

Chapter at a Glance

**Pacing Guide**

**Suggested Pacing**

Instruction	8 days
Review/Assessment	2 days
Total*	<b>10 days</b>

\*Includes additional time for remediation and differentiation.

Lesson	Objective	Material & Manipulatives	Vocabulary	Standard
Lesson 1 <i>pp. 711-716</i> <b>Cubes and Prisms</b>	Look at attributes to identify cubes and rectangular prisms.	<ul style="list-style-type: none"> <li>• geometric solids</li> <li>• classroom objects</li> </ul>	<b>three-dimensional shape</b> <b>cube</b> <b>rectangular prism</b> <b>face</b>	<b>1.G.1</b> <b>Major Cluster</b> <b>MP</b> <b>2, 3, 4, 6, 8</b>
Lesson 2 <i>pp. 717-722</i> <b>Cones and Cylinders</b>	Look at attributes to identify cones and cylinders.	<ul style="list-style-type: none"> <li>• geometric solids</li> <li>• crