch

Challenge students and extend their learning with these resources.

If students partition a shape into equal parts (halves or fourths, per directions) in more than 1 way:

Respond:

- Invite students to explore the **Sub-Unit 2 Extension Activities.** | 15 min
- Revisit Activity 2 and invite students to respond to the **Stretch** question from the *Differentiation: Teacher Moves* table. | 5 min



Support, *Strengthen*, and *Stretch* learning by assigning these digital resources that adjust to each student's current level of skill and understanding.
• **Boost Personalized Learning** • **Fluency Practice** • **Math Adventures**

Math Language Development

EB Use the **Math Language Development Resources** for further language support with all your students, including those building English proficiency.

- English/Spanish cognates
- Frayer Model templates
- Vocabulary routines





Professional Learning

Reflect on students' skills with partitioning shapes into equal parts. How can you continue to provide students with opportunities to partition shapes into equal parts and determine if a shape has been partitioned into halves or fourths?

Notes:

Assess and Respond

Support, strengthen, and stretch learning by assigning these digital resources that adjust to each student's current level of skill and understanding: • **Boost Personalized Learning** • **Fluency Practice** • **Math Adventures**

Quiz: Sub-Unit 2

Independent | 20 min

Facilitation: Assign this Sub-Unit Quiz at the end of Sub-Unit 2 to evaluate students' proficiency with the key concepts and skills addressed in this sub-unit. Read aloud the problems to students as needed.

Classroom materials: Provide access to straightedges.

Item Analysis

Problem	Concept or skill	DOK	TEKS
1	Partitioning two-dimensional figures into two equal parts	1	1.6.G 1.1.G
2	Naming 1 of 2 equal parts	1	1.6.G 1.1.G
3	Partitioning two-dimensional figures into 4 equal parts	1	1.6.G 1.1.G
4	Naming 1 of 4 equal parts	1	1.6.G 1.1.G
5	Identifying examples and non-examples of fourths	2	1.6.H 1.1.G

Assessment Resources



- Student Print Assessments
- Answer Keys and Rubrics

Differentiation Resources





Intervention and Extension Resources includes:

- Mini-Lessons
- Extensions

Centers Resources includes:

- Centers

Practice

During Sub-Unit 3, if students need further review or practice with concepts or skills, consider the following resources:

- Lesson Practice (Print and Digital)
- Item Bank (Digital)

PDF *Assessment Resource PDF*

Name _____ Date _____

Quiz: Sub-Unit 2

Unit 1.7

1 Draw a line to split each shape into 2 equal parts.
Sample response shown.



2 What are the 2 equal parts called?

halves

3 Draw a line to split each shape into 4 equal parts.
Sample response shown.



4 What are the 4 equal parts called?

fourths or quarters

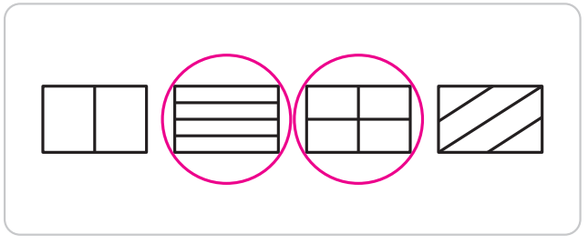
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Name _____ Date _____

Quiz: Sub-Unit 2 (continued)

Unit 1.7

5 Circle **TWO** rectangles that are split into fourths.



D Differentiation (Quiz: Sub-Unit 2)

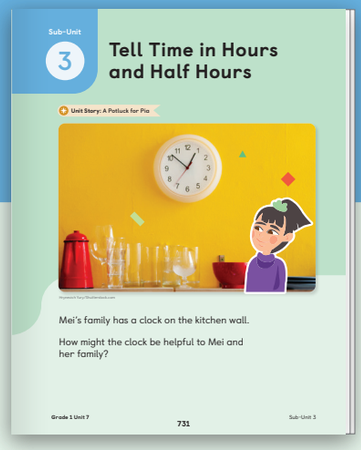
To **Strengthen** and **Stretch** students' learning, refer to the differentiation resources suggested throughout this Sub-Unit.

Sub-Unit Goal	Problem(s)	Respond to Student Thinking
Sub-Unit 2: Partition shapes into halves and fourths and describe the equal parts.	1, 2	**Support** • **Mini-Lesson:** *Splitting Shapes into Halves* (ML 7.10) • **Teacher Move:** Review Problem 1. Provide an opportunity for students to share how they divided the shapes into halves and why their partitions may look different.
	3, 4	**Support** • **Mini-Lesson:** *Splitting Shapes into Fourths* (ML 7.09) • **Teacher Move:** Review Problem 4. Provide an opportunity for students to share why fourths and quarters are both correct answers.
	5	**Support** • **Mini-Lesson:** *Recognizing Halves and Fourths* (ML 7.11) • **Teacher Move:** Consider revisiting Lesson 11. Provide another opportunity for students to consider examples and non-examples of rectangles partitioned into fourths.

Notes:

Sub-Unit 3

Tell Time in Hours and Half Hours



Sub-Unit 3 Goals

- Tell and write time to the hour and half hour.

Progression of TEKS in Sub-Unit 3

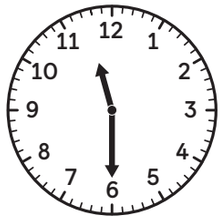
- **Lessons 12 and 13:** Students tell time to the hour and half hour with only the hour hand.
- **Lesson 14 and 15:** Students tell time to the hour and half hour with both hands.
- **Lesson 16:** Students represent and write the time on analog and digital clocks.

Sub-Unit 3 Progression	Lesson 12	Lesson 13	Lesson 14	Lesson 15	Lesson 16
Geometry and Measurement					
TEKS 1.7.E	●	●	●	●	●

Math That Matters Most

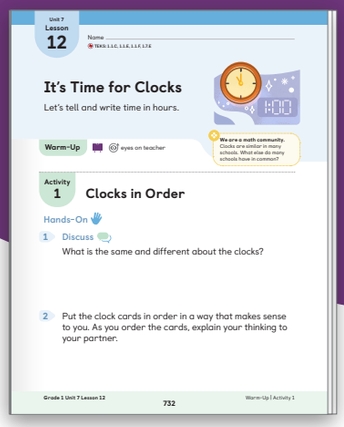
Sub-Unit 3: Tell and write time to the hour and half hour.

Progression of Strategies, Skills, or Language

Progression	For example . . .	
Telling time to the hour on an analog clock with only an hour hand and represent the time on a digital clock.	It's 8 o'clock because the hand is pointing directly at 8. 	
Telling time to the half hour on an analog clock with only an hour hand.	It's half past 2 because the hour hand passed 2 and is between 2 and 3. 	
Telling time on an analog clock with both hands and on digital clocks.	It's half past 11 because the minute hand is pointing straight down and the hour hand is past 11. 	 
Writing times in hours and minutes to represent time shown on analog and digital clocks.	 	

Unit 7
Lesson
12

Student Edition pages and Presentation Screens support learning in this lesson.



It's Time for Clocks

Using the Hour Hand to Tell and Write Time to the Hour

Let's tell and write time in hours.

Key Concepts

Today's Goals

1. **Goal:** Tell and represent time to the hour on digital and analog clocks showing only the hour hand.
2. **Language Goal:** Describe and compare digital and analog clocks showing time to the hour. **(Listening, Speaking, and Writing)** ELPS 1.B, 2.B, 2.E, 4.C, 4.D, 4.F

Connections and Coherence

Students are introduced to clocks as tools for representing time. They attend to the structures and similarities of both digital and analog clocks and read and write different times to the hour using the language *o'clock*. Students see and attend to the position of only the **hour hand** on the analog clock to recognize that the hour hand points directly to the number that tells the hour. **(TEKS 1.1.C, 1.1.E, 1.1.F)**

Prior Learning

Students have had experiences with time through schedules and other contexts.

Future Learning

In Lesson 14, students will tell time to the hour and half hour on analog clocks that only show the hour hand so they will be able to attend to how the hour hand moves between numbers as time passes.

Integrating Rigor in Student Thinking

- Students build their **conceptual understanding** of the role of the hour hand in representing time on a clock.

Vocabulary

New Vocabulary

hour hand

TEKS

Addressing

1.7.E

Tell time to the hour and half hour using analog and digital clocks.

Math Process Standards: 1.1.C, 1.1.E, 1.1.F

ELPS: 1.B, 1.D, 1.E, 2.B, 2.C, 2.D, 2.E, 2.F, 3.C, 3.D, 3.E, 3.F, 4.C, 4.D, 4.F

Building Toward

2.9.G

Building Math Identity

We are a math community.
Clocks are similar in many schools. What else do many schools have in common?

Invite students to reflect on this question as they complete this lesson.

Lesson at a Glance 60 min

TEKS: 1.1.C, 1.1.E, 1.1.F, 1.7.E

Warm-Up

Whole Class | 10 min

Students use the **What Do You Know About _____?** routine, which provides an opportunity to hear the knowledge they already have about clocks and allows all students to contribute to the discussion.



Activity 1

Pairs | 20 min

Students analyze digital and analog clocks showing different times to the hour and describe similarities and differences between the 2 types of clocks. They learn that the short hand is called the **hour hand** and are introduced to the language *o'clock* for time to the hour.

Materials: Activity 1 PDF, chart paper, markers

Note: The Student Edition is not required for this activity.

Additional Prep Cut out: Activity 1 PDF; Prepare: chart titled *Words to Describe Telling Time*

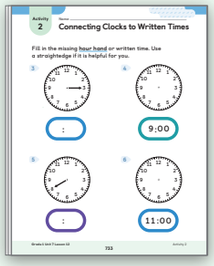


Activity 2

Pairs | 10 min

Students tell time to the hour using the language *o'clock*. They are introduced to the idea that for example, 6 o'clock is written as 6:00 because the time is zero minutes past the hour. Students draw the hour hand or write the time to match analog and digital clocks showing time to the hour.

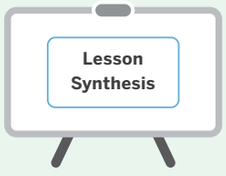
Materials: chart paper, markers, straightedges (optional)



Synthesis

Whole Class | 5 min

Students review and reflect on the movement of the hour hand from 12 o'clock through 12 o'clock and the role of the hour hand in showing time to the hour.

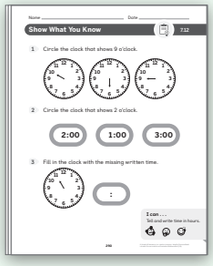


Show What You Know (optional)

Independent | 5 min

Students demonstrate their understanding by identifying the digital and analog clock that shows a specified time and writing the time an analog clock shows on a digital clock.

Materials: *Show What You Know* PDF



Center Choice Time

Small Groups | 15 min

Students have an opportunity to revisit these Centers to practice identifying and describing shapes using precise language, and adding using doubles.

- Cover Up
- How Are They the Same?
- Picture Books



Math Language Development

EB Emergent Bilinguals

Consider using the *Math Language Development Resources* with the **Activity 1, Monitor** to support math language acquisition.

- ✓ Cognates
- ✓ Visuals
- ✓ Sentence frames and word bank



ELPS 1.B, 1.E, 2.C, 2.D, 2.E, 2.F, 4.C, 4.D

Pre-Production	Beginning	Intermediate	High Intermediate	Advanced
Students **listen** to spoken English and **respond** using their primary languages and gestures.	Students **listen** to spoken English and **speak** and **write** using their primary languages, gestures, and single words or short phrases.	Students **listen** to spoken English and **speak** and **write** using short phrases or simple sentences.	Students **listen** to spoken English and **speak** and **write** using a variety of sentence types.	Students **listen** to spoken English and **speak** and **write** using longer sentences. Exemplar responses are provided.

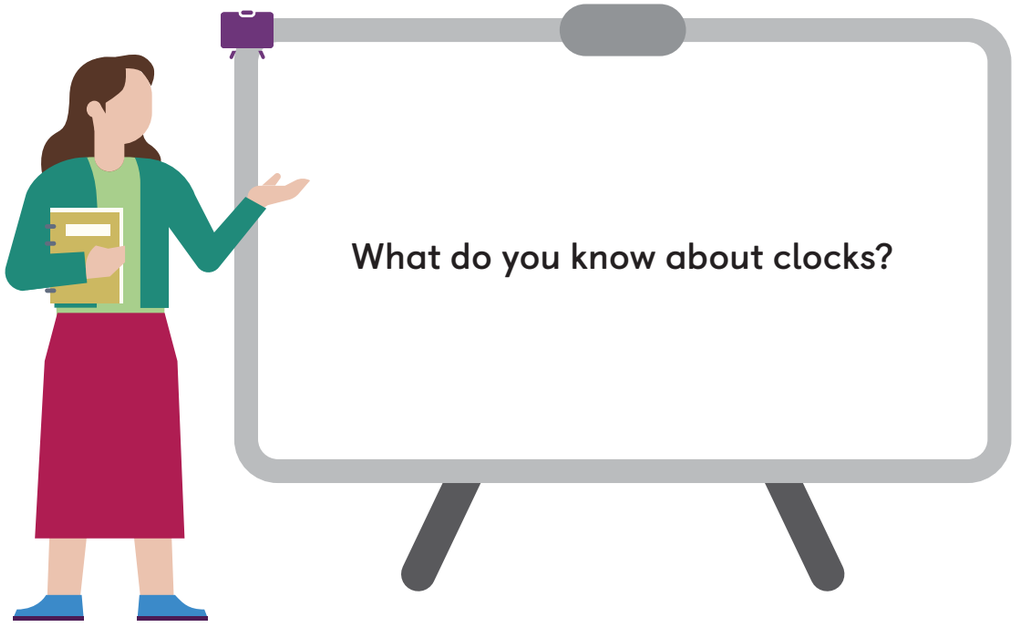
Whole Class | 10 min

Presentation Screen



Warm-Up What Do You Know About Clocks?

Purpose: Students share ideas about clocks to make connections between their own experiences with time and preparing to learn to tell time to the hour.



1 Launch

Display the question.

Use the What Do You Know About ___? routine.

Ask, "What do you know about clocks?"

Invite students to share their responses.



2 Connect

Record students' responses as they share.

Ask, "Why are clocks important?"

Say (if not yet mentioned during discussion), "Clocks show the time of day in hours and minutes."

Students might say . . . ELPS 1.E, 2.C, 2.D, 2.F

They wake me up in the morning.

They have numbers.

They show the time.

There are different kinds of clocks.

There is one on my microwave.

They are on phones.

Pairs | 20 min

Activity 1 Clocks in Order

Purpose: Students order analog and digital clocks to make connections between representations of times to the hour.

Presentation Screens



Materials

Lesson Resources:

- Distribute one set of pre-cut cards from the Activity 1 PDF to each pair.

Classroom materials:

- Display and add language to the *Words to Describe Telling Time* chart during the Connect.

Short on time? Consider having students put only half of the clock cards in order.

1 Launch



Distribute 1 set of cards from the Activity 1 PDF to each pair.

Read aloud Problem 1. Have students discuss for 1–2 minutes.

Say:

- "Some of the cards show clocks that only have numbers. Some of the cards show clocks with faces that have numbers and a line."
- "The line pointing to the numbers on these clocks is called the **hour hand**. Notice how it is short and only goes part of the way to the number."

EB **Emergent Bilinguals** Invite students to share different meanings of the terms *hand* and *face*. Clarify which meaning these words will have for this unit.
ELPS 1.B, 1.D, 2.B

Read aloud Problem 2.

2 Monitor



After students have completed **Problem 2**, refer to the D **Differentiation | Teacher Moves** table on the following page.

If students need help getting started . . .

- Ask, "Choose a clock. What do you notice about it?"
- Ask, "What do all the clocks have in common?"

3 Connect



Display the analog clock showing 4:00 and the blank digital clock.

Say, "When the hour hand points directly at the 4, the time is four o'clock. Four o'clock can also be written as 4:00. It is written with 2 zeros because it is zero minutes past the hour."

Record the digital time 4:00.

Display the digital clock showing 8:00 and the blank analog clock.

Ask, "What number will the hour hand point to on the clock with a face at 8 o'clock?"

Record the hour hand on the analog clock to show 8 o'clock.

Record *hour hand* and *o'clock*, along with an example of an analog and digital clock on the *Words to Describe Telling Time* chart.

Key Takeaway: Say, "Time can be represented on clocks with faces and clocks with only numbers. There are different ways to represent the same time."

Student Edition

Unit 7
Lesson
12

Name

TEKS: 1.1.C, 1.1.E, 1.1.F, 1.7.E

It's Time for Clocks

Let's tell and write time in hours.



Warm-Up eyes on teacher

We are a math community. Clocks are similar in many schools. What else do many schools have in common?

Activity 1 Clocks in Order

Hands-On

1 Discuss

What is the same and different about the clocks?
Oral activity: No writing expected. Sample response shown.

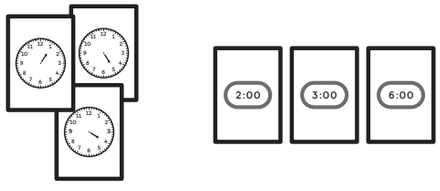
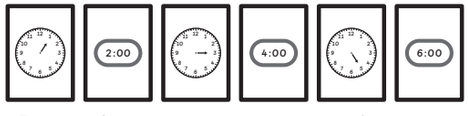
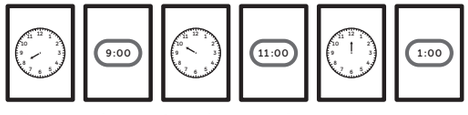
They all have numbers. Some clocks have lines pointing to the numbers and some do not.

2 Put the clock cards in order in a way that makes sense to you. As you order the cards, explain your thinking to your partner. Oral activity: No writing expected.

Grade 1 Unit 7 Lesson 12 732 Warm-Up | Activity 1

Presentation Screens

D Differentiation | Teacher Moves

Look for students who . . .	For example . . .	Provide support . . .
Put the digital clocks in number order.	 *I can only put some of them in order.*	**S Strengthen** Ask, "Looking at the clocks you put in order, what times are missing? Which of the other cards could fit in those spots?"
Put all clocks in number order.	 *I put them in counting order.*	**S Stretch** Ask, "Choose a card with the written time. What do you think that time would look like on the clock?"
Put the clocks in the order of a daily schedule.	 *I put them in the order of our day. 8 is in the morning, and 1 is in the afternoon.*	

Pairs | 10 min

Activity 2 Connecting Clocks to Written Times

Purpose: Students write times to the hour or draw hour hands to connect the times shown on analog clocks with times shown on digital clocks.

Presentation Screens



Materials

Classroom materials:

- Provide students with access to straightedges (optional).
- Use chart paper and markers to record language on the *Words to Describe Telling Time* chart during the Connect.

1 Launch



Say, "Now you will read the time shown on 2 different types of clocks."

Read aloud the directions.

Provide access to straightedges.

A **Accessibility: Conceptual processing** Invite partners to rephrase the directions in their own words.

2 Monitor



After students have completed **Problem 4**, refer to the D **Differentiation | Teacher Moves** table on the following page.

If students need help getting started . . .

- Ask, "What do you notice about the first clock?"
- Ask, "What time does the clock show?"

3 Connect



Display the 3 clocks.

Say, "As I walked around, I saw clocks that looked like each of these."

Use the Think-Pair-Share routine. Ask:

- "Which clock shows the time at 9 o'clock?"
- "What would you change about the other 2 clocks so they will also show 9 o'clock?"

Say (if not yet mentioned during discussion), "When the time is 9 o'clock, the hour hand points directly at the 9. Since the hour hand is short, it does not reach the number."

MLR **MLR2: Collect and Display** ELPS 3.C, 3.D, 3.E, 3.F

- Collect students' language used to describe and tell time, such as *hour, minute, hand, face,* and *around*.
- Add the language students use to the *Words to Describe Telling Time* chart. Remind students to refer to and use the chart during class discussions.

Key Takeaway: Say, "You can represent times to the hour in different ways. You can draw the hour hand pointing directly at a number on a clock with a face. You can also write the time using a number for the hour and 2 zeros for the minutes."

Student Edition

Activity 2

Name _____

Connecting Clocks to Written Times

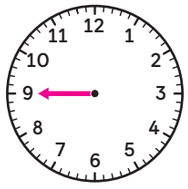
Fill in the missing hour hand or written time. Use a straightedge if it is helpful for you.

3



3:00

4



9:00

5



8:00

6



11:00

Grade 1 Unit 7 Lesson 12 733 Activity 2

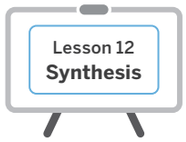
Presentation Screens

D Differentiation | Teacher Moves

Look for students who . . .	For example . . .	Provide support . . .
Almost there Draw the hour hand pointing between 2 hours.		**Support** Ask, "What time does your clock show? Describe how your hour hand shows that time."
Draw the hour hand as a long line, pointing at the correct hour.		**Strengthen** Ask, "Describe your clock. What do you notice about the size of the hour hand on the other clocks?"
Draw the hour hand as a short line, pointing at the correct hour.		**Stretch** Ask, "What time do you think it would be if the hour hand was pointing between the 9 and 10?"

Whole Class | 5 min

Presentation Screen



Synthesis

Lesson Takeaway: The **hour hand** points directly to the number that tells the hour on an analog clock. On a digital clock, the time is written with a number for the hour and 2 zeros for the minutes because it is zero minutes past the hour.



Ask, "What time does this clock show?" Repeat for each hour.

Say, "The hour hand moves in a circle around the clock. The time it takes for the hour hand to move from 1 number to the next number is 1 hour."

Formalize vocabulary: The **hour hand** is the short arrow on a clock that points to the hour and moves from hour to hour.

(optional) **Consider using the Frayer Model routine** with the term **hour hand**. ELPS 3.E, 3.F

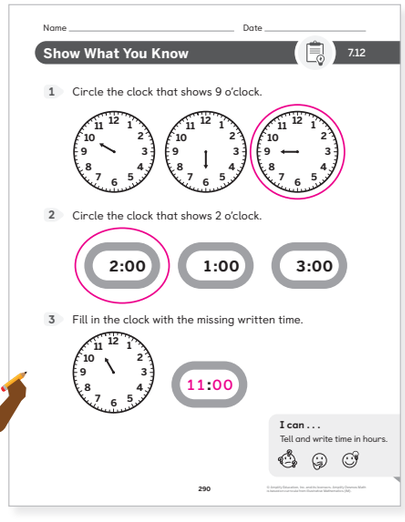
Refer to the *Math Language Development Resources* for a description of this routine and for more vocabulary support.

Invite students to refer to the **Summary** during Practice or anytime during the year.

Show What You Know (Optional)

Independent | 5 min

Show What You Know PDF


Name _____ Date _____

Show What You Know 7.12

1 Circle the clock that shows 9 o'clock.

2 Circle the clock that shows 2 o'clock.

2:00 1:00 3:00

3 Fill in the clock with the missing written time.

11:00

I can . . .
Tell and write time in hours.

290



Today's Goals

1. **Goal:** Tell and represent time to the hour on digital and analog clocks showing only the hour hand.
   - In Problems 1 and 2 in the *Show What You Know*, students identified time to the hour on a digital and analog clock.
   - In Problem 3 in the *Show What You Know*, students represented the missing time to the hour on a digital clock.
2. **Language Goal:** Describe and compare digital and analog clocks showing time to the hour. **(Listening, Speaking, and Writing)** ELPS 1.B, 2.B, 2.E, 4.C, 4.D, 4.F

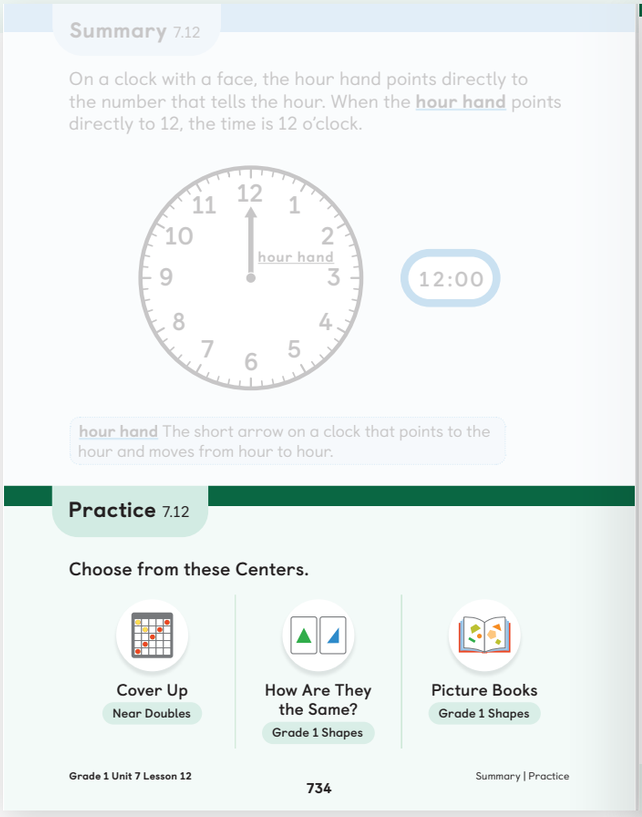
D **Differentiation** See the last page of the lesson for differentiation and Math Language Development support.

Practice

Independent

Provide students with sufficient practice to build and reinforce their conceptual understanding, fluency, and application of mathematical topics, assessment practice, and ongoing spiral review.

Students using print



Summary 7.12

On a clock with a face, the hour hand points directly to the number that tells the hour. When the **hour hand** points directly to 12, the time is 12 o'clock.

hour hand The short arrow on a clock that points to the hour and moves from hour to hour.

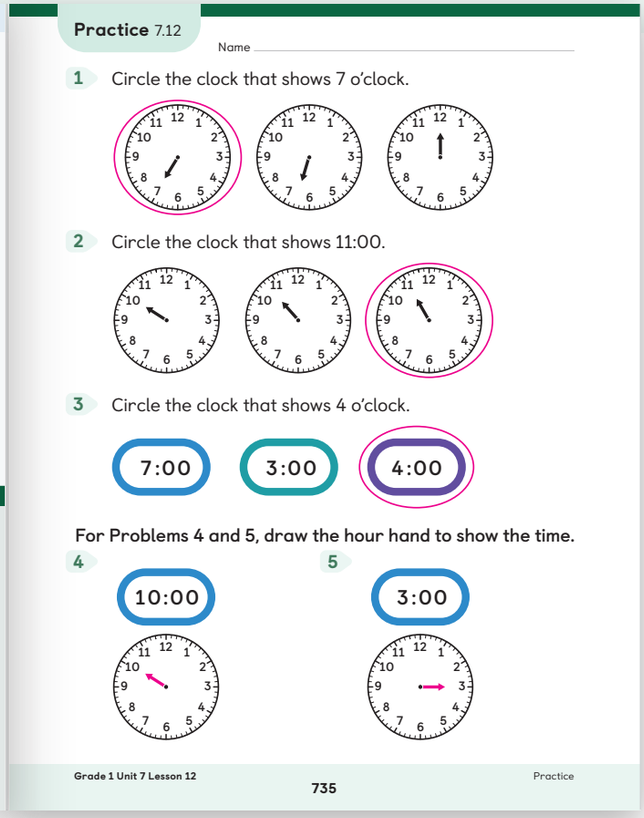
Practice 7.12

Choose from these Centers.

Cover Up — Near Doubles

How Are They the Same? — Grade 1 Shapes

Picture Books — Grade 1 Shapes



Practice 7.12

Name _____

1 Circle the clock that shows 7 o'clock.

2 Circle the clock that shows 11:00.

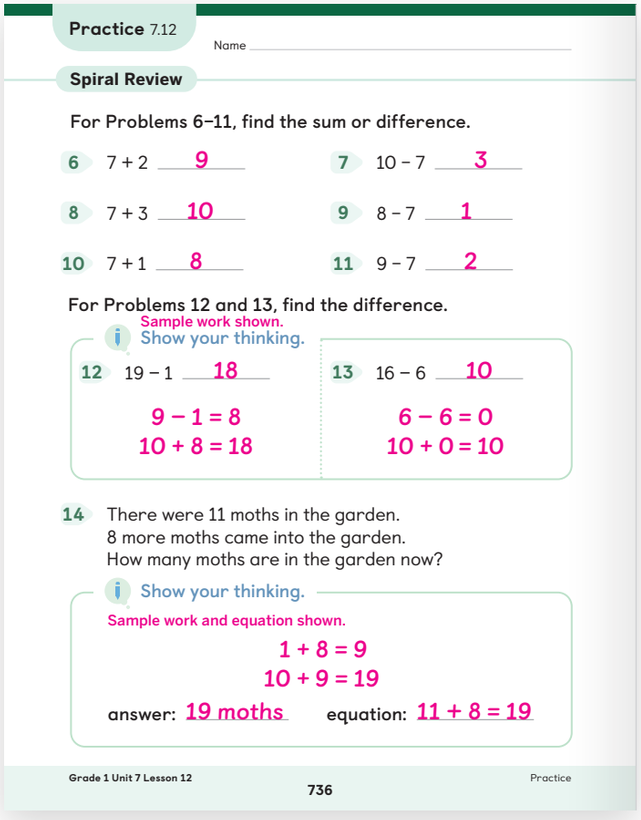
3 Circle the clock that shows 4 o'clock.

7:00 3:00 4:00

For Problems 4 and 5, draw the hour hand to show the time.

4 10:00

5 3:00



Practice 7.12

Name _____

Spiral Review

For Problems 6–11, find the sum or difference.

6 7 + 2 = 9

7 10 − 7 = 3

8 7 + 3 = 10

9 8 − 7 = 1

10 7 + 1 = 8

11 9 − 7 = 2

For Problems 12 and 13, find the difference.

Sample work shown.

Show your thinking.

12 19 − 1 = 18

9 − 1 = 8
10 + 8 = 18

13 16 − 6 = 10

6 − 6 = 0
10 + 0 = 10

14 There were 11 moths in the garden.
8 more moths came into the garden.
How many moths are in the garden now?

Show your thinking.

Sample work and equation shown.

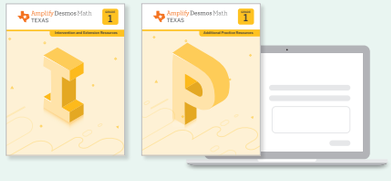
1 + 8 = 9
10 + 9 = 19

answer: 19 moths equation: 11 + 8 = 19

Practice Problem Item Analysis

	Problem(s)	DOK	TEKS
On-Lesson			
	1–5	1	1.7.E
Spiral Review			
Fluency	6–13	1	1.3.D
	14	1	1.5.D

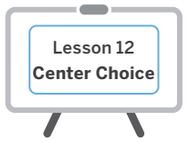
Need more Practice?



Additional practice can be found in the **Practice Resources, Intervention and Extension Resources,** and online resources (item banks, Boost Personalized Learning, and Fluency Practice).

Center Choice Time

Presentation Screen



Purpose: Use this time to support students working in Centers, gather formative assessment data, or work with a small group of students on targeted skills.

Cover Up

Near Doubles

Pairs | 15 min | 1.3.D, 1.5.G

Students double a number between 0 and 10 and then add or subtract 1.

Materials

- number cards (0–10), two-color counters **(Manipulative Kit)**
- Directions, Gameboards (A, B) **(Centers Resources)**

Corresponds with the checklist from Unit 3, Sub-Unit 2.

How Are They the Same?

Grade 1 Shapes

Small Groups | 15 min | 1.6.A, 1.6.C

Students find shapes with common attributes and draw new shapes with the shared attribute.

Materials

- straightedges **(Classroom materials)**
- Directions, Recording Sheet, Shape Cards (Grade 1) **(Centers Resources)**

Corresponds with the checklist from Unit 7, Sub-Unit 1.





Use Centers as games to offer fun and engaging ways for students to practice math skills.

GAMES

Picture Books

Grade 1 Shapes

Pairs | 15 min | 1.6.A

Students look through picture books to notice and describe shapes they see in the pictures and sort them into 2 categories.

Materials

- picture books (one per pair) **(Classroom materials)**
- Directions, Recording Sheet **(Centers Resources)**

Corresponds with the checklist from Unit 7, Sub-Unit 1.

D Differentiation | Teacher Moves

Work with students in their Centers by:

- Reinforcing Center routines and positive interactions.
- Asking probing questions to propel student thinking forward.
- Recording observations using the checklist provided.

Consider pulling a small group of students for:

- Reviewing the lesson's learning goal by using the *Mini-Lesson* or the supports provided in the lesson.
- Reviewing essential skills from prior lessons or units.





Differentiation Use after Lesson 12

Lesson Goal: Tell and represent time to the hour on digital and analog clocks showing only the hour hand.

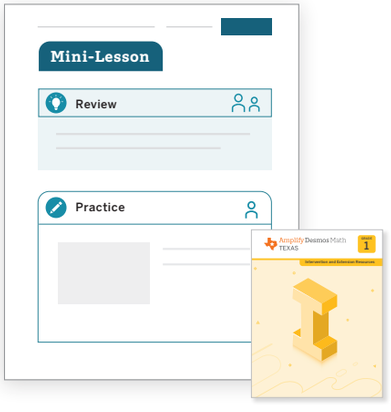
Support

Provide targeted intervention for students by using these resources.

If students draw the hour hand pointing between 2 hours:

Respond:

- Assign the *Telling Time to the Hour* Mini-Lesson. | 15 min
- Review Row 1 of the Activity 2 *Differentiation: Teacher Moves* table.



Strengthen

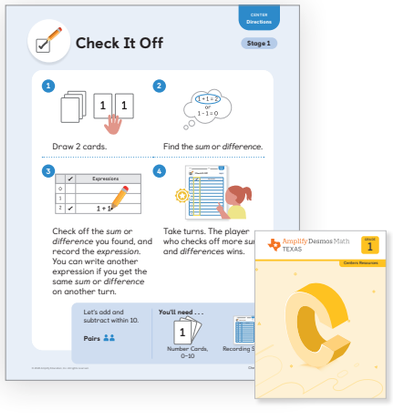
Reinforce students' understanding of the concepts assessed by using these resources.

If students draw the hour hand as long as a minute hand would be, pointing to the correct hour:

Respond:

- Invite students to play these **Centers.** | 15 min
  Check It Off: Add or Subtract Within 10
  Cover Up:
  - *Add 1 or 2*
  - *Doubles*
  - *Make 10*
  - *Subtract 1 or 2*

  How Close?: Subtract From 20
- Have students complete **Lesson 12 Practice.** | 15 min
- **Item Bank**



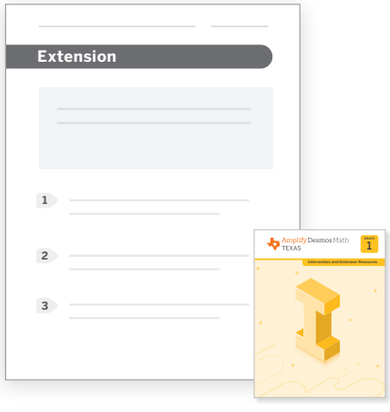
Stretch

Challenge students and extend their learning with these resources.

If students draw the hour hand as a short line, pointing to the correct hour:

Respond:

- Invite students to explore the **Sub-Unit 3 Extension Activities.** | 15 min
- Revisit Activity 2 and invite students to respond to the **Stretch** question from the *Differentiation: Teacher Moves* table. | 5 min



Support, *Strengthen*, and *Stretch* learning by assigning these digital resources that adjust to each student's current level of skill and understanding.

• **Boost Personalized Learning** • **Fluency Practice** • **Math Adventures**

Math Language Development

EB Use the **Math Language Development Resources** for further language support with all your students, including those building English proficiency.

- English/Spanish cognates
- Frayer Model templates
- Vocabulary routines



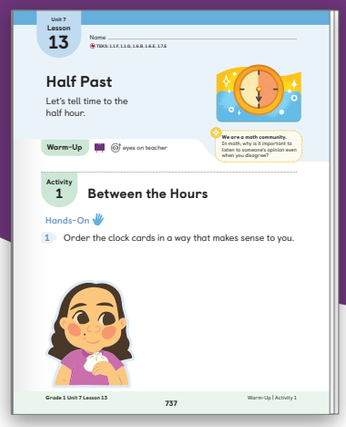


Professional Learning

What experiences with time do students already have that you can build on to help them understand how to read clocks? What kinds of experiences can you provide for students, outside of the math lesson, to continue to grow their understanding of telling time?

Unit 7
Lesson
13

Student Edition pages, Manipulatives, and Presentation Screens support learning in this lesson.



Half Past

Using the Hour Hand to Tell Time to the Half Hour

Let's tell time to the half hour.

Key Concepts

Today's Goals

1. **Goal:** Tell time to the half hour on analog clocks showing only the hour hand.
2. **Language Goal:** Justify the time shown on an analog clock using the understanding that when the hour hand is halfway between 2 numbers, it is half past the hour that the hand has passed. **(Listening, Speaking, and Writing)**
   ELPS 1.B, 2.B, 2.E, 4.C, 4.D, 4.F

Connections and Coherence

Students are introduced to analog clocks with an hour hand showing **half past** an hour. They order a set of clock cards that include times to the hour and half hour, shown only with the hour hand. Students then consider a common error made when telling time to the half hour. They justify the time shown on a clock by reasoning about the position of the hour hand and recognize that when the hour hand is halfway between 2 numbers, the time is half past the hour it has passed because it has not yet reached the next hour. **(TEKS 1.1.F, 1.1.G)**

Prior Learning

In Lesson 10, students described 1 part of a shape split into 2 equal parts as a half. In Lesson 12, students told time to the hour on clocks showing only an hour hand.

Future Learning

In Lesson 14, students will be introduced to the minute hand and discuss its placement for times on the hour and half past the hour.

Integrating Rigor in Student Thinking

- Students develop their **conceptual understanding** of the role of the hour hand in representing time on an analog clock.
- Students strengthen their **procedural skills** in telling time to the hour and half hour.

Vocabulary

New Vocabulary

half past

Review Vocabulary

a half/halves

hour hand

TEKS

Addressing

1.7.E

Tell time to the hour and half hour using analog and digital clocks.

Also Addressing: **1.3.D, 1.6.B, 1.6.E**

Math Process Standards: 1.1.C, 1.1.D, 1.1.F, 1.1.G

ELPS: 1.B, 1.C, 1.D, 1.E, 1.F, 2.B, 2.C, 2.D, 2.E, 2.F, 3.E, 4.C, 4.D, 4.F

Building On	Building Toward
1.6.G	2.9.G

Building Math Identity

We are a math community.
In math, why is it important to listen to someone's opinion even when you disagree?

Invite students to reflect on this question as they complete this lesson.

Lesson at a Glance 65 min

TEKS: 1.1.C, 1.1.D, 1.1.F, 1.1.G, 1.3.D, 1.6.B, 1.6.E, 1.7.E

Warm-Up Fluency

Whole Class | 10 min

Students use the **Number Talk** routine, in which they look for structure and use repeated reasoning based on their own previous strategies or the strategies of others as they study a sequence of addition expressions within 100. **(TEKS 1.1.C, 1.1.D)**



Activity 1

Small Groups | 15 min

Students order analog clock cards with times to the hour or half hour in any way that makes sense to them. They learn that the time is read as **half past** the hour when the hour hand is exactly halfway between 2 numbers.

Materials: markers, *Words to Describe Telling Time* chart (from Lesson 12)
Additional Prep Cut out: Activity 1 PDF



Activity 2

Pairs | 15 min

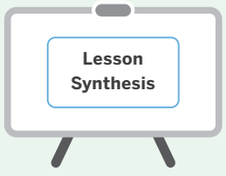
Students use their knowledge of the movement of the hour hand to justify if an analog clock shows half past 4 or half past 5. They understand that when the hour hand is halfway between 4 and 5, the time is half past 4 because it has not yet reached 5 o'clock.



Synthesis

Whole Class | 5 min

Students review and reflect on the movement of the hour hand and its role in telling time. They use the hour hand to tell time to the hour and half hour and justify their thinking by describing the position and motion of the hour hand.

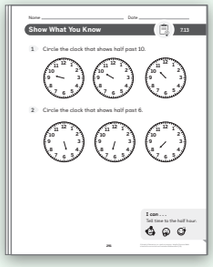


Show What You Know (optional)

Independent | 5 min

Students demonstrate their understanding by telling time to the half hour on an analog clock.

Materials: *Show What You Know* PDF



Center

Pairs | 15 min

Students are introduced to the Center, *Solid Shapes, Build to Match*, in which they feel for defining attributes of three-dimensional shapes to guess which solid shape is inside a bag.



Math Language Development

EB Emergent Bilinguals

Consider using the *Math Language Development Resources* with the **Activity 2, Monitor** to support math language acquisition.



- ✓ Cognates
- ✓ Visuals
- ✓ Frayer model
- ✓ Sentence frames and word bank

ELPS 1.B, 1.E, 2.C, 2.D, 2.E, 2.F, 4.C, 4.D

Pre-Production	Beginning	Intermediate	High Intermediate	Advanced
Students **listen** to spoken English and **respond** using their primary languages and gestures.	Students **listen** to spoken English and **speak** and **write** using their primary languages, gestures, and single words or short phrases.	Students **listen** to spoken English and **speak** and **write** using short phrases or simple sentences.	Students **listen** to spoken English and **speak** and **write** using a variety of sentence types.	Students **listen** to spoken English and **speak** and **write** using longer sentences. Exemplar responses are provided.

Whole Class | 10 min

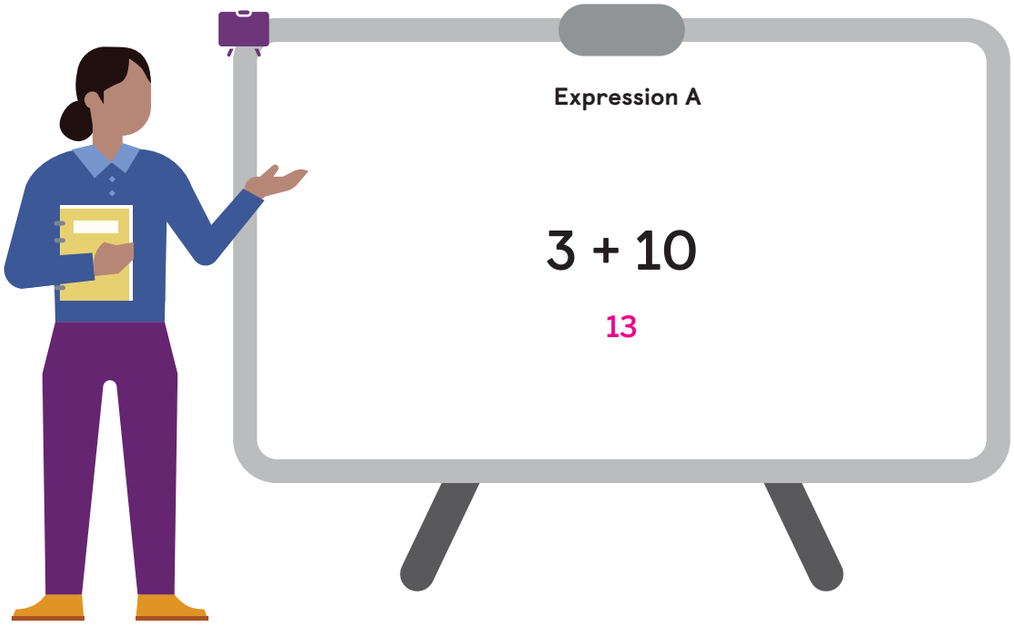
Presentation Screens



Warm-Up Number Talk

Fluency

Purpose: Students find sums of 2 two-digit numbers, 1 of which is a multiple of 10, to practice adding within 100 using place-value based strategies.



Expression B

5 + 10

15

Expression C

6 + 10

16

Expression D

9 + 10

19



1 Launch

Use the Number Talk routine.

Display 1 expression at a time.

Say, "Take your time to find the value mentally. Give me a signal when you have an answer and can explain how you found it."

2 Connect

Record sums and 2 or 3 strategies as students share, honoring all strategies and keeping expressions and work displayed.

Repeat with each expression, spending the most time discussing Expression D.

Ask, "How does splitting a number into tens and ones help you add two-digit numbers?"

Students might say . . . ELPS 2.C, 2.D, 2.E

A: *3 more than 10 is 13.*

B: *10 more than 5 is 15.*

C: *6 ones and 1 ten is 16.*

D: *1 ten and 9 ones is 19.*

Small Groups | 15 min

Activity 1 Between the Hours

Purpose: Students put a series of analog clocks that tell time to the hour and half hour in order to build an understanding that the hour hand points between 2 numbers at half past the hour.

Presentation Screens



Materials

Lesson Resources:

- Distribute one set of pre-cut cards from the Activity 1 PDF to each small group during the Launch.

Classroom materials:

- Add language and examples to the *Words to Describe Telling Time* chart (from Lesson 12) during the Connect.

1 Launch



Distribute 1 set of pre-cut cards to each small group.

A **Accessibility: Memory and attention** Activate prior knowledge by displaying the *Words to Describe Telling Time* chart.

Read aloud Problem 1.

2 Monitor



While students complete the activity, refer to the D **Differentiation | Teacher Moves** table on the following page.

If students need help getting started . . .

- Ask, "Choose 1 of the clocks. What do you notice?"
- Ask, "Where is the hour hand pointing? Which clock do you think should come next in the order?"

3 Connect



Invite groups to share their responses. Select and sequence responses using Rows 2 and 3 in the *Differentiation* table.

Say, "Both groups noticed that the hour hand sometimes points between numbers. When the hour hand points exactly halfway between 2 numbers, you can read that time as **half past** the hour."

Display the clock showing the hour hand pointing between 1 and 2.

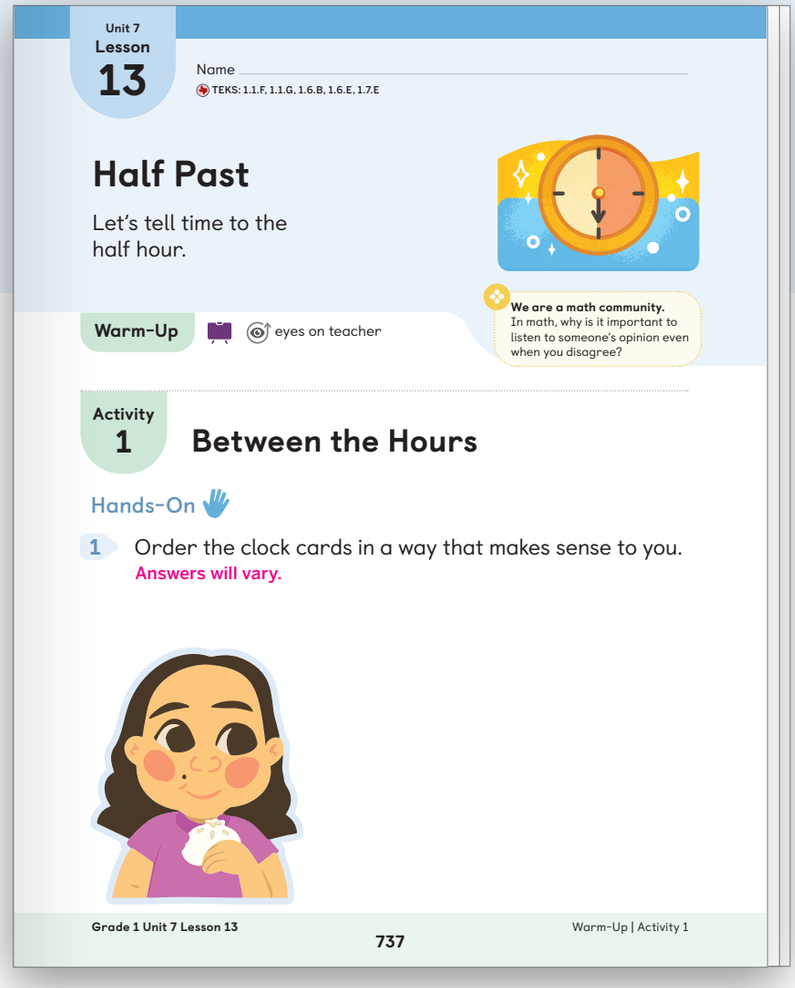
Say, "The hour hand is pointing exactly halfway between 1 and 2. The time on this clock shows half past 1."

Record *half past* with an example on the *Words to Describe Telling Time* chart.

EB **Emergent Bilinguals** Invite students to share what the new term, **half past**, reminds them of. Provide a sentence starter for support, e.g., "When I hear *half past*, I think . . .". This may help surface multiple meanings and encourage students to connect to their prior knowledge. ELPS 1.B, 1.D, 2.B, 3.E

Key Takeaway: Say, "The hour hand moves in between numbers as time passes. When the hour hand is exactly halfway between 2 numbers, it splits the hour in half. You can read that time as half past the hour."

Student Edition



Unit 7
Lesson
13

Name

TEKS: 1.1.F, 1.1.G, 1.6.B, 1.6.E, 1.7.E

Half Past

Let's tell time to the half hour.

We are a math community.
In math, why is it important to listen to someone's opinion even when you disagree?

Warm-Up eyes on teacher

Activity 1 **Between the Hours**

Hands-On

1 Order the clock cards in a way that makes sense to you.
Answers will vary.

Grade 1 Unit 7 Lesson 13 737 Warm-Up | Activity 1

Presentation Screens

D Differentiation | Teacher Moves

Look for students who . . .	For example . . .	Provide support . . .
Almost there Put only the cards showing times to the hour in time order.	We put these clocks in order from 1 o'clock to 12 o'clock. We are not sure what times the other clocks show, so we didn't order them.	**Support** Ask, "What is different about the clocks you did not put in order? When do you think the hour hand would be between 2 numbers?"
Put the cards into 2 groups, those showing a time to the hour and those showing a time to the half hour, and then put the cards in each group in time order.	We put these cards in order from 1 o'clock to 12 o'clock. We put the cards where the hour hand wasn't pointing to a number in order based on the 2 numbers it was between.	**Strengthen** Ask, "You noticed the hour hand is between 2 numbers on some of the clocks. When do you think the hour hand would be between 2 numbers?"
Put all of the cards in time order.	We put all the clocks in order based on where the hour hand was pointing.	**Stretch** Ask, "If you count forward by half hours, what time would be next? See if you can count by half hours all the way around the clock."

Pairs | 15 min

Activity 2 Half Past What?

Purpose: Students analyze a clock with the hour hand showing half past an hour and justify which hour it is *half past* to solidify their understanding of telling time to the half hour.

Presentation Screens



Short on time? Consider having students share their responses to Problem 2 verbally.

1 Launch



Say, "Sometimes when the hour hand is between 2 numbers, it is challenging to determine the hour. Chinua and his family are making tihlo (tuh-LO). Chinua's brother looks at the clock and thinks it's almost time to eat, but Chinua disagrees."

Read aloud Problem 2.

2 Monitor



While students complete the activity, refer to the D **Differentiation | Teacher Moves** table on the following page.

If students need help getting started . . .

- Ask, "Where is the hour hand on this clock?"
- Ask, "What number do you think the hour hand just passed?"

3 Connect



MLR **MLR1: Stronger and Clearer Each Time** ELPS 1.E, 2.E
Invite students to justify if the analog clock shows half past 4 or half past 5. Encourage listeners to ask clarifying questions using stems, such as:

- "What do you mean by . . . ?"
- "Can you tell me more about . . . ?"

Have students revise their responses based on the feedback they receive.

EB **Emergent Bilinguals** Provide students with wait time to formulate and rehearse a response with a partner before sharing with the class. ELPS 1.E, 2.F

Say (if not yet mentioned during discussion), "Chinua's brother noticed the clock shows half past the hour, but since the hour hand is between the 4 and the 5, Chinua is correct that it is half past 4 because the hour hand has not yet reached 5."

Play the animation. ELPS 1.F

Say, "When the hour hand is exactly halfway between 4 and 5, a half of the hour has passed since 4 o'clock, so the time can be read as half past 4. Notice the hour hand has passed the 4 but has not yet reached 5 o'clock."

Key Takeaway: Say, "When the hour hand is halfway between 2 numbers, look at the number the hour hand just passed. The time is half past that hour."

Student Edition

Activity 2

Name

Half Past What?

2 Chinua's brother says the time is **half past** 5.

Chinua says it is half past 4.

Who do you agree with? Why? Sample response shown.



I agree with Chinua because the hour hand is not to the 5 yet, so it is not past 5 o'clock.



Grade 1 Unit 7 Lesson 13 738 Activity 2

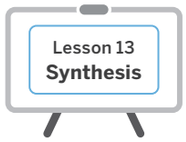
Presentation Screens

D Differentiation | Teacher Moves

Look for students who . . .	For example . . .	Provide support . . .
Almost there Read the time using the closest hour.	I agree with Chinua's brother because the hour hand seems a little closer to the 5 than to the 4.	S **Support** Ask, "How does the hour hand move? Describe where the hour hand is pointing."
Almost there Recognize that the time is past the hour.	I agree with Amari because the hour hand is not at 4 anymore.	
Recognize that the time is half past the hour before it.	I agree with Chinua because the hour hand is halfway to the 5 but is not there yet.	S **Strengthen** Ask, "Where would the hour hand be if the time was half past 5?"

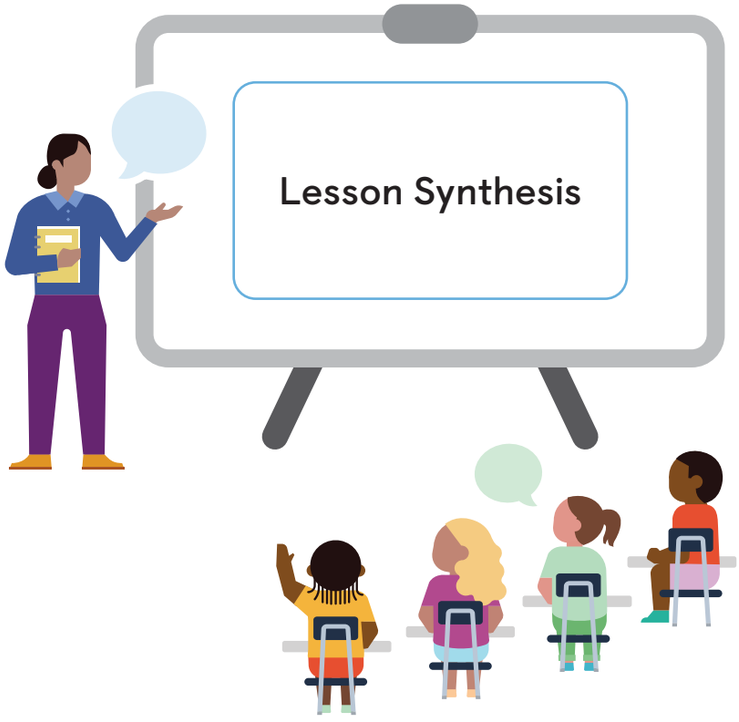
Whole Class | 5 min

Presentation Screen



Synthesis

Lesson Takeaway: On an analog clock, the hour hand moves in the order of the numbers, which represent hours. When the hour hand is halfway between 2 hours, it is **half past** the hour it has passed.



Ask:

- "Which of these clocks shows half past 8? How do you know?" Record 'half past 8' below Clock C.
- "What times do the other 2 clocks show?" Record 'half past 7' below Clock A and '8:00' or '8 o'clock' below Clock B.

Monitor for student use of the new vocabulary term *half past*. ELPS 2.B

Say, "The hour hand moves between hours. At half past the hour, the hour hand is halfway between that hour and the next hour it will pass."

Formalize vocabulary: **Half past** is an expression that means it is 30 minutes past the hour.

(optional) **Consider using the Word Connections: Prior Knowledge routine** with the word **half past**. Consider asking, "Why do you think the expression uses the word *half* in it?" Listen for student responses that connect to their prior knowledge of how many minutes there are in one hour. ELPS 3.E

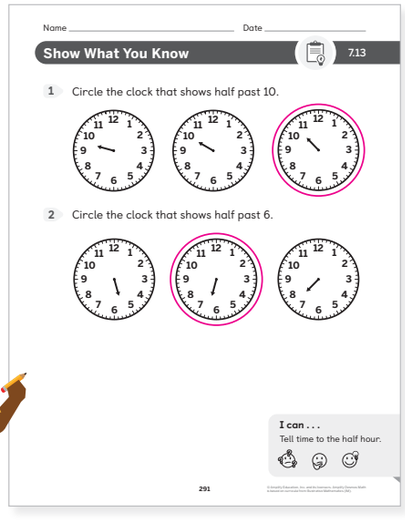
Refer to the *Math Language Development Resources* for a description of this routine and for more vocabulary support.

Invite students to refer to the **Summary** during Practice or anytime during the year.

Show What You Know (Optional)

Independent | 5 min

Show What You Know PDF


Name _____ Date _____

Show What You Know 7.13

1 Circle the clock that shows half past 10.

2 Circle the clock that shows half past 6.

I can . . .
Tell time to the half hour.

291

Today's Goals

1. **Goal:** Tell time to the half hour on analog clocks showing only the hour hand.
   - In Problems 1 and 2 in the *Show What You Know*, students told time to the half hour on analog clocks showing only the hour hand.
2. **Language Goal:** Justify the time shown on an analog clock using the understanding that when the hour hand is halfway between 2 numbers, it is half past the hour that the hand has passed. **(Listening, Speaking, and Writing)**
   ELPS 1.B, 2.B, 2.E, 4.C, 4.D, 4.F

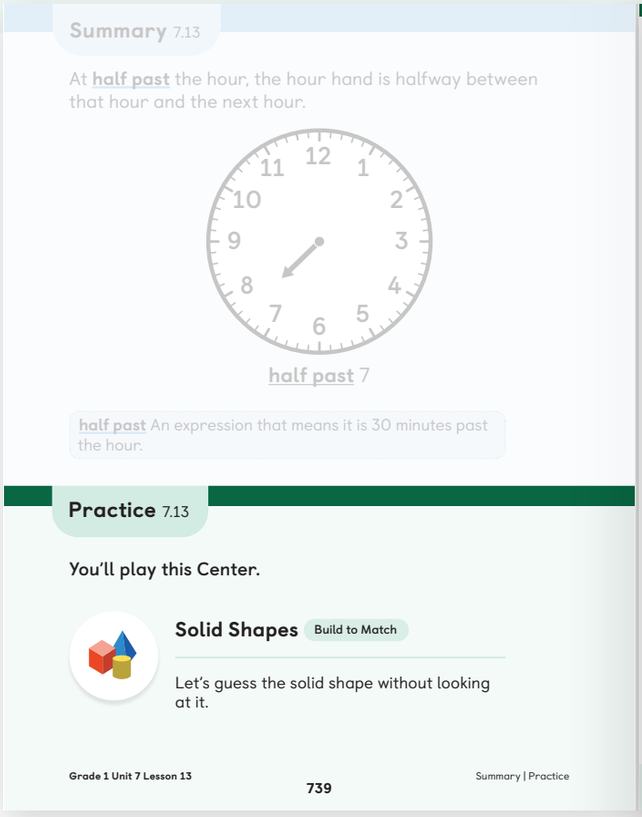
D **Differentiation** See the last page of the lesson for differentiation and Math Language Development support.

Practice

Independent

Provide students with sufficient practice to build and reinforce their conceptual understanding, fluency, and application of mathematical topics, assessment practice, and ongoing spiral review.

Students using print



Summary 7.13

At **half past** the hour, the hour hand is halfway between that hour and the next hour.

half past 7

half past An expression that means it is 30 minutes past the hour.

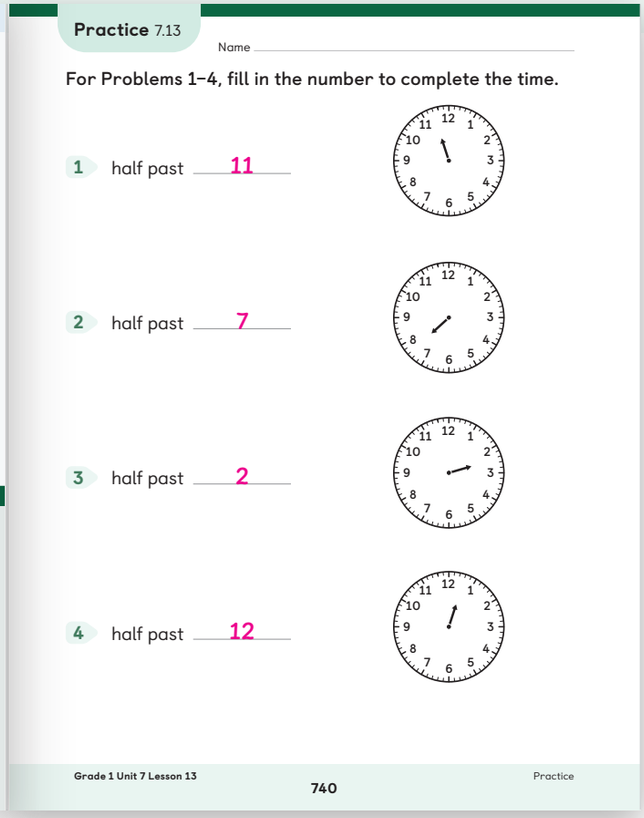
Practice 7.13

You'll play this Center.

Solid Shapes Build to Match

Let's guess the solid shape without looking at it.

Grade 1 Unit 7 Lesson 13 739 Summary | Practice



Practice 7.13

Name _____

For Problems 1–4, fill in the number to complete the time.

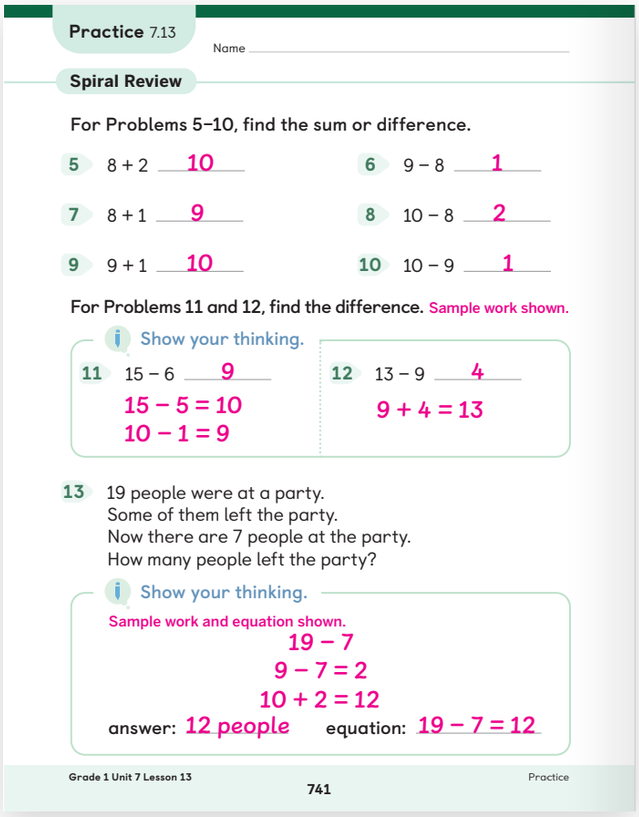
1 half past 11

2 half past 7

3 half past 2

4 half past 12

Grade 1 Unit 7 Lesson 13 740 Practice



Practice 7.13

Name _____

Spiral Review

For Problems 5–10, find the sum or difference.

5 8 + 2 10

6 9 − 8 1

7 8 + 1 9

8 10 − 8 2

9 9 + 1 10

10 10 − 9 1

For Problems 11 and 12, find the difference. Sample work shown.

Show your thinking.

11 15 − 6 9

15 − 5 = 10

10 − 1 = 9

12 13 − 9 4

9 + 4 = 13

13 19 people were at a party.
Some of them left the party.
Now there are 7 people at the party.
How many people left the party?

Show your thinking.

Sample work and equation shown.

19 − 7

9 − 7 = 2

10 + 2 = 12

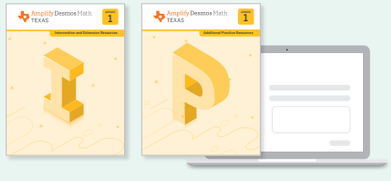
answer: 12 people equation: 19 − 7 = 12

Grade 1 Unit 7 Lesson 13 741 Practice

Practice Problem Item Analysis

	Problem(s)	DOK	TEKS
On-Lesson			
	1–4	1	1.7.E
Spiral Review			
Fluency	5–12	1	1.3.D
	13	1	1.5.D

Need more Practice?



Additional practice can be found in the **Practice Resources, Intervention and Extension Resources,** and online resources (item banks, Boost Personalized Learning, and Fluency Practice).

Pairs | 15 min

Let's Play
Solid Shapes, Build to Match

Purpose: Students feel for defining attributes of three-dimensional shapes to guess which three-dimensional shape is inside a bag.

Presentation Screen



Materials

Manipulative Kit:

- Distribute two sets of geosolids to each pair during the Launch.

Classroom materials:

- Put one set of geosolids in a paper bag before distributing to each pair.
- Display the *Words to Describe Solid Shapes* chart (from prior lessons).

1 Launch



Display the Center materials and Directions.

Demonstrate how to play *Solid Shapes, Stage 4* with a student partner. While demonstrating: ELPS 1.C

- **Say**, "You will play *Solid Shapes* today."
- **Say**, "First, I will put 1 solid shape in a bag without letting my partner see the shape." Put a rectangular prism in a bag.
- **Say**, "Now, my partner puts a hand in, feels the shape in the bag, and guesses what shape it is." Allow the student partner to feel the shape and share what they feel.
- **Ask**, "What shape do you think they are describing? You can point to a matching shape if you do not know the name of it." Allow students to share their thinking and then have the student partner guess the shape.
- **Say**, "If my partner guesses correctly, they keep the shape."
- **Say**, "Take turns. The player with more shapes wins."

2 Monitor



Observe whether students are identifying the shapes using words or by pointing to a matching shape. Listen for vocabulary used to describe the shapes using the number and shape of the faces and the number of corners or points.

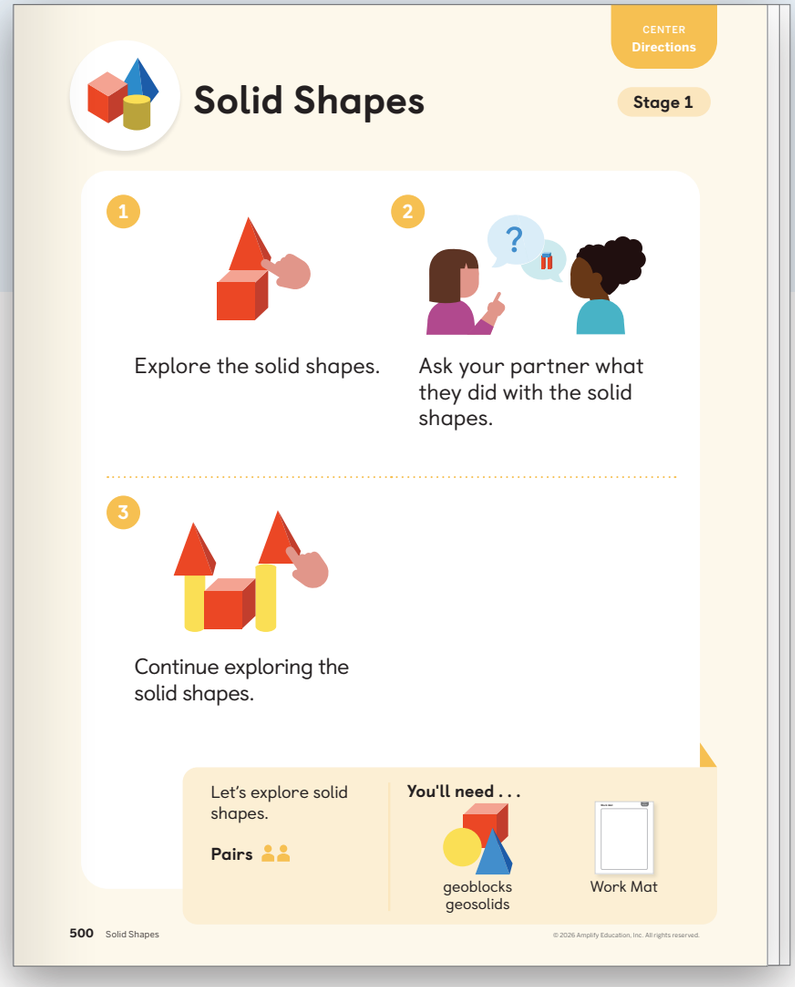
3 Connect



Display a cube.

Ask, "What did you feel that helped you guess the shape?"

Key Takeaway: Say, "Each solid shape has unique attributes that make it different from other solid shapes."



CENTER Directions

Stage 1

Solid Shapes

1

Explore the solid shapes.

2

Ask your partner what they did with the solid shapes.

3

Continue exploring the solid shapes.

Let's explore solid shapes.

Pairs

You'll need . . .

geoblocks
geosolids

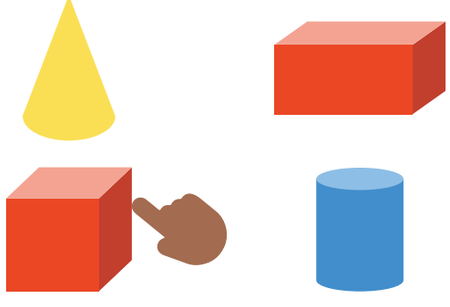
Work Mat

500 Solid Shapes

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Presentation Screens

D Differentiation | Teacher Moves

Look for students who . . .	For example . . .	Provide support . . .
Almost there Guess the shape by focusing on only 1 attribute.	*I feel a square on the ends of the shape, so I think it is a rectangular prism.*	**Support** Ask, "Is a rectangular prism the only solid shape that has a square on opposite ends? What else could you feel to be sure the shape is a rectangular prism?"
Guess the shape by pointing to the matching shape.		**Strengthen** Ask "Look at the *Words to Describe Solid Shapes* chart. What is the name of this shape? Use the chart to help you name the shape each time you guess."
Guess the shape by accurately describing 1 or more attributes.	*I feel square faces on all the sides, and I counted 8 corners. The cube has square faces on all sides and 8 corners, so I think this shape is a cube.*	**Stretch** Ask, "What language is useful for describing the shape(s) in the bag?"

Differentiation Use after Lesson 13

Lesson Goal: Tell time to the half hour on analog clocks showing only the hour hand.

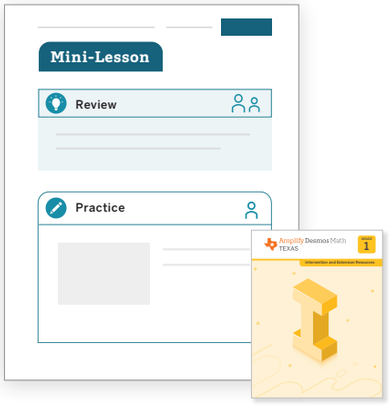
Support

Provide targeted intervention for students by using these resources.

If students recognize the hour hand as one the hour:

Respond:

- Assign the *Telling Time to the Half Hour* Mini-Lesson. | 15 min
- Revisit Lesson 12.



Strengthen

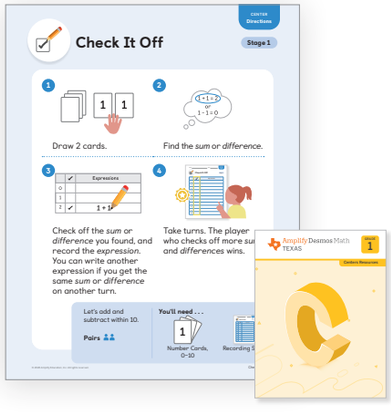
Reinforce students' understanding of the concepts assessed by using these resources.

If students tell time to the half hour by recognizing that the hour hand is past the hour:

Respond:

- Invite students to play these **Centers.** | 15 min
  Check It Off: Add or Subtract Within 10
  Cover Up:
  - *Add 1 or 2*
  - *Doubles*
  - *Make 10*
  - *Subtract 1 or 2*

  How Close?: Subtract From 20
- Have students complete **Lesson 13 Practice.** | 15 min
- **Item Bank**



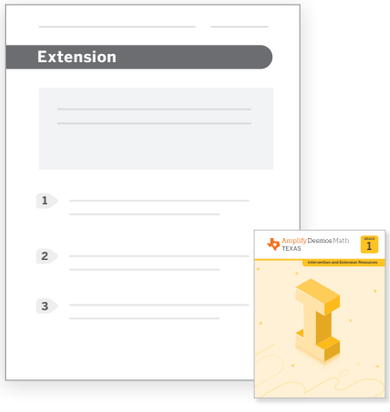
Stretch

Challenge students and extend their learning with these resources.

If students tell time to the half hour by recognizing that the hour hand is half past the hour before it and saying or recording the correct time:

Respond:

- Invite students to explore the **Sub-Unit 3 Extension Activities.** | 15 min
- Revisit Activity 2 and invite students to respond to the **Stretch** question from the *Differentiation: Teacher Moves* table. | 5 min



Support, *Strengthen*, and *Stretch* learning by assigning these digital resources that adjust to each student's current level of skill and understanding.
• Boost Personalized Learning • Fluency Practice • Math Adventures

Math Language Development

EB Use the **Math Language Development Resources** for further language support with all your students, including those building English proficiency.

- English/Spanish cognates
- Frayer Model templates
- Vocabulary routines

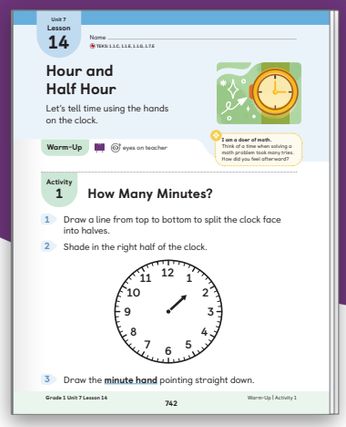


Professional Learning

Which math ideas from today's lesson did students grapple with most? Did this surprise you, or was this what you expected?

Unit 7
Lesson
14

Student Edition pages and Presentation Screens support learning in this lesson.



Hour and Half Hour

Let's tell time using the hands of the clock.

Let's tell time with the hour hand and minute hand.

Key Concepts

Today's Goals

1. **Goal:** Draw the hour or minute hand on an analog clock to show time to the hour and half hour.
2. **Goal:** Interpret the position of the hour hand on an analog clock to tell the time and determine where to draw the minute hand.
3. **Language Goal:** Tell and write times to the hour and half hour on analog clocks using the words *o'clock* and *half past*. **(Listening, Speaking, and Writing)**
   ELPS 1.B, 2.B, 2.E, 4.C, 4.D, 4.F

Connections and Coherence

Students are introduced to the **minute hand** as the long hand that points to the tick marks that represent minutes. They connect their knowledge of a half to the position of the minute hand at half past the hour. Students recognize that the minute hand points straight up for times on the hour, and it points straight down for times half past the hour. They interpret the position of the hour hand to tell and write time using the words *o'clock* and *half past* and draw the minute hand. **(TEKS 1.1.C, 1.1.E, 1.1.G)**

Prior Learning

In Lessons 12 and 13, students told time to the hour and half hour on analog clocks showing only the hour hand and recognized that the hour hand moves between the hours.

Future Learning

In Lesson 15, students will connect the placement of the minute hand on analog clocks to the written time on digital clocks.

Integrating Rigor in Student Thinking

- Students build their **conceptual understanding** of the role of the minute hand and its relationship to the hour hand on an analog clock.
- Students strengthen their **procedural skills** in telling and writing time to the hour and half hour.
- Students **apply** their knowledge of halves to understand the position of the minute hand at half past the hour.

Vocabulary

New Vocabulary

minute hand

Review Vocabulary

a half/halves

half past

hour hand

TEKS

Addressing

1.7.E

Tell time to the hour and half hour using analog and digital **clocks.**

Math Process Standards: 1.1.C, 1.1.E, 1.1.G

ELPS: 1.B, 1.E, 1.F, 2.B, 2.C, 2.D, 2.E, 2.F, 3.E, 3.F, 4.C, 4.D, 4.F

Building On	Building Toward
1.6.G	2.9.G

Building Math Identity

I am a doer of math.

Think of a time when solving a math problem took many tries. How did you feel afterward?

Invite students to reflect on this question as they complete this lesson.

Lesson at a Glance 60 min

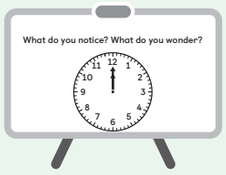
TEKS: 1.1.C, 1.1.E, 1.1.G, 1.7.E

Warm-Up

Whole Class | 10 min

Students use the **Notice and Wonder** routine to share what they notice and wonder about an animation of an analog clock with an hour hand and a **minute hand**.

Materials: markers, *Words to Describe Telling Time* chart (from prior lessons)



Activity 1

Pairs | 15 min

Students apply their knowledge of a half to determine the position of the minute hand at half past the hour. Students draw the hour and minute hands on clocks to show times at half past the hour.

Materials: straightedges (optional)

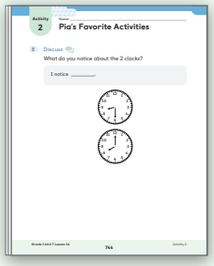


Activity 2

Pairs | 15 min

Students notice that for times on the hour, the minute hand points straight up. They record times using words and draw the minute hands on clocks to show times on the hour and half past the hour.

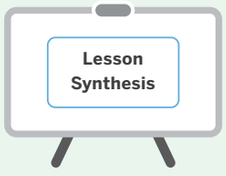
Materials: straightedges (optional)



Synthesis

Whole Class | 5 min

Students review and reflect on the placement of the hour and minute hands at times on the hour and half past the hour by discussing how to change an inaccurate clock to make it read 8 o'clock or half past 8.

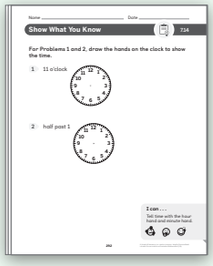


Show What You Know (optional)

Independent | 5 min

Students demonstrate their understanding by drawing an hour hand and minute hand on clock faces to show given times to the hour and half hour.

Materials: *Show What You Know* PDF



Center Choice Time

Small Groups | 15 min

Students have an opportunity to revisit these Centers to build understanding of quantity.

- Cover Up
- Picture Books
- Solid Shapes



Math Language Development

Emergent Bilinguals

Consider using the *Math Language Development Resources* with the **Activity 2, Monitor** to support math language acquisition.



- ✓ Cognates
- ✓ Frayer model
- ✓ Visuals
- ✓ Sentence frames and word bank

ELPS 1.B, 1.E, 2.C, 2.D, 2.E, 2.F, 4.C, 4.D

Pre-Production	Beginning	Intermediate	High Intermediate	Advanced
Students **listen** to spoken English and **respond** using their primary languages and gestures.	Students **listen** to spoken English and **speak** and **write** using their primary languages, gestures, and single words or short phrases.	Students **listen** to spoken English and **speak** and **write** using short phrases or simple sentences.	Students **listen** to spoken English and **speak** and **write** using a variety of sentence types.	Students **listen** to spoken English and **speak** and **write** using longer sentences. Exemplar responses are provided.

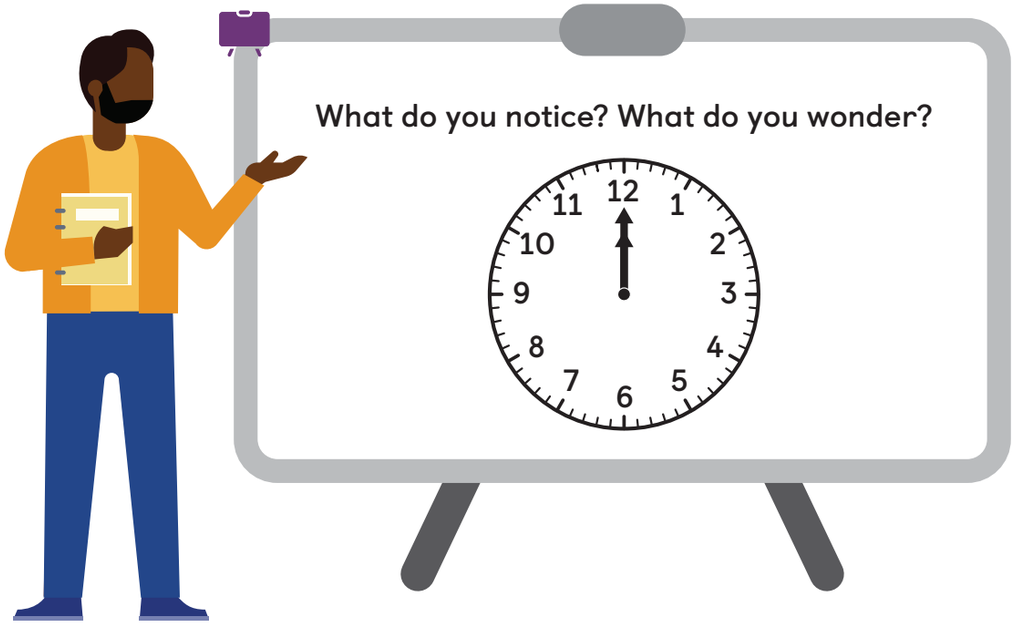
Whole Class | 10 min

Presentation Screens



Warm-Up Notice and Wonder

Purpose: Students examine an animation of an analog clock that shows the hour hand and minute hand to prepare to consider how both hands represent time to the hour and half hour.



1 Launch

Play the animation. ELPS 1.F

Use the Notice and Wonder routine.

Use the Think-Pair-Share routine. Ask, "What do you notice? What do you wonder?"



2 Connect

Record students' responses as they share.

Say, "The long hand is called the **minute hand**. It points to the tick marks around the clock to show how many minutes have passed. The minute hand moves all the way around the clock as the hour hand moves from 1 number to the next."

Record *minute hand*, along with an example, on the *Words to Describe Telling Time* chart.

Students might say . . . ELPS 2.B

I notice that there are 2 hands.

I notice that there is a long hand and a short hand.

I wonder what the long hand is for.

I wonder why the long hand moves faster than the hour hand.

Pairs | 15 min

Activity 1 How Many Minutes?

Purpose: Students apply their understanding of a half to represent the minute hand for times half past the hour.

Presentation Screens



Materials

Classroom materials:

- Provide students with access to straightedges (optional).

1 Launch



Read aloud Problems 1 and 2. Have students work for 2 minutes.

Play the animation. ELPS 1.F

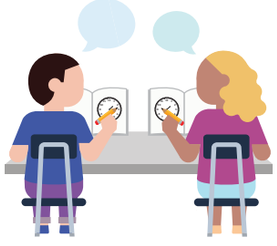
Say, "At half past 1, the hour hand is halfway between the 1 and 2. The minute hand has moved halfway around the clock and points straight down." Read aloud and have students complete Problem 3.

Provide access to straightedges.

Read aloud the directions for Problems 4–7.

A **Accessibility: Visual-spatial processing** Encourage students to use a colored pencil to shade the right half of all analog clocks that show half past.

2 Monitor



After students have completed **Problem 7**, refer to the D Differentiation | Teacher Moves table on the following page.

If students need help getting started on Problem 4 . . .

- Ask, "What time should the clock show?"
- Ask, "Where does the hour hand point at half past an hour? Where does the minute hand point?"

3 Connect



Display 1 clock with half past 12 shown correctly and 1 where the minute hand and hour hand are reversed.

Use the Think-Pair-Share routine. Ask:

- "Which of these clocks shows half past 12? How do you know?"
- "What needs to change to make the other clock show half past 12?"

EB **Emergent Bilinguals** Invite students to begin partner interactions by restating their partner's description, in their own words, before adding their own ideas to the discussion. ELPS 1.E, 2.C, 2.D, 2.F

Say (if not yet mentioned during discussion), "When it is half past 12, the hour hand is halfway between 12 and 1, and the minute hand points straight down."

Key Takeaway: Say, "The minute hand is longer than the hour hand. When it is half past an hour, the hour hand is halfway between 2 numbers, and the minute hand points straight down."

Unit 7
Lesson
14

Name

TEKS: 1.1.C, 1.1.E, 1.1.G, 1.7.E

Hour and Half Hour

Let's tell time using the hands on the clock.



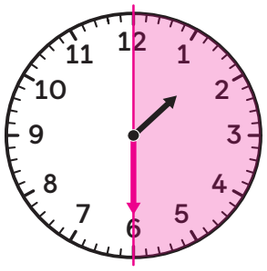
Warm-Up eyes on teacher

I am a doer of math.
Think of a time when solving a math problem took many tries. How did you feel afterward?

Activity
1

How Many Minutes?

1. Draw a line from top to bottom to split the clock face into halves.
2. Shade in the right half of the clock.



3. Draw the **minute hand** pointing straight down.

Activity
1

Name

How Many Minutes? (continued)

Draw the missing hands on the clocks to match the times. You can use a straightedge if that is helpful for you.

4. Half past 2



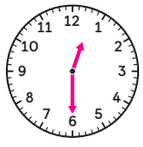
5. Half past 10



6. Half past 7



7. Half past 12





Presentation Screens

D Differentiation | Teacher Moves

Look for students who . . .	For example . . .	Provide support . . .
Almost there Draw the hour hand pointing to 12 and the minute hand pointing straight down.		**Support** Ask, "Cover up your minute hand. What time does your hour hand show?"
Almost there Draw the minute hand pointing between 12 and 1 and the hour hand pointing straight down.		
Draw the hour hand between 12 and 1 and the minute hand pointing straight down.		**Stretch** Ask, "What do you think the time will be when the minute hand moves around to the 12?"

Pairs | 15 min

Activity 2 Pia's Favorite Activities

Purpose: Students apply their knowledge of the positions of the hour and minute hands to write and represent times to the hour and half hour.

Presentation Screens



Materials

Classroom materials:

- Provide students with access to straightedges (optional).

Short on time? Consider completing Problem 8 together as a class rather than in pairs.

1 Launch



Read aloud Problem 8. Have students discuss for 1–2 minutes.

Use the Think-Pair-Share routine. Ask:

- "What do you notice about the clocks?"
- "What times do the clocks show?"

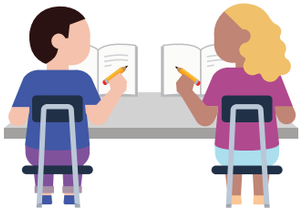
Say:

- "The bottom clock shows 8 o'clock because the hour hand is pointing directly at 8. At 8 o'clock, the minute hand points straight up."
- "Pia made a list of her favorite activities during the day. She wants to record the time at which each of the activities happen."

Read aloud the directions for Problems 9–12.

Provide access to straightedges.

2 Monitor



After students have completed **Problem 12**, refer to the Differentiation | Teacher Moves table on the following page.

If students need help getting started on Problem 9 . . .

- Ask, "What time are you trying to show?"
- Ask, "Where does the minute hand point at that time?"

3 Connect



Display Problem 12.

Use the Think-Pair-Share routine.

Ask:

- "What do you know about the time on this clock from looking at the hour hand?"
- "Where will the minute hand point at this time?"

MLR **MLR8: Discussion Supports — Pressing for Details** ELPS 2.E

As students share what they know about the time of the clock and where the minute will point, press for details in their reasoning. For example:

- If a student says, "The hour hand is pointing to the 6 and the minute hand is pointing to the 12." . . .
- Press for details by asking, "How do you know the minute hand will point to the 12? What time will the clock show?"

Key Takeaway: Say, "When the time is __ o'clock, the hour hand points directly at the number, and the minute hand points straight up."

Activity 2

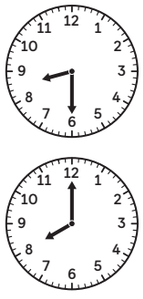
Name _____

Pia's Favorite Activities

8 Discuss

What do you notice about the 2 clocks?

I notice _____.



Oral activity: No writing expected. Sample response shown.

I notice the hour hand on the top clock shows half past 8. The hour hand on the other clock shows 8 o'clock.

Activity 2

Name _____

Pia's Favorite Activities (continued)

Fill in the missing minute hands and written times for Pia's favorite activities. You can use a straightedge if that is helpful for you.

	Activity	Time	Written time
9	 Reading		half past 9
10	 Recess		11 o'clock
11	 Dismissal		half past 3
12	 Dinner		6 o'clock

Presentation Screens

D Differentiation | Teacher Moves

Look for students who . . .	For example . . .	Provide support . . .
Almost there Draw a minute hand to show a time that does not match the hour hand, and record a written time that matches the drawn minute hand.	 Half past 6	**Support** Ask, "What is the difference between where the hour hand points for 6 o'clock and half past 6?"
Almost there Draw a minute hand to show a time that does not match the hour hand, and record a written time that matches the given hour hand.	 6 o'clock	**Support** Ask, "What is the difference between where the minute hand points for 6 o'clock and half past 6?"
Draw a minute hand to show the correct time, and record a written time that matches.	 6 o'clock	**Stretch** Ask, "Where do you think the minute hand would point if the time were between 6 o'clock and half past 6?"

Whole Class | 5 min

Presentation Screen



Synthesis

Lesson Takeaway: The **minute hand** moves all the way around the clock as the hour hand moves from one hour to the next. The minute hand points straight up for times on the hour and points straight down for times half past the hour.



Say, "Pia is confused about what time is shown on the clock."

Use the Think-Pair-Share routine. Ask:

- "Why do you think Pia is confused?"
- "How could we change the clock to show 8 o'clock? Half past 8?"

Say, "When the time is 8 o'clock, the minute hand points straight up. When the time is half past 8, the minute hand is halfway around the clock and points straight down."

Formalize vocabulary: The **minute hand** is the long line on a clock that points to the tick marks around the clock to show how many minutes have passed.

(optional) **Consider using the Frayer Model routine** with the term **minute hand**. ELPS 3.E, 3.F

Refer to the *Math Language Development Resources* for a description of this routine and for more vocabulary support.

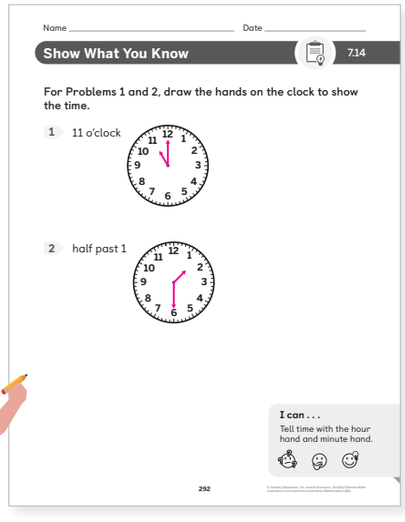
Invite students to refer to the **Summary** during Practice or anytime during the year.

Show What You Know

Independent | 5 min

(Optional)

Show What You Know PDF


Name _____ Date _____

Show What You Know 7.14

For Problems 1 and 2, draw the hands on the clock to show the time.

1 11 o'clock

2 half past 1

I can . . .
Tell time with the hour hand and minute hand.

292

Today's Goals

1. **Goal:** Draw the hour or minute hand on an analog clock to show time to the hour and half hour.
   - In Problems 1 and 2 in the *Show What You Know*, students drew hour and minute hands on clock faces to show given times to the hour and half hour.
2. **Goal:** Interpret the position of the hour hand on an analog clock to tell the time and determine where to draw the minute hand.
3. **Language Goal:** Tell and write times to the hour and half hour on analog clocks using the words o'clock and half past. **(Listening, Speaking, and Writing)**
   ELPS 1.B, 2.B, 2.E, 4.C, 4.D, 4.F

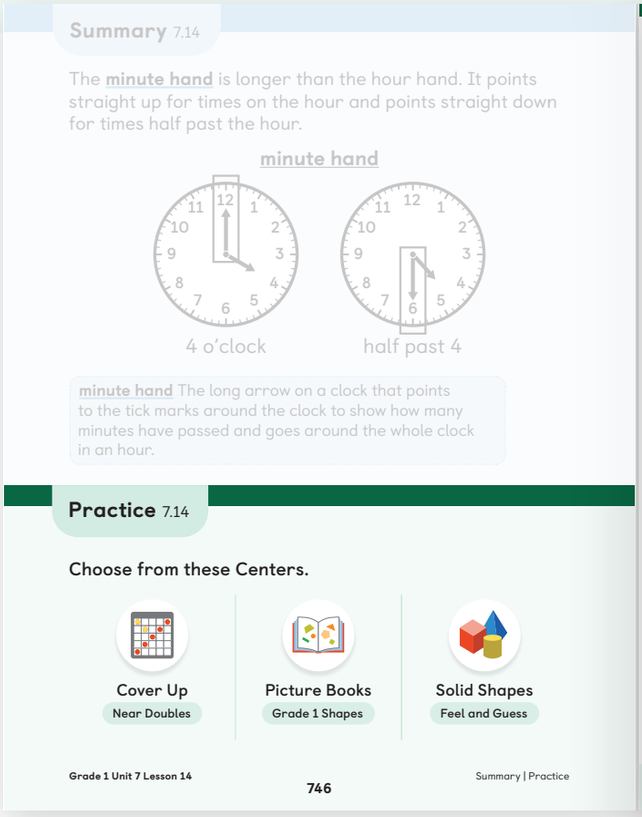
D **Differentiation** See the last page of the lesson for differentiation and Math Language Development support.

Practice

Independent

Provide students with sufficient practice to build and reinforce their conceptual understanding, fluency, and application of mathematical topics, assessment practice, and ongoing spiral review.

Students using print



Summary 7.14

The **minute hand** is longer than the hour hand. It points straight up for times on the hour and points straight down for times half past the hour.

minute hand

4 o'clock half past 4

minute hand The long arrow on a clock that points to the tick marks around the clock to show how many minutes have passed and goes around the whole clock in an hour.

Practice 7.14

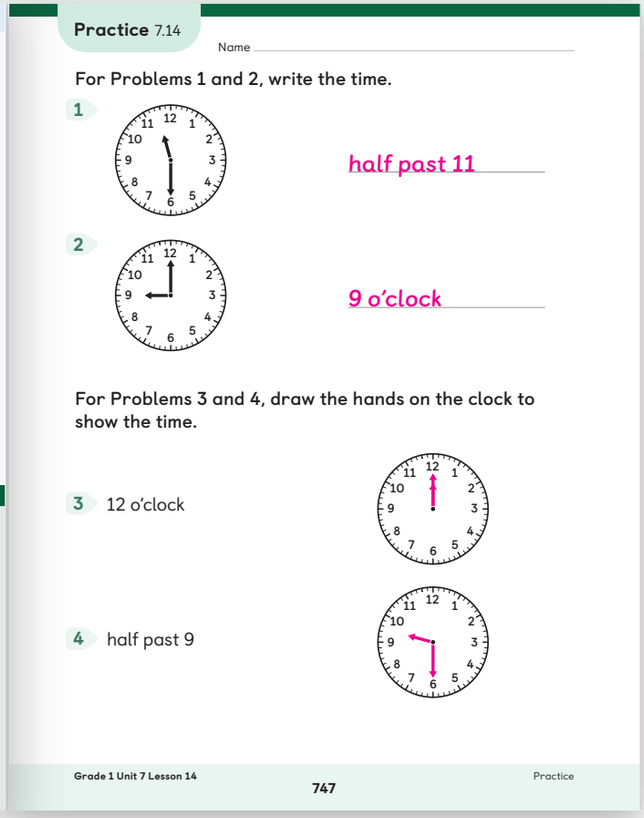
Choose from these Centers.

Cover Up
Near Doubles

Picture Books
Grade 1 Shapes

Solid Shapes
Feel and Guess

Grade 1 Unit 7 Lesson 14 746 Summary | Practice



Practice 7.14

Name _____

For Problems 1 and 2, write the time.

1

half past 11

2

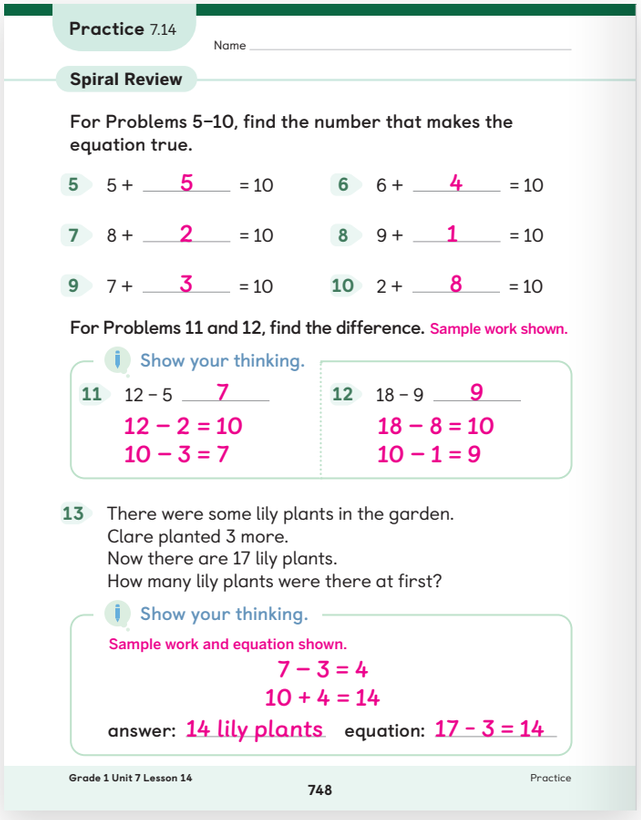
9 o'clock

For Problems 3 and 4, draw the hands on the clock to show the time.

3 12 o'clock

4 half past 9

Grade 1 Unit 7 Lesson 14 747 Practice



Practice 7.14

Name _____

Spiral Review

For Problems 5–10, find the number that makes the equation true.

5 5 + 5 = 10

6 6 + 4 = 10

7 8 + 2 = 10

8 9 + 1 = 10

9 7 + 3 = 10

10 2 + 8 = 10

For Problems 11 and 12, find the difference. Sample work shown.

Show your thinking.

11 12 − 5 7

12 − 2 = 10
10 − 3 = 7

12 18 − 9 9

18 − 8 = 10
10 − 1 = 9

13 There were some lily plants in the garden.
Clare planted 3 more.
Now there are 17 lily plants.
How many lily plants were there at first?

Show your thinking.

Sample work and equation shown.

7 − 3 = 4
10 + 4 = 14

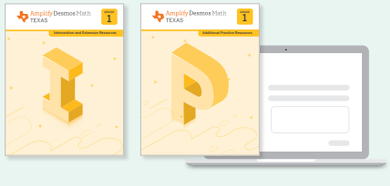
answer: 14 lily plants equation: 17 − 3 = 14

Grade 1 Unit 7 Lesson 14 748 Practice

Practice Problem Item Analysis

	Problem(s)	DOK	TEKS
On-Lesson			
	1–4	1	1.7.E
Spiral Review			
Fluency	5–10	1	1.3.C
Fluency	11, 12	1	1.3.D
	13	1	1.5.D

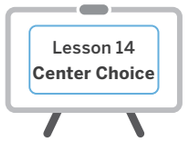
Need more Practice?



Additional practice can be found in the **Practice Resources, Intervention and Extension Resources,** and online resources (item banks, Boost Personalized Learning, and Fluency Practice).

Center Choice Time

Presentation Screen



Purpose: Use this time to support students working in Centers, gather formative assessment data, or work with a small group of students on targeted skills.

Cover Up

Near Doubles

Pairs | 15 min | 1.3.D, 1.5.G

Students add and subtract to find numbers near doubles.

Materials

- number cards (0–10) **(Manipulative Kit)**
- Directions, Recording Sheet **(Centers Resources)**
- two-color counters **(Manipulative Kit)**
- Gameboards A and B **(Centers Resources)**

Corresponds with the checklist from Unit 3, Sub-Unit 1.

Picture Books

Grade 1 Shapes

Pairs | 15 min | 1.6.A

Students look through picture books to notice and describe shapes they see in the pictures and sort them into 2 categories.

Materials

- picture books (one per pair) **(Classroom materials)**
- Directions, Recording Sheet **(Centers Resources)**

Corresponds with the checklist from Unit 7, Sub-Unit 1.





Use Centers as games to offer fun and engaging ways for students to practice math skills.

GAMES

Solid Shapes

Feel and Guess

Pairs | 15 min | 1.G.A

Students feel for defining attributes of three-dimensional shapes to guess which solid shape is inside a bag.

Materials

- geosolids (two sets per pair) **(Manipulative Kit)**
- paper bags **(Classroom materials)**
- Directions **(Centers Resources)**

Corresponds with the checklist from Unit 7, Sub-Unit 1.

D Differentiation | Teacher Moves

Work with students in their Centers by:

- Reinforcing Center routines and positive interactions.
- Asking probing questions to propel student thinking forward.
- Recording observations using the checklist provided.

Consider pulling a small group of students for:

- Reviewing the lesson's learning goal by using the *Mini-Lesson* or the supports provided in the lesson.
- Reviewing essential skills from prior lessons or units.





Differentiation Use after Lesson 14

Lesson Goal: Draw the hour hand or minute hand on an analog clock to show time to the hour and half hour.

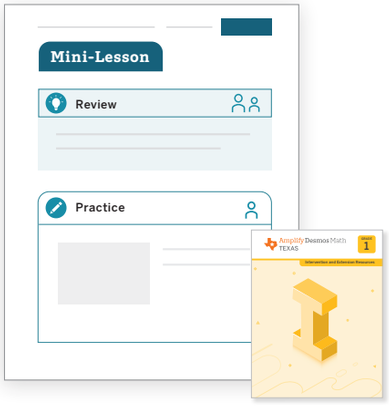
Support

Provide targeted intervention for students by using these resources.

If students draw the hour hand or the minute hand to show an incorrect time:

Respond:

- Assign the *Drawing Hour and Minute Hands* Mini-Lesson. | 15 min
- Revisit Lesson 13.



Strengthen

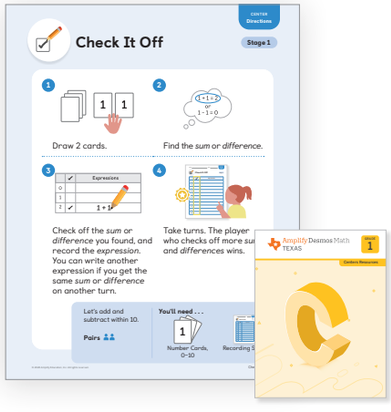
Reinforce students' understanding of the concepts assessed by using these resources.

If students draw the hour hand or minute hand to show the correct time:

Respond:

- Invite students to play these **Centers.** | 15 min
  Check It Off: Add or Subtract Within 10
  Cover Up:
  - *Add 1 or 2*
  - *Doubles*
  - *Make 10*
  - *Subtract 1 or 2*

  How Close?: Subtract From 20
- Have students complete **Lesson 14 Practice.** | 15 min
- **Item Bank**



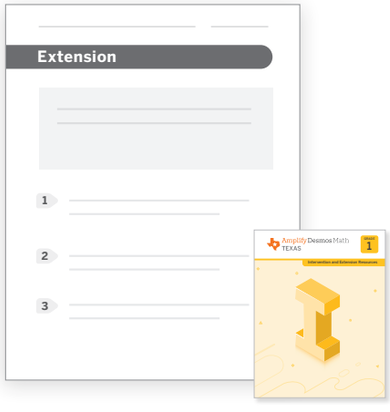
Stretch

Challenge students and extend their learning with these resources.

If students draw the hour hand and minute hand to show the correct time:

Respond:

- Invite students to explore the **Sub-Unit 3 Extension Activities.** | 15 min
- Revisit Activity 2 and invite students to respond to the **Stretch** question from the *Differentiation: Teacher Moves* table. | 5 min



Support, *Strengthen*, and *Stretch* learning by assigning these digital resources that adjust to each student's current level of skill and understanding.
• Boost Personalized Learning • Fluency Practice • Math Adventures

Math Language Development

EB Use the **Math Language Development Resources** for further language support with all your students, including those building English proficiency.

- English/Spanish cognates
- Frayer Model templates
- Vocabulary routines



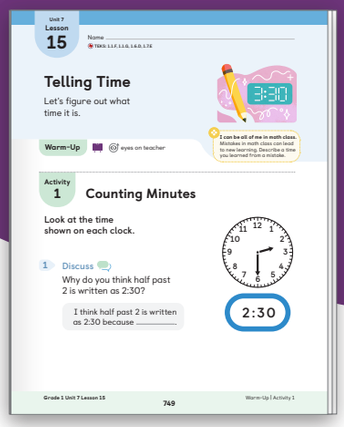


Professional Learning

How well are your students making the distinction between the hour hand and the minute hand? How can you continue to support them in noticing the difference in placement of the hands for times on the hour and half past the hour?

Unit 7
Lesson
15

Student Edition pages and Presentation Screens support learning in this lesson.



Telling Time

Telling Time to the Hour and Half Hour

Let's figure out what time it is.

Key Concepts

Today's Goals

1. **Goal:** Tell time to the hour and half hour on analog clocks, and write the time on digital clocks.
2. **Language Goal:** Explain why the minutes in *half past* an hour are represented with the number 30. **(Listening and Speaking)** ELPS 1.E, 2.E, 2.F
3. **Language Goal:** Explain how to determine times shown on analog clocks by interpreting the positions of the clock hands. **(Listening and Speaking)** ELPS 1.E, 2.E, 2.F

Connections and Coherence

Students attend to the tick marks on an analog clock to determine the number of minutes in *half past* an hour. They recognize that the number 30 is used to represent 30 tick marks as minutes when writing times. They practice telling the time to the hour and half hour and recording written times in hours and minutes. **(TEKS 1.1.F, 1.1.G)**

Note: Some students may know that there are 60 minutes in an hour and that 30 minutes is half of 60. However, this is not the conceptual focus in Grade 1.

Prior Learning

In Lessons 13 and 14, students told time to the hour and half hour using the language *o'clock* and *half past*.

Future Learning

In Lesson 16, students will ask and answer questions about clocks that show time to the hour and half hour. In Grade 2, students will tell time in 1 minute intervals.

Integrating Rigor in Student Thinking

- Students develop their **conceptual understanding** of telling time to the hour and half hour on digital and analog clocks.
- Students strengthen their **procedural skills** in telling and writing time to the hour and half hour.

Vocabulary

Review Vocabulary

half past

hour hand

minute hand

TEKS

Addressing

1.7.E

Tell time to the hour and half hour using analog and digital clocks.

Also Addressing: **1.5.E, 1.6.D**

Math Process Standards: 1.1.F, 1.1.G

ELPS: 1.C, 1.E, 1.F, 2.B, 2.C, 2.D, 2.E, 2.F

Building On	Building Toward
1.6.G	2.9.G

Building Math Identity

I can be all of me in math class.
Mistakes in math class can lead to new learning. Describe a time you learned from a mistake.

Invite students to reflect on this question as they complete this lesson.

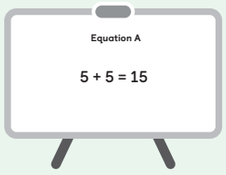
Lesson at a Glance 60 min

TEKS: 1.1.F, 1.1.G, 1.5.E, 1.6.D, 1.7.E

Warm-Up Fluency

Whole Class | 10 min

Students use the **True or False?** routine, in which they determine whether a series of equations are true or false and justify their responses.

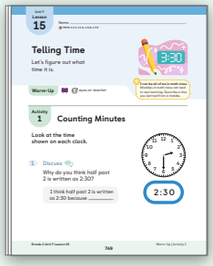


Activity 1

Pairs | 10 min

Students watch an animation of an analog clock that shows the time moving from 2:00 to 2:30. They reason about why times for half past the hour are written with the number 30 and recognize that the tick marks on a clock represent the minutes in an hour.

Note: The Student Edition is not required for this activity.



Activity 2

Pairs | 20 min

Students rotate around the room and visit analog clocks that show times to the hour and half hour and discuss how they know what time each clock shows. They record each clock's time in hours and minutes.

Materials: Activity 2 PDF

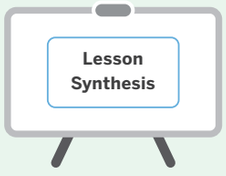
Additional Prep Display: Posters A–F from the Activity 2 PDF in order by letter around the classroom.



Synthesis

Whole Class | 5 min

Students review and reflect on the positions of the minute and hour hands on an analog clock when the time is half past an hour by representing the time shown on a digital clock.

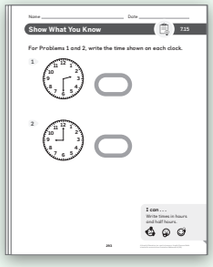


Show What You Know (optional)

Independent | 5 min

Students demonstrate their understanding by telling the time to the hour and half hour on an analog clock and writing that time on a digital clock.

Materials: *Show What You Know* PDF



Center

Pairs | 15 min

Students are introduced to the Center, *Mystery Shape, Grade 1 Shapes*, in which they select a two-dimensional shape from a Gameboard and take turns asking *yes* or *no* questions to guess their partner's mystery shape.



Math Language Development

EB Emergent Bilinguals

Consider using the *Math Language Development Resources* with the **Activity 2, Monitor** to support math language acquisition.

- ✓ Cognates
- ✓ Visuals
- ✓ Sentence frames and word bank

ELPS 1.E, 2.C, 2.D, 2.E, 2.F



Pre-Production	Beginning	Intermediate	High Intermediate	Advanced
Students **listen** to spoken English and **respond** using their primary languages and gestures.	Students **listen** to spoken English and **speak** using their primary languages, gestures, and single words or short phrases.	Students **listen** to spoken English and **speak** using short phrases or simple sentences.	Students **listen** to spoken English and **speak** using a variety of sentence types.	Students **listen** to spoken English and **speak** using longer sentences. Exemplar responses are provided.

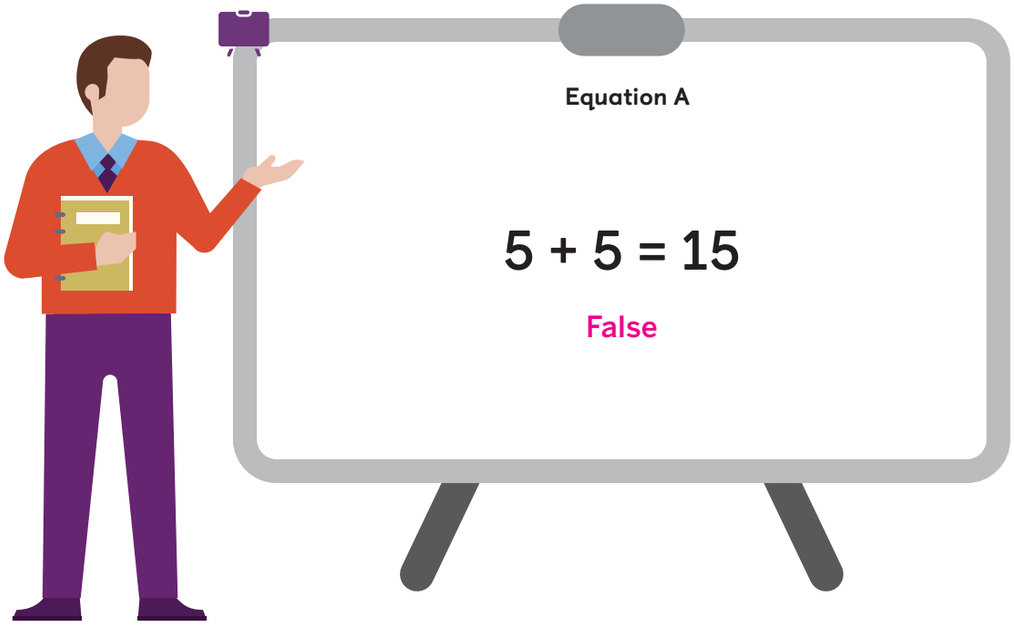
Whole Class | 10 min

Presentation Screen



Warm-Up True or False? Fluency

Purpose: Students analyze addition equations, without evaluating all expressions, to add within 100 using place-value based strategies.



Equation B

10 + 2 = 10 + 1 + 1

True

Equation C

12 + 7 = 10 + 4 + 4

False

Equation D

6 + 4 + 6 = 10 + 3 + 3

True

1 Launch

Use the True or False? routine.

Display 1 equation at a time.

Say, "Give me a signal when you know whether the statement is true and can explain how you know."

2 Connect

Record 2 or 3 students' responses, asking for their reasoning and allowing others to agree or disagree. Keep each equation displayed as you progress to the next.

Repeat with each equation.



Students might say . . . ELPS 2.B, 2.C, 2.D, 2.E

A: *False. One side of the equation has exactly 1 ten. The other side has more than 1 ten.*

B: *True. 2 ones make 2, so both sides of the equation have a value of 10 + 2.*

C: *False. Both sides of the equation have 1 ten, but one side of the equation has 9 ones and other side has 8 ones.*

D: *True. Both sides of the equation have 1 ten and 6 ones.*

Pairs | 10 min

Presentation Screens



Activity 1 Counting Minutes

Purpose: Students watch an animation of an analog clock that shows the time moving from the hour to half past the hour to reason about why 30 is written in digital times representing half past an hour.

1 Launch



Display the clock.

Ask, "What time does the clock show?"

Play the animation. ELPS 1.F

Read aloud Problem 1.

A **Accessibility: Executive functioning** Have students tell a partner what they noticed as the animation played, and listen for noticings about the movement of the minute hand. Before playing the animation a second time, cue students to pay specific attention to how the minute hand moves.

2 Monitor



While students complete **Problem 1**, refer to the D Differentiation | Teacher Moves table on the following page.

If students need help getting started . . .

- Highlight the first few tick marks at the top of the hour. Ask, "What could these tick marks represent?"
- Say, "Count the tick marks."

3 Connect



Invite a pair to share their response to Problem 1 using Row 2 in the *Differentiation* table.

Say, "Each tick mark represents 1 minute. Let's count the tick marks as the minute hand moves from 2:00 to 2:30."

Play the animation. ELPS 1.F

Key Takeaway: Say, "When it is half past an hour, you write a number for the hour and 30 for the minutes because 30 minutes have passed."

Student Edition

Unit 7
Lesson
15

Name _____

TEKS: 1.1.F, 1.1.G, 1.6.D, 1.7.E

Telling Time

Let's figure out what time it is.



I can be all of me in math class. Mistakes in math class can lead to new learning. Describe a time you learned from a mistake.

Warm-Up eyes on teacher

Activity 1 **Counting Minutes**

Look at the time shown on each clock.



2:30

1 Discuss

Why do you think half past 2 is written as 2:30?

I think half past 2 is written as 2:30 because _____.

Oral activity: No writing expected.

Grade 1 Unit 7 Lesson 15 749 Warm-Up | Activity 1

Presentation Screens

D Differentiation | Teacher Moves

Look for students who . . .	For example . . .	Provide support . . .
Reason about times they have seen before.	*I know some times are a number and then 30.*	**S Strengthen** Ask, "Count the tick marks from 2:00 to 2:30. What do you notice?"
Reason about the tick marks.	*There are 30 tick marks from 2 o'clock to half past 2, so the minute hand moved 30 tick marks.*	**S Stretch** Ask, "What counting patterns could you use to count the minutes in 1 hour?"

Pairs | 20 min

Activity 2 Clock Tour

Purpose: Students interpret analog clocks, showing times to the hour and half hour, and write the times shown on digital clocks to practice telling and writing time.

Presentation Screens



Materials

Lesson Resources:

- Display the posters from the Activity 2 PDF in order by letter in various places around the classroom with enough space for students to gather.

Short on time? Consider modifying the activity so that groups visit 4 clocks rather than 6.

1 Launch



Display the Activity 2 PDF.

Assign each pair of students to 1 poster. Explain that more than 1 pair of students may discuss a poster at the same time.

Read aloud Problem 2.

Say, "First, think about the time on your own. Then discuss what time the clock shows and how you know with your partner. After you write the time, rotate to the next poster."

MLR **MLR8: Discussion Supports – Sentence Frames** ELPS 1.E, 2.C, 2.E

- Display the sentence frames as students discuss the time on the clocks.

EB **Emergent Bilinguals** Encourage students to use wait time to give their partners time to rehearse and formulate a response before sharing. ELPS 1.E, 2.F

2 Monitor



While students complete the activity, refer to the D **Differentiation | Teacher Moves** table on the following page.

If students need help getting started . . .

- Ask, "What do you notice about this clock?"
- Ask, "What do you notice about where the hour hand and minute hand are pointing?"

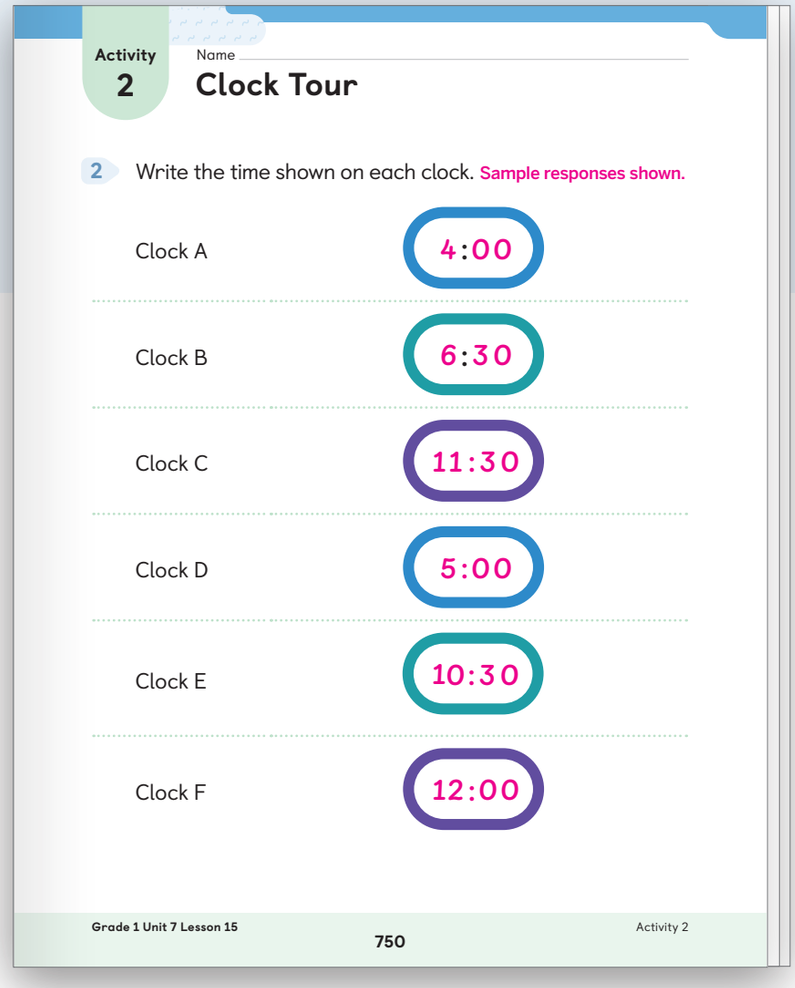
3 Connect



Invite students to share their responses and explanations for Clock C using Rows 2 and 3 in the *Differentiation* table.

Key Takeaway: Say, "All times are written with the hour and then the minutes. Looking at the hour hand helps you know what number to write before the colon and looking at the minute hand helps you know what number to write after the colon."

Student Edition



Activity 2

Name

Clock Tour

2 Write the time shown on each clock. Sample responses shown.

Clock A 4:00

Clock B 6:30

Clock C 11:30

Clock D 5:00

Clock E 10:30

Clock F 12:00

Grade 1 Unit 7 Lesson 15 750 Activity 2

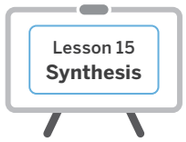
Presentation Screens

D Differentiation | Teacher Moves

Look for students who . . .	For example . . . Clock C	Provide support . . .
Almost there Reason about the position of the minute hand or the hour hand and record a time that is different from the time shown.	*I think the time is 12:30 because that is another way to write half past 12 and the hour hand is halfway between the numbers 11 and 12.*	**Support** Ask, "How does the hour hand move? What number did it pass as it moved between the 11 and the 12?"
Reason about the position of the hour hand, count the tick marks to find the number of minutes past the hour, and record the time shown.	*I think the time is 11:30 because the hour hand is halfway between 11 and 12. I counted the tick marks to where the minute hand is pointing and I counted 30 tick marks.*	**Strengthen** Ask, "How could you figure out the time without counting the tick marks?"
Reason about the position of the hour and minute hands and record the time shown.	*I think the time is 11:30 because the hour hand is halfway between the 11 and 12 and the minute hand is pointing straight down, so the time is 11:30.*	**Stretch** Ask, "Where will the hour and minute hands be when 30 more minutes have passed?"

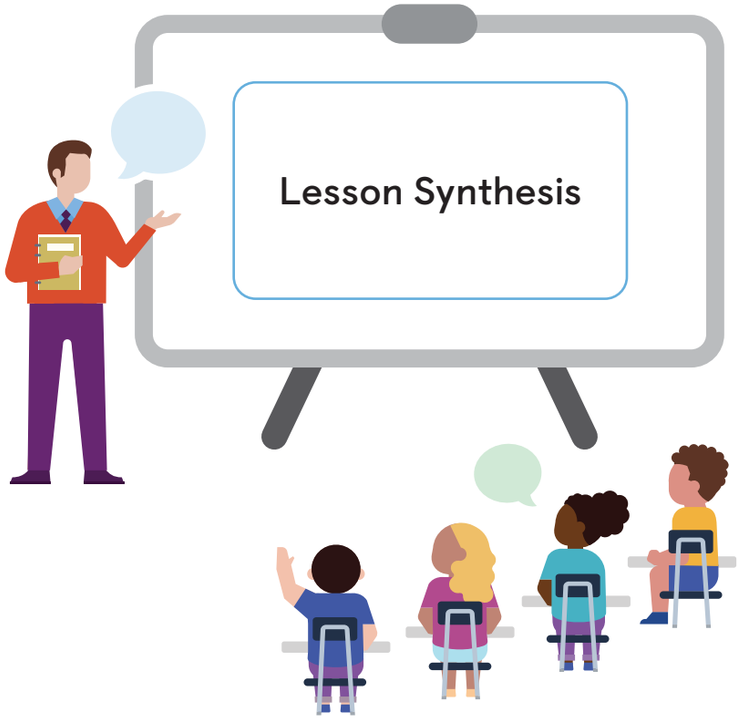
Whole Class | 10 min

Presentation Screen



Synthesis

Lesson Takeaway: When the hour hand is halfway between 2 hours, the minute hand points to the tick mark that represents 30 minutes. Times are recorded by writing the hour followed by a colon and then the number that represents the minutes.



Say, "Manuel wants to show 10:30 on the clock."

Use the Think-Pair-Share routine. Ask, "Where should he draw the hour and minute hand?" Record students' responses on the analog clock.

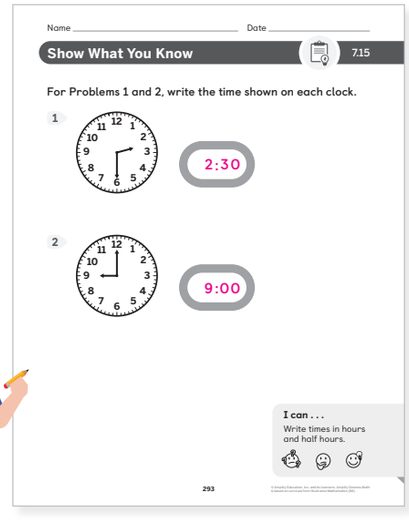
Say, "In the next lesson, you will continue to practice telling and writing time."

Invite students to refer to the **Summary** during Practice or anytime during the year.

Show What You Know (Optional)

Independent | 5 min

Show What You Know PDF


Name _____ Date _____

Show What You Know 7.15

For Problems 1 and 2, write the time shown on each clock.

1 2:30

2 9:00

I can . . .
Write times in hours and half hours.

293

Today's Goals

1. **Goal:** Tell time to the hour and half hour on analog clocks, and write the time on digital clocks.
   - In Problems 1 and 2 in the *Show What You Know*, students told times to the hour and half hour on analog clocks and wrote those times on digital clocks.
2. **Language Goal:** Explain why the minutes in half past an hour are represented with the number 30. **(Listening and Speaking)** ELPS 1.E, 2.E, 2.F
3. **Language Goal:** Explain how to determine times shown on analog clocks by interpreting the positions of the clock hands. **(Listening and Speaking)** ELPS 1.E, 2.E, 2.F

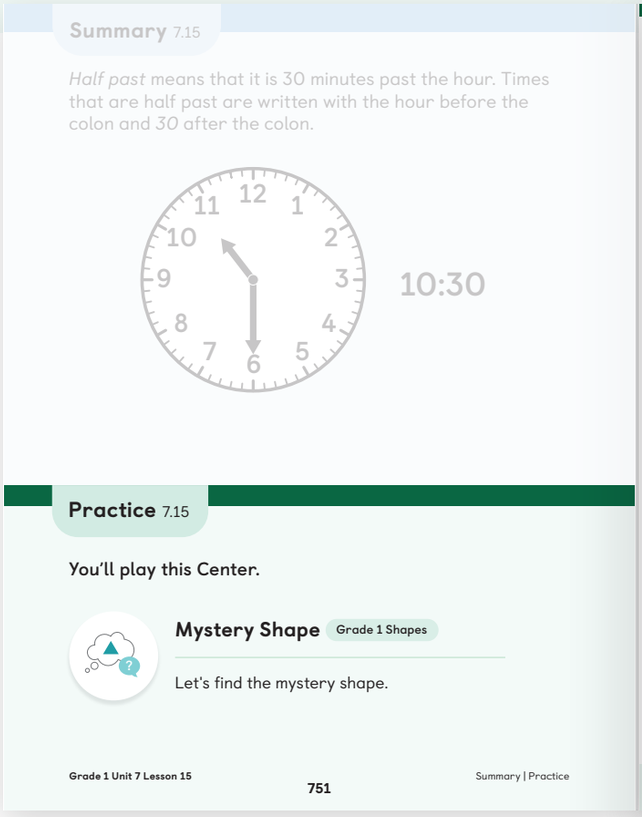
D **Differentiation** See the last page of the lesson for differentiation and Math Language Development support.

Practice

Independent

Provide students with sufficient practice to build and reinforce their conceptual understanding, fluency, and application of mathematical topics, assessment practice, and ongoing spiral review.

Students using print



Summary 7.15

Half past means that it is 30 minutes past the hour. Times that are half past are written with the hour before the colon and 30 after the colon.

10:30

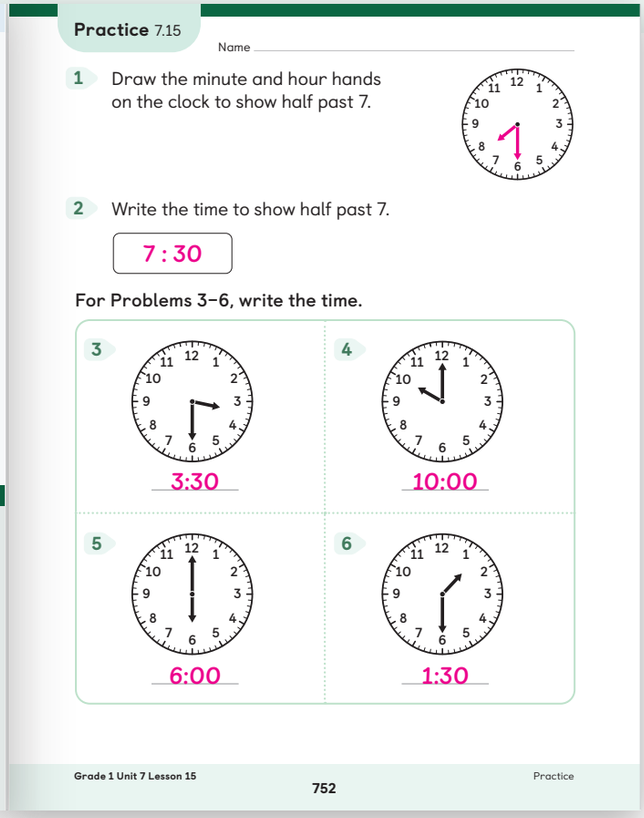
Practice 7.15

You'll play this Center.

Mystery Shape Grade 1 Shapes

Let's find the mystery shape.

Grade 1 Unit 7 Lesson 15 751 Summary | Practice



Practice 7.15

Name _____

1 Draw the minute and hour hands on the clock to show half past 7.

2 Write the time to show half past 7.

7 : 30

For Problems 3–6, write the time.

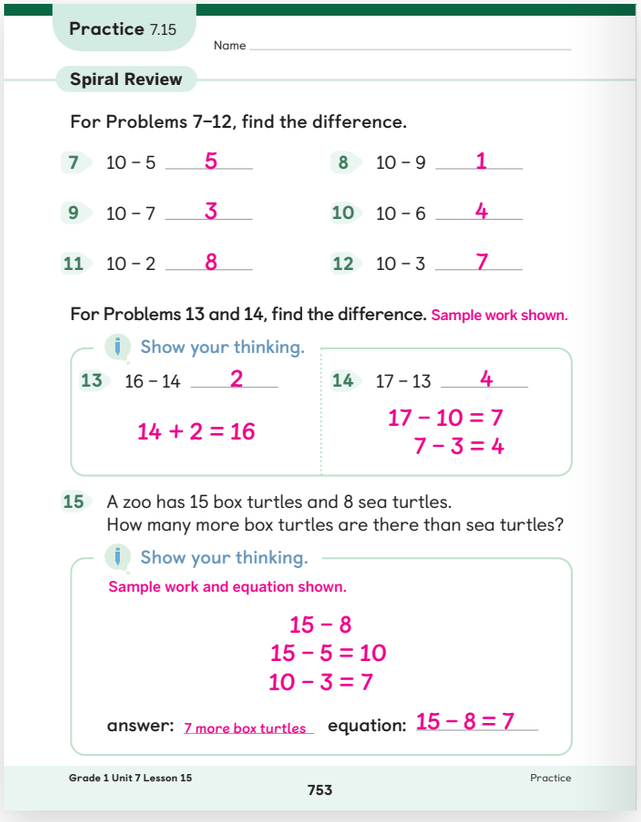
3 3:30

4 10:00

5 6:00

6 1:30

Grade 1 Unit 7 Lesson 15 752 Practice



Practice 7.15

Name _____

Spiral Review

For Problems 7–12, find the difference.

7 10 – 5 = 5

8 10 – 9 = 1

9 10 – 7 = 3

10 10 – 6 = 4

11 10 – 2 = 8

12 10 – 3 = 7

For Problems 13 and 14, find the difference. Sample work shown.

Show your thinking.

13 16 – 14 = 2

14 + 2 = 16

14 17 – 13 = 4

17 – 10 = 7

7 – 3 = 4

15 A zoo has 15 box turtles and 8 sea turtles. How many more box turtles are there than sea turtles?

Show your thinking.

Sample work and equation shown.

15 – 8

15 – 5 = 10

10 – 3 = 7

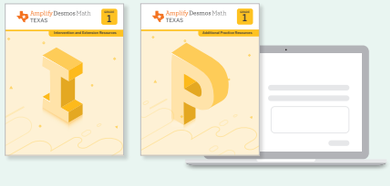
answer: 7 more box turtles equation: 15 – 8 = 7

Grade 1 Unit 7 Lesson 15 753 Practice

Practice Problem Item Analysis

	Problem(s)	DOK	TEKS
On-Lesson			
	1–6	1	1.7.E
Spiral Review			
Fluency	7–12	1	1.3.C
Fluency	13, 14	1	1.3.D
	15	1	1.5.D

Need more Practice?



Additional practice can be found in the **Practice Resources, Intervention and Extension Resources,** and online resources (item banks, Boost Personalized Learning, and Fluency Practice).

Pairs | 15 min

Introducing the Center
Mystery Shape, Grade 1 Shapes

Purpose: Students ask their partners *yes* or *no* questions to determine which two-dimensional shape they chose. Students develop their geometric language and practice recognizing and describing shapes and their attributes.

Presentation Screen



Materials

Manipulative Kit:

- Distribute counters to each pair.

Classroom materials:

- Refer to the *Words to Describe Flat Shapes* chart during the Monitor (as needed, from prior lessons).

Centers Resources:

- Display the Directions and the Gameboard.
- Distribute one Gameboard to each pair.

1 Launch



Display the Center materials, Directions, and Gameboard.

Demonstrate how to play *Mystery Shape, Grade 1 Shapes*. While demonstrating: ELPS 1.C

- **Say**, "You will play a new Center, *Mystery Shape*. You will ask your partner *yes* or *no* questions to figure out their mystery shape."
- **Say**, "First, I choose a shape on the Gameboard to be my mystery shape."
- **Say**, "Then my partner will ask me questions that will help them figure out which shape I chose. My partner can only ask questions that I can answer with *yes* or *no*."
- **Use the Think-Pair-Share routine.** Ask, "What questions could you ask to figure out my mystery shape?" Answer each *yes* or *no* question. Help students adjust their questions so they are *yes* or *no* questions.
- **Ask** (after each question), "What shapes cannot be my mystery shape?" Place counters on shapes that cannot be the mystery shape.
- **Ask**, "What shape is my mystery shape? How do you know?"
- **Say**, "Take turns choosing a mystery shape and asking *yes* or *no* questions with your partner."

2 Monitor



Observe and listen to the language students use as they describe the shapes. Support students in using geometric language by encouraging them to use the *Words to Describe Flat Shapes* chart from Sub-Unit 1.

3 Connect



Display the Gameboard.

Say, "I heard some students asking if the mystery shape has 4 corners."

Ask, "If the answer to that question is *yes*, what does that tell you about the mystery shape?"

Say (if not yet mentioned during discussion), "The mystery shape cannot be one of the triangles or circles."

Key Takeaway: Say, "You can find out which shape is the mystery shape by asking questions to figure out what attributes the shape has and what attributes the shape does not have."

CENTER
Directions

Mystery Shape

Stage 2

1



Player A: Choose a shape on the board. Don't tell which one!

2



Player B: Ask your partner *yes* or *no* questions.

3



Player B: Cover up shapes that are *not* the mystery shape. Tell your partner the shape when you know it.

4



Take turns choosing a mystery shape and asking questions.

Let's find the mystery shape.

Pairs

You'll need . . .



counters



Gameboard

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Presentation Screens

D Differentiation | Teacher Moves

Look for students who . . .	For example . . . Q: Does the mystery shape have square corners? A: No	Provide support . . .
Almost there Guess a shape that does not match the given answer(s).	 *I think this is the mystery shape.*	**Support** Say, "The mystery shape does *not* have square corners. Point to a shape that does not have square corners."
Find the mystery shape that matches the given answer(s).	 *I think this is the mystery shape.*	**Strengthen** Ask, "How do you know this is the mystery shape?"
Justify how the mystery shape matches the given answer(s).	 *I think this is the mystery shape because the mystery shape has 4 sides but does not have 4 square corners.*	**Stretch** Ask, "What question could you ask that would allow you to cover up multiple shapes at once?"

Differentiation Use after Lesson 15

Lesson Goal: Tell time to the hour and half hour on analog clocks, and write the time on digital clocks.

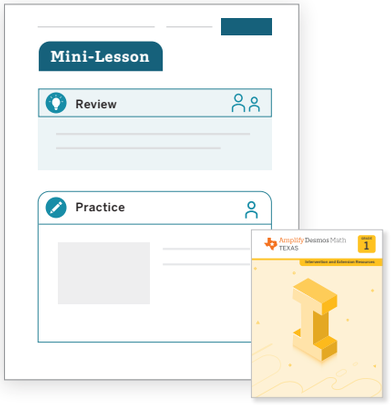
Support

Provide targeted intervention for students by using these resources.

If students tell time to the hour and half hour using the position of the hour hand or the minute hand and record a time that is different from the time shown:

Respond:

- Assign the *Writing Time to the Hour and Half Hour* Mini-Lesson. | 15 min
- Revisit Lesson 14.



Strengthen

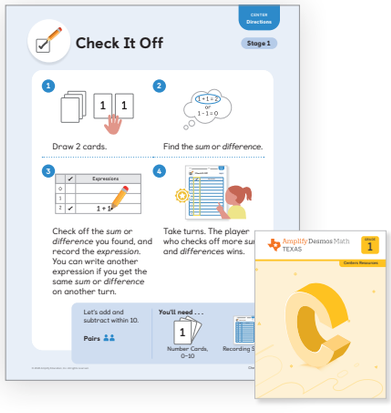
Reinforce students' understanding of the concepts assessed by using these resources.

If students tell time to the hour and half hour using the position of the hour hand and counting the tick marks for minutes to record the correct time:

Respond:

- Invite students to play these **Centers.** | 15 min
  Check It Off: Add or Subtract Within 10
  Cover Up:
  - *Add 1 or 2*
  - *Doubles*
  - *Make 10*
  - *Subtract 1 or 2*

  How Close?: Subtract From 20
- Have students complete **Lesson 15 Practice.** | 15 min
- **Item Bank**



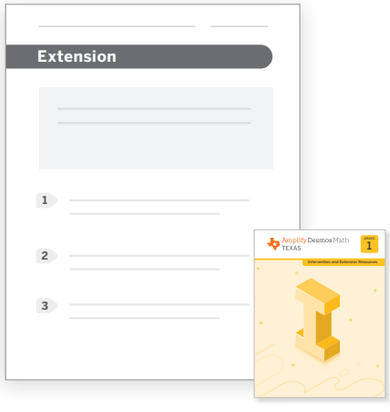
Stretch

Challenge students and extend their learning with these resources.

If students tell time to the hour and half hour using the positions of the hour and minute hands to record the correct time:

Respond:

- Invite students to explore the **Sub-Unit 3 Extension Activities.** | 15 min
- Revisit Activity 2 and invite students to respond to the **Stretch** question from the *Differentiation: Teacher Moves* table. | 5 min



Support, *Strengthen*, and *Stretch* learning by assigning these digital resources that adjust to each student's current level of skill and understanding.

• Boost Personalized Learning • Fluency Practice • Math Adventures

Math Language Development

EB Use the **Math Language Development Resources** for further language support with all your students, including those building English proficiency.

- English/Spanish cognates
- Frayer Model templates
- Vocabulary routines



Professional Learning

Reflect on the student discussion you heard in Activity 2. What support might students need to help them explain their thinking in ways that are clear and concise and encourage them to ask questions to clarify their understanding?

Unit 7
Lesson
16

Student Edition pages and Presentation Screens support learning in this lesson.



Guess What Time It Is!

Writing and Interpreting Clues About the Times Shown on Analog and Digital Clocks

Let's write clues and guess the time.

Key Concepts

Today's Goals

1. **Goal:** Tell time to the hour and half hour on analog and digital clocks.
2. **Language Goal:** Write and interpret clues to determine the times described and represent the times on both analog and digital clocks. **(Listening, Speaking, and Writing)** ELPS 1.E, 2.E, 2.F, 4.D, 4.F
3. **Language Goal:** Describe the time shown on analog and digital clocks. **(Listening, Speaking, and Writing)** ELPS 1.E, 2.E, 2.F, 4.D, 4.F

Connections and Coherence

Students apply what they have learned about telling and writing time to the hour and half hour to write clues about a given time shown on an analog clock. Then they listen to and interpret clues written by classmates and record each time that is described. Students analyze an analog clock and a digital clock to describe and reason about the times shown. **(TEKS 1.1.E, 1.1.F)**

Prior Learning

In Lesson 15, students told and wrote time to the hour and half hour.

Future Learning

In Grade 2, students will tell time and write time in 1 minute intervals using a.m. and p.m.

Integrating Rigor in Student Thinking

- Students strengthen their **procedural skills** in telling and writing time to the hour and half hour.
- Students **apply** their understanding of telling time to the hour and half hour to write and interpret clues about times displayed on analog clocks.

Vocabulary

Review Vocabulary

half past

hour hand

minute hand

TEKS

Addressing

1.7.E

Tell time to the hour and half hour using analog and digital clocks.

Math Process Standards: 1.1.E, 1.1.F, 1.1.G

ELPS: 1.C, 1.E, 2.C, 2.D, 2.E, 2.F, 3.A, 4.D, 4.F

Building Toward

2.9.G

Building Math Identity

We are a math community.
What advice do you have for mathematicians starting Grade 1 next school year?

Invite students to reflect on this question as they complete this lesson.

Lesson at a Glance

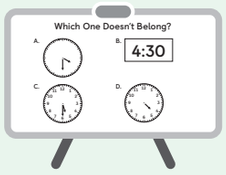
60 min

TEKS: 1.1.E, 1.1.F, 1.1.G, 1.7.E

Warm-Up

Whole Class | 10 min

Students use the **Which One Doesn't Belong?** routine to describe the similarities and differences between 4 images of clocks. They should be encouraged to use precise language as they give their reasons for the one they chose. **(TEKS 1.1.G)**



Activity 1

Pairs | 15 min

Students tell time to the hour and half hour on a given analog clock and write clues to describe the time shown. Their clues will be used in Activity 2.

Note: The Student Edition is not required for this activity.

Materials: Activities 1 & 2 PDF, Activities 1 & 2 PDF (sample)

Additional Prep Cut out: Activity 1 PDF

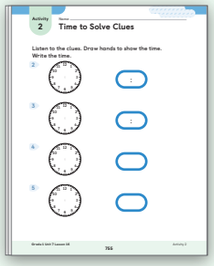


Activity 2

Whole Class | 15 min

Students interpret the clues their classmates wrote in Activity 1 and determine the times that the clues describe. Then they describe the time shown on an analog and digital clock.

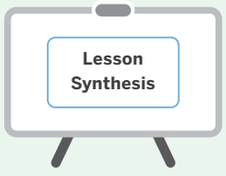
Materials: student clues generated from Activities 1 & 2 PDF



Synthesis

Whole Class | 5 min

Students review and reflect on how they have grown as mathematicians throughout Grade 1.

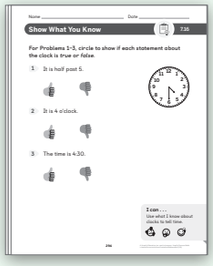


Show What You Know (optional)

Independent | 5 min

Students demonstrate their understanding by telling time on an analog clock to analyze statements that may be true or false.

Materials: *Show What You Know* PDF



Center

Small Groups | 15 min

Students have an opportunity to revisit these Centers to practice identifying and describing shapes using precise language, and adding within 100.

- Cover Up
- Mystery Shape
- Solid Shapes



Math Language Development

EB Emergent Bilinguals

Consider using the *Math Language Development Resources* with the **Activity 1, Monitor** to support math language acquisition.

✓ Cognates ✓ Sentence frames and word bank

ELPS 1.E, 2.C, 2.D, 2.E, 2.F, 4.C, 4.D



Pre-Production	Beginning	Intermediate	High Intermediate	Advanced
Students **listen** to spoken English and **respond** using their primary languages and gestures.	Students **listen** to spoken English and **speak** and **write** using their primary languages, gestures, and single words or short phrases.	Students **listen** to spoken English and **speak** and **write** using short phrases or simple sentences.	Students **listen** to spoken English and **speak** and **write** using a variety of sentence types.	Students **listen** to spoken English and **speak** and **write** using longer sentences. Exemplar responses are provided.

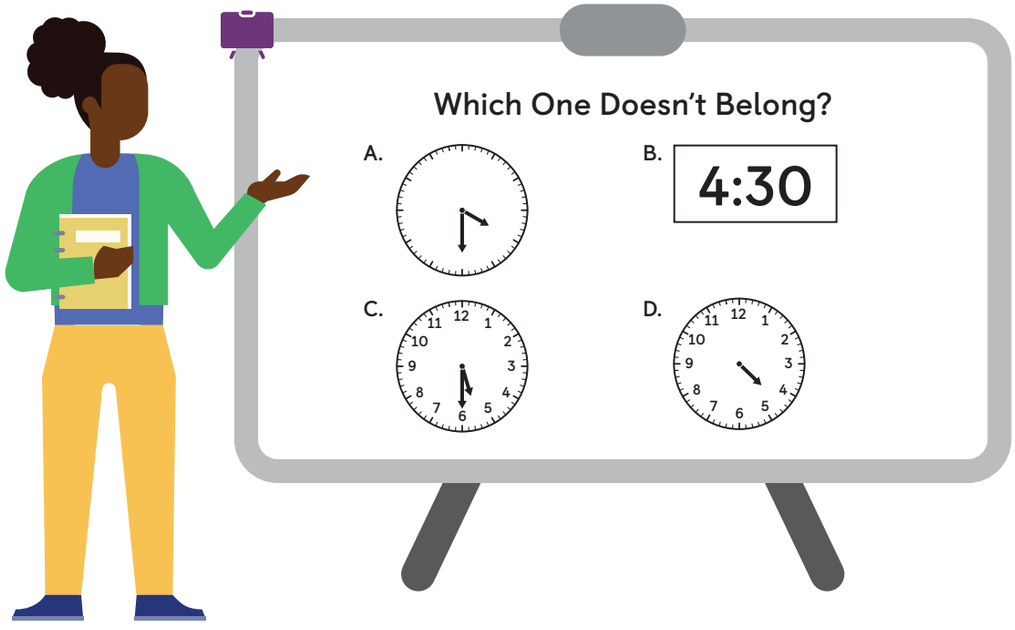
Whole Class | 10 min

Presentation Screens



Warm-Up Which One Doesn't Belong?

Purpose: Students analyze and compare images of clocks to notice and describe the characteristics of each clock and develop mathematical language to describe clocks in Activity 1.





1 Launch

Display the 4 images of clocks.

Use the Which One Doesn't Belong? routine.

Say, "Choose one that doesn't belong. Be ready to share your reasoning."

2 Connect

Record students' responses as they share.

Ask, "Clock D does not have a minute hand. What does the position of the hour hand tell you about the time?"

Students might say . . . ELPS 2.C, 2.D, 2.E

A: *It is the only clock without numbers.*

B: *It is the only digital clock that shows half past 4.*

C: *It is the only clock that doesn't show 4:30.*

D: *It is the only clock that doesn't show the minutes.*

Pairs | 15 min

Activity 1 Clock Clues!

Purpose: Students apply what they have learned about telling time to the hour and half hour to write clues about the time shown on an analog clock.

Presentation Screens



Materials

Lesson Resources:

- Distribute one pre-cut card from the Activity 1 PDF to each pair during the Launch.
- Distribute one Activities 1 & 2 PDF to each pair during the Launch and collect them after the Connect.
- Refer to the Activities 1 & 2 PDF (sample responses) (optional).

1 Launch



Display the hidden analog clock.

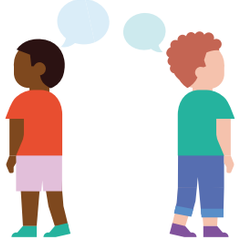
Say:

- "Let's play 'Guess What Time it is!' I will give you clues about the time on my clock." After each clue, ask, "Does anyone know what time it is?"
- "Here is the first clue. The hour hand is pointing between 2 numbers."
- "Here is the second clue. The minute hand is pointing straight down."
- "Here is the third clue. It is after 9:00 but not yet 10:00." Record the time.
- "You and your partner will write clues about the time shown on your clock." Distribute 1 clock card from the Activity 1 PDF to each pair.

Read aloud Problem 1.

EB **Emergent Bilinguals** Encourage students to verbalize their clues first and then record their clues on the Activity 1 & 2 PDF using the sentence frames in the Student Edition if they are helpful. **ELPS 1.C, 1.E, 2.D, 3.A**

2 Monitor



While students complete the activity, refer to the D **Differentiation | Teacher Moves** table on the following page.

If students need help getting started . . .

- Ask, "What time does your clock show?"
- Ask, "What is a clue you could write about the hour hand? What is a clue you could write about the minute hand?"

3 Connect



Say, "Play 'Guess What Time it is!' with another pair by reading your clues to them. If the other pair does not have enough information to guess the time on your clock, revise your clues so that others will be able to guess the time."

Note: Collect students' completed Activities 1 & 2 PDFs to use in Activity 2.

Key Takeaway: Say, "In the next activity, you will play 'Guess What Time it is!' with the whole class."

Student Edition



Unit 7
Lesson
16

Name _____

TEKS: 1.1.E, 1.1.F, 1.7.E

Guess What Time It Is!

Let's write clues and guess the time.

Warm-Up eyes on teacher

We are a math community. What advice do you have for mathematicians starting Grade 1 next school year?

Activity 1

Clock Clues!

1 Look at your clock. Write 3 clues that describe the time shown.

- The minute hand is pointing _____.
- The hour hand is pointing _____.
- It is after _____ but before _____.
- It is between _____ and _____.

Grade 1 Unit 7 Lesson 16 754 Warm-Up | Activity 1

Presentation Screens

D Differentiation | Teacher Moves

Look for students who . . .	For example . . .	Provide support . . .
Almost there Write 1 or more clues that do not describe the time shown on the clock.	 *The hour hand is pointing to 5.*	**Support** Ask, "The hour hand is pointing near 5 but not directly at 5. How could you revise your clue to make it clear where the hour hand is pointing?"
Write clues that require more information to guess the time shown on the clock.	*The minute hand is pointing straight down.* *The hour hand is between 2 numbers.* *It is after 5:00 but before 8:00.*	**Strengthen** Have the pair read you their clues. Guess 2 times that could match their clues to help them recognize that more information is needed for others to be able to guess their time.
Write clues that provide enough information to guess the time shown on the clock.	*The minute hand is pointing straight down.* *It is after 5:00 but before 8:00.* *The hour hand is pointing halfway between 5 and 6.*	**Stretch** Ask, "Which of your clues could match many different times and which could match only 1 time? How do you know?"

Whole Class | 15 min

Activity 2 Time to Solve Clues

Purpose: Students apply what they have learned about telling time to the hour and half hour as they listen to clues classmates wrote in Activity 1 and record the times on analog and digital clocks.

Presentation Screens



Materials

Lesson Resources:

- Read clues students wrote in Activity 1 on the Activities 1 & 2 PDF to the whole class during the Launch.

Short on time? Consider reading 2 clues for students to guess the time instead of reading 4 clues.

1 Launch



Say, "Let's play 'Guess What Time it is!' I will read clues your classmates wrote. When you know the time, record it on both clocks next to Problem 2." Repeat these steps with Problems 3—5.

A **Accessibility: Conceptual processing** Read clues aloud more than once. Have students repeat the clue to a partner before recording their response.

Have students complete Problem 6 with a partner.

EB **Emergent Bilinguals** Invite students to talk through their thinking with a partner before writing their response. ELPS 2.C, 2.D, 4.D

2 Monitor



While students complete the activity, refer to the D Differentiation | Teacher Moves table on the following page.

If students need help getting started . . .

- Ask, "What is the first clue, in your own words?"
- Ask, "What time could it not be?"

3 Connect



Display the analog clock showing 7:00.

Say, "Pia wrote clues for this clock. She only gave 1 clue and her partner knew the time."

Use the Think-Pair-Share routine. Ask, "What clue could Pia have given?"

MLR **MLR8: Discussion Supports — Pressing for Details** ELPS 2.E

As students share the clue Pia could have given, press for details in their reasoning. For example:

- If a student says, "The clue can be that the hour hand is pointing to the 7 . . ."
- Press for details by asking, "How does that clue help tell the time? What if the clue is that the minute hand is pointing to 12? Does that clue help Pia's partner describe the time? Why or why not?"

Say (if not mentioned during discussion), "Pia could have given the clue, 'The hour hand is pointing directly at 7."

Key Takeaway: Say, "Time is measured in hours and minutes. Clocks with faces represent time using an hour hand and a minute hand, and digital clocks represent time using numbers."

Activity 2

Name

Time to Solve Clues

Listen to the clues. Draw hands to show the time. Write the time. Sample responses shown.

2 

2:00

3 

9:30

4 

12:30

5 

5:00

Activity 2

Name

Time to Solve Clues (continued)

6 What time do both clocks show? How do you know?



4:30

Sample response shown.

These clocks show 4:30. The analog clock shows the hour hand between 4 and 5, and the minute hand is 30 tick marks after 4. The digital clock also shows half past 4 or 30 minutes after 4 o'clock.

Presentation Screens

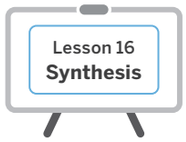
D Differentiation | Teacher Moves

Look for students who . . .	For example . . .	Provide support . . .
Almost there Record a time that is different from the time described after enough information has been given.	*Clue 1: The minute hand is pointing straight down.* *Clue 2: It is between 4:00 and 8:00.* *Clue 3: The hour hand is pointing between the 6 and the 7.* [After Clue 3] 5:30	**Support** Say, "Let's read each clue again. Check that the time you recorded matches all the clues."
Almost there Record a time before enough information has been given.	[After Clue 2] 5:30	**Support** Ask, "What other times could also fit these clues?"
Record the time that is described after enough information has been given.	[After Clue 3] 6:30	**Strengthen** Ask, "Is this the only time that fits these clues? How do you know?"

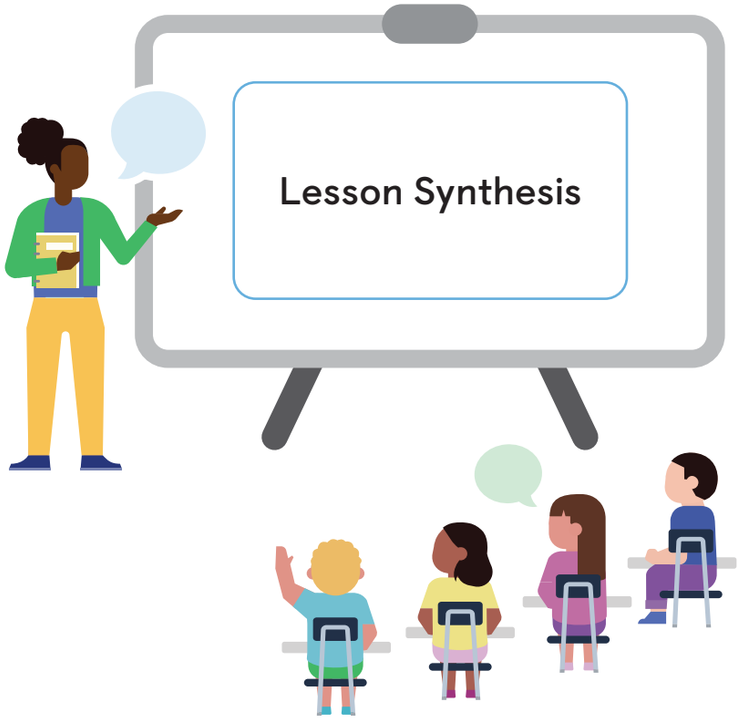
Whole Class | 10 min

Synthesis

Presentation Screen



Lesson Takeaway: Time can be told and written to the hour and half hour on both analog and digital clocks.



Say, "You have learned so many things in this unit and in Grade 1! You learned how to tell time, worked with shapes, solved story problems, made sense of data, measured the lengths of objects, added and subtracted all the way up to 100, and so much more!"

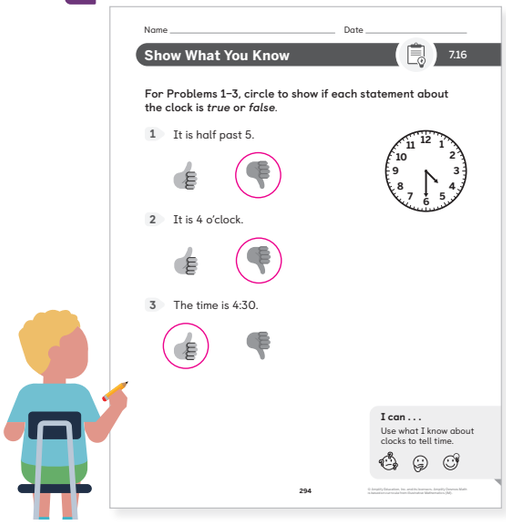
Use the Think-Pair-Share routine. Ask, "What is 1 way you have grown as a mathematician during this school year?" Have students flip back through their Student Editions and reflect independently before sharing.

Invite students to refer to the **Summary** during Practice or anytime during the year.

Show What You Know (Optional)

Independent | 5 min

Show What You Know PDF


Name _____ Date _____

Show What You Know 7.16

For Problems 1–3, circle to show if each statement about the clock is *true* or *false*.

1 It is half past 5.

2 It is 4 o'clock.

3 The time is 4:30.

I can . . .
Use what I know about clocks to tell time.

294

Today's Goals

1. **Goal:** Tell time to the hour and half hour on analog and digital clocks.
2. **Language Goal:** Write and interpret clues to determine the times described and represent the times on both analog and digital clocks. **(Listening, Speaking, and Writing)**
   ELPS 1.E, 2.E, 2.F, 4.D, 4.F
   - In the *Show What You Know*, students interpreted clues to determine the time described and represented on an analog clock.
3. **Language Goal:** Describe the time shown on analog and digital clocks. **(Listening, Speaking, and Writing)**
   ELPS 1.E, 2.E, 2.F, 4.D, 4.F

D **Differentiation** See the last page of the lesson for differentiation and Math Language Development support.

Practice

Independent

Provide students with sufficient practice to build and reinforce their conceptual understanding, fluency, and application of mathematical topics, assessment practice, and ongoing spiral review.

Students using print



Summary 7.16

You can use what you know about clocks to tell time to the hour and half past the hour.

The hour hand is shorter than the minute hand.

At half past the hour, the hour hand is halfway between 2 numbers.

6:30 and half past 6 are different ways to say the same time.

At half past the hour, the minute hand points straight down.

Practice 7.16

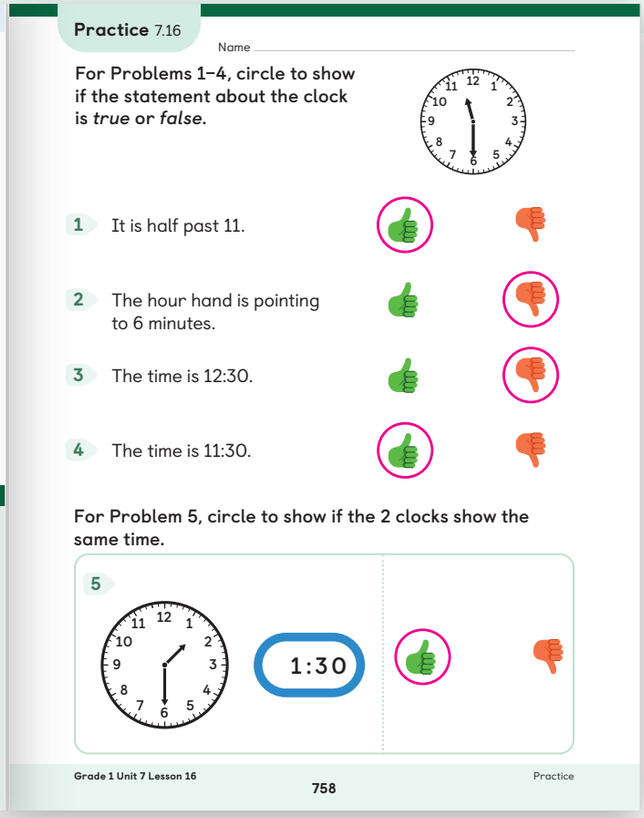
Choose from these Centers.

Cover Up — Near Doubles

Mystery Shape — Grade 1 Shapes

Solid Shapes — Feel and Guess

Grade 1 Unit 7 Lesson 16 757 Summary | Practice



Practice 7.16

Name _____

For Problems 1–4, circle to show if the statement about the clock is *true* or *false*.

1 It is half past 11.

2 The hour hand is pointing to 6 minutes.

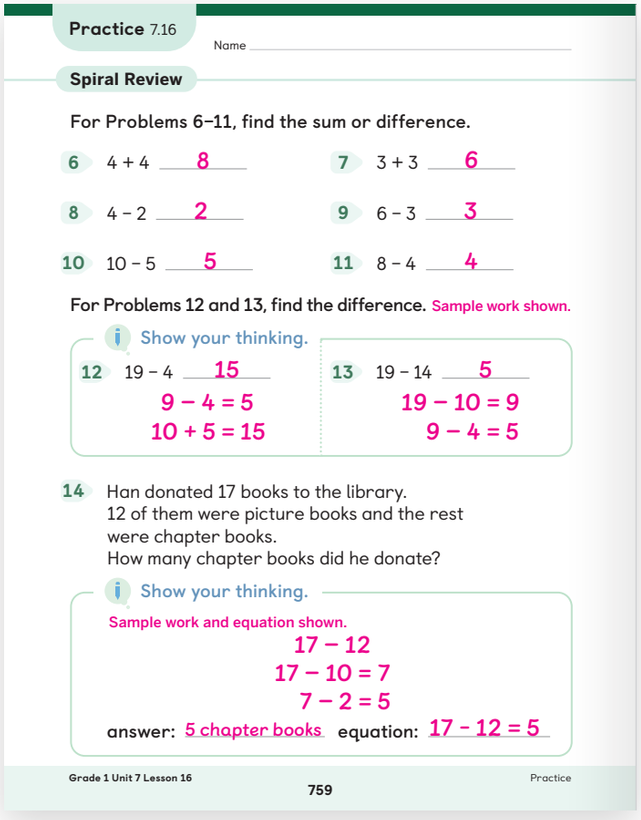
3 The time is 12:30.

4 The time is 11:30.

For Problem 5, circle to show if the 2 clocks show the same time.

5 1:30

Grade 1 Unit 7 Lesson 16 758 Practice



Practice 7.16

Name _____

Spiral Review

For Problems 6–11, find the sum or difference.

6 4 + 4 = 8

7 3 + 3 = 6

8 4 − 2 = 2

9 6 − 3 = 3

10 10 − 5 = 5

11 8 − 4 = 4

For Problems 12 and 13, find the difference. Sample work shown.

Show your thinking.

12 19 − 4 = 15

9 − 4 = 5

10 + 5 = 15

13 19 − 14 = 5

19 − 10 = 9

9 − 4 = 5

14 Han donated 17 books to the library. 12 of them were picture books and the rest were chapter books. How many chapter books did he donate?

Show your thinking.

Sample work and equation shown.

17 − 12

17 − 10 = 7

7 − 2 = 5

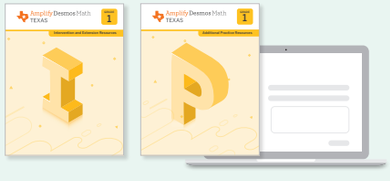
answer: 5 chapter books equation: 17 − 12 = 5

Grade 1 Unit 7 Lesson 16 759 Practice

Practice Problem Item Analysis

	Problem(s)	DOK	TEKS
On-Lesson			
	1–4	1	1.7.E
	5	1	1.7.E
Spiral Review			
Fluency	6–13	1	1.3.D
	14	1	1.5.D

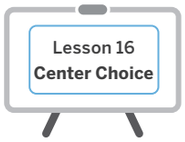
Need more Practice?



Additional practice can be found in the **Practice Resources, Intervention and Extension Resources,** and online resources (item banks, Boost Personalized Learning, and Fluency Practice).

Center Choice Time

Presentation Screen



Purpose: Use this time to support students working in Centers, gather formative assessment data, or work with a small group of students on targeted skills.

Cover Up

Near Doubles

Pairs | 15 min | 1.3.D, 1.5.G

Students add and subtract to find numbers near doubles.

Materials

- number cards (0–10) **(Manipulative Kit)**
- Directions, Recording Sheet **(Centers Resources)**
- two-color counters **(Manipulative Kit)**
- Gameboards A and B **(Centers Resources)**

Corresponds with the checklist from Unit 3, Sub-Unit 1.

Mystery Shape

Grade 1 Shapes

Pairs | 15 min | 1.6.D

Students ask their partners *yes* or *no* questions to find what shape they chose.

Materials

- counters (20 per pair) **(Manipulative Kit)**
- Directions, Gameboard **(Centers Resources)**

Corresponds with the checklist from Unit 7, Sub-Unit 1.





Use Centers as games to offer fun and engaging ways for students to practice math skills.

GAMES

Solid Shapes

Feel and Guess

Pairs | 15 min | K.6.B, 1.6.B, 1.6.E

Students feel for defining attributes of three-dimensional shapes to guess which solid shape is inside a bag.

Materials

- geosolids (two sets per pair) **(Manipulative Kit)**
- paper bags **(Classroom materials)**
- Directions **(Centers Resources)**

Corresponds with the checklist from Unit 7, Sub-Unit 1.

D Differentiation | Teacher Moves

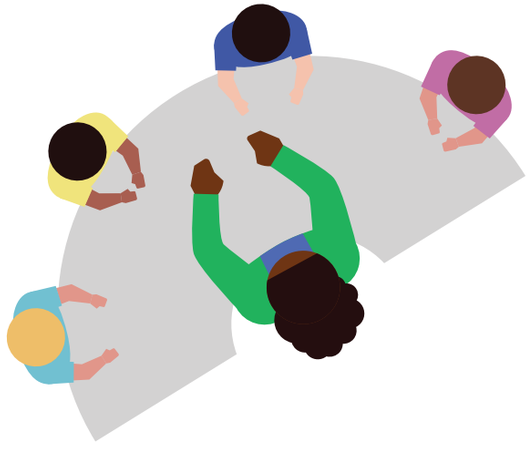
Work with students in their Centers by:

- Reinforcing Center routines and positive interactions.
- Asking probing questions to propel student thinking forward.
- Recording observations using the checklist provided.

Consider pulling a small group of students for:

- Reviewing the lesson's learning goal by using the *Mini-Lesson* or the supports provided in the lesson.
- Reviewing essential skills from prior lessons or units.





Differentiation Use after Lesson 16

Lesson Goal: Write and interpret clues to determine the times described and represent the times on both analog and digital clocks.

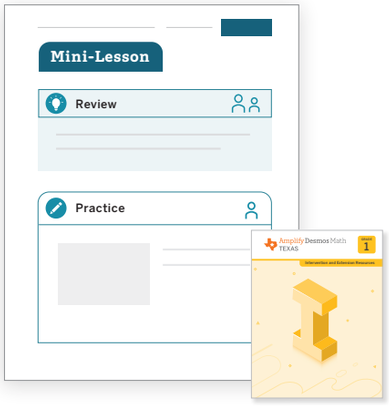
Support

Provide targeted intervention for students by using these resources.

If students interpret clues to determine times that are different than described on analog and digital clocks:

Respond:

- Assign the *Describing the Time Shown on Clocks* Mini-Lesson. | 15 min
- Revisit Lesson 15.



Strengthen

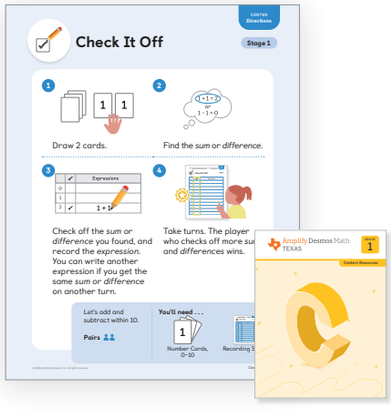
Reinforce students' understanding of the concepts assessed by using these resources.

If students interpret clues to accurately determine the time described on an analog clock or a digital clock:

Respond:

- Invite students to play these **Centers.** | 15 min
  Check It Off: Add or Subtract Within 10
  Cover Up:
  - *Add 1 or 2*
  - *Doubles*
  - *Make 10*
  - *Subtract 1 or 2*

  How Close?: Subtract From 20
- Have students complete **Lesson 16 Practice.** | 15 min
- **Item Bank**



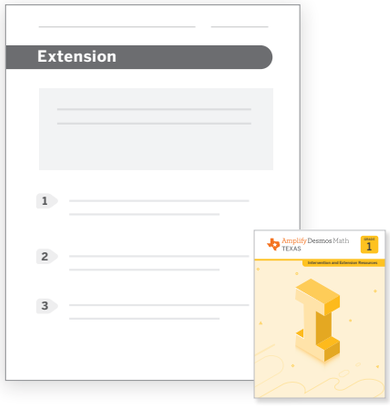
Stretch

Challenge students and extend their learning with these resources.

If students interpret clues to accurately determine the times described on analog and digital clocks:

Respond:

- Invite students to explore the **Sub-Unit 3 Extension Activities.** | 15 min
- Revisit Activity 2 and invite students to respond to the **Stretch** question from the *Differentiation: Teacher Moves* table. | 5 min



Support, *Strengthen*, and *Stretch* learning by assigning these digital resources that adjust to each student's current level of skill and understanding.
• Boost Personalized Learning • Fluency Practice • Math Adventures

Math Language Development

EB Use the **Math Language Development Resources** for further language support with all your students, including those building English proficiency.

- English/Spanish cognates
- Frayer Model templates
- Vocabulary routines





Professional Learning

Reflect on the ways that students ask one another questions. What support might students need to express curiosity about one another in ways that make all students feel validated and proud to share more about themselves?

Notes:

Watch Your Knowledge Grow (Optional)

Purpose: At the beginning of the unit, students rated their understanding of the concepts they were about to explore in the unit. Return to this page at the end of the unit and invite them to rate their understanding again to see how their knowledge has grown.

Invite students to return to the *Watch Your Knowledge Grow* page at the beginning of their Student Edition for this unit.

Say, "These were the math concepts that you explored in this unit." Read aloud, or ask a student volunteer to read aloud, the *I can* statements.

Invite students to rate their understanding of each concept now that they have completed the unit. Then invite them to compare their new understanding to how they rated it at the beginning of the unit. Consider pairing students with a partner and inviting them to discuss these questions:

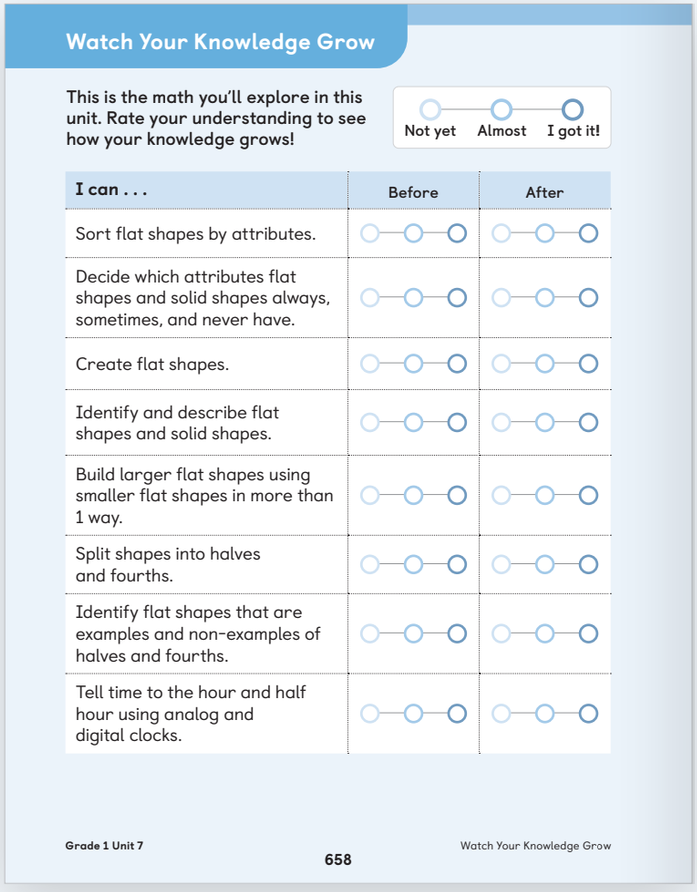
- "What do you notice? What do you wonder?"
- "How did your knowledge grow in this unit?"
- "What questions do you still have?"

EB **Emergent Bilinguals** Consider displaying sentence frames, such as:

- "I notice _____."
- "I wonder _____."
- "I learned about _____."
- "I still have questions about _____."

ELPS 1.E, 2.C, 2.E

Math Identity and Community Celebrate the growth of student knowledge throughout the unit, as well as any questions that students still may have about the math concepts they explored. Remind students that it is a normal part of learning to continue to have questions. If you displayed a chart in prior units of students' questions, refer back to it and ask if any of their questions from the prior units have been answered. Celebrate any new growth in knowledge, as well as any additional questions that may get added to the chart for this unit!



Watch Your Knowledge Grow

This is the math you'll explore in this unit. Rate your understanding to see how your knowledge grows!

Not yet Almost I got it!

I can . . .	Before	After
Sort flat shapes by attributes.		
Decide which attributes flat shapes and solid shapes always, sometimes, and never have.		
Create flat shapes.		
Identify and describe flat shapes and solid shapes.		
Build larger flat shapes using smaller flat shapes in more than 1 way.		
Split shapes into halves and fourths.		
Identify flat shapes that are examples and non-examples of halves and fourths.		
Tell time to the hour and half hour using analog and digital clocks.		

Grade 1 Unit 7 658 Watch Your Knowledge Grow

Notes:

Assess and Respond

Support, strengthen, and stretch learning by assigning these digital resources that adjust to each student's current level of skill and understanding: • **Boost Personalized Learning** • **Fluency Practice** • **Math Adventures**

End-of-Unit Assessment

Independent | 45 min

Facilitation: Assign the End-of-Unit Assessment to learn about your students' understanding of concepts and skills in this unit. Read aloud the problems to students as needed.

Classroom materials: Provide access to straightedges.

Item Analysis

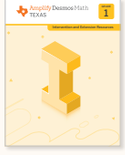
Problem	Concept or skill	Addressed in	DOK	TEKS
1	Telling time on analog and digital clocks	Lesson 16	1	1.7.E 1.1.A, 1.1.G
2	Recognizing two-dimensional shapes based on defining attributes	Lesson 3	1	1.6.B, 1.6.D
3	Partitioning shapes into equal parts	Lesson 10	1	1.6.G 1.1.G
4	Naming equal parts	Lesson 11	1	1.6.G 1.1.D
5	Classify and sort two-dimensional shapes based on attributes	Lesson 3	1	1.6.A 1.1.D, 1.1.G
6	Draw a two-dimensional figure (rhombus) and describe the attributes using formal geometric language	Lesson 4	2	1.6.C, 1.6.D 1.1.G
7	Identifying examples and non-examples of halves and fourths	Lesson 10	1	1.6.H 1.1.D, 1.1.G
8	Identifying a three-dimensional solid (cylinder) and describe the attributes using formal geometric language	Lesson 7	1	1.6.E
9	Composing two-dimensional shapes by joining figures to produce a target shape in more than one way	Lesson 6	2	1.6.F 1.1.D, 1.1.G

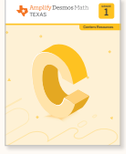
Assessment Resources



- Student Print Assessments
- Answer Keys and Rubrics

Differentiation Resources





Intervention and Extension Resources includes:

- Mini-Lessons
- Extensions

Centers Resources includes:

- Centers

Practice

If students need further review or practice with concepts or skills from Unit 7, consider the following resources:

- Lesson Practice (Print and Digital)
- Item Bank (Digital)

Name _____ Date _____

End-of-Unit Assessment

Unit 1.7

1 Circle **TWO** clocks that show 5 o'clock.

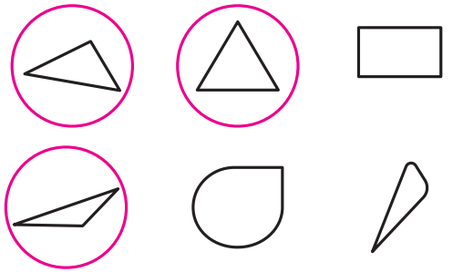
A. 

B. 

C. 

D. 

2 Circle **THREE** shapes that are triangles.



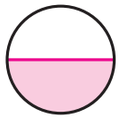
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Name _____ Date _____

End-of-Unit Assessment (continued)

Unit 1.7

3 Draw a line to split the circle into **2** equal parts. Color in **1** of the parts. Sample response shown.

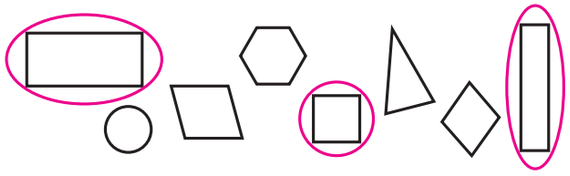


4 What is the name of the part you colored?

a half

5 Han wants to sort the shapes into 2 categories, rectangles and not rectangles.
Circle the shapes that Han should sort into the rectangle category.

Rectangles	Not rectangles



Name _____ Date _____

End-of-Unit Assessment (continued)

Unit 1.7

6 Draw a rhombus. Sample response shown.

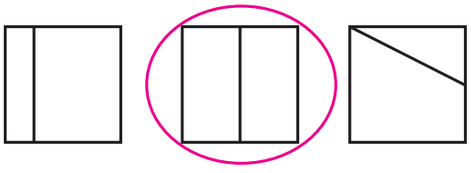
Draw



Explain how you know the shape is a rhombus.

The shape is a rhombus because it is a flat shape that has 4 sides that are the same length.

7 Circle the shape that is split into halves.

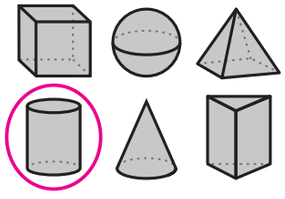


Name _____ Date _____

End-of-Unit Assessment (continued)

Unit 1.7

8 Circle the cylinder and explain how you know it is a cylinder. Sample explanation shown.

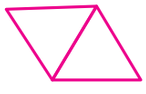


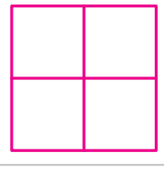
I know it is a cylinder because it is a solid shape that has 2 faces that are circles.

9 Build a rhombus in **TWO** different ways using smaller pattern blocks. Then, draw the composed shapes.

Draw

Sample drawings shown.





D Differentiation (End-of-Unit Assessment)

To **Strengthen** and **Stretch** students' learning, refer to the differentiation resources suggested throughout this Unit.

Sub-Unit Goals	Problem(s)	Respond to Student Thinking
Sub-Unit 1: Compose and compare two- and three-dimensional shapes and identify and describe their defining attributes.	2, 5	**Support** • **Mini-Lesson:** *Identifying Circles, Triangles, Rectangles, and Squares* (ML 7.03) • **Center:** *Mystery Shape: Grade 1 Shapes* • **Teacher Move:** Review Problem 2. Provide an opportunity for students to discuss the attributes of triangles. • **Teacher Move:** Review Problem 5. Provide an opportunity for students to discuss the attributes of rectangles. • EB **Emergent Bilinguals** Invite students to use colored pencils to color code keywords, such as *triangles* or *rectangles*, to help make connections. **ELPS 3.E, 3.F**

	6, 9	**Support**
		• **Mini-Lessons:**
		  • *Identifying Rhombuses and Hexagons* (ML 7.04)
		  • *Creating Two-Dimensional Shapes* (ML 7.05)
		• **Center:** *Can You Draw It?, Grade 1 Shapes*
		• **Teacher Move:** Review the problem. Provide an opportunity for students to discuss the attributes of a rhombus.
		• EB **Emergent Bilinguals** Invite students to review the problems with a partner. Ask them to write a revised draft of their explanations using their primary language and then write a second draft in English. Consider pairing students who speak the same primary language. **ELPS 4.C, 4.D, 4.E, 4.F**

	8	**Support** • **Mini-Lesson:** *Identifying Cones, Cylinders, and Spheres* (ML 7.07) • **Center:** *Solid Shapes, Explore* • **Teacher Move:** Review the problem. Provide an opportunity for students to discuss the attributes of cylinders. • EB **Emergent Bilinguals** Invite students to review the problems with a partner. Ask them to write a revised draft of their explanations using their primary language and then write a second draft in English. Consider pairing students who speak the same primary language. **ELPS 4.C, 4.D, 4.E, 4.F**
Sub-Unit 2: Partition shapes into halves and fourths and describe the equal parts.	3, 4	**Support** • **Mini-Lesson:** *Splitting Shapes Into Halves* (ML 7.10) • **Teacher Move:** Review the problems. Provide an opportunity for students to see how many different ways they can split the shape into halves.
	7	**Support** • **Mini-Lesson:** *Recognizing Halves and Fourths* (ML 7.11) • **Teacher Move:** Review the problem. Provide an opportunity for students to discuss the difference between halves and fourths.

Sub-Unit 3: Tell and write time to the hour and half hour.	1	**Support**
		• **Mini-Lessons:**
		  • *Telling Time to the Hour* (ML 7.12)
		  • *Describing the Time Shown on Clocks* (ML 7.17)
		• **Teacher Move:** Review Problem 1. Provide an opportunity for students to share their strategies for reading the clocks.

Notes: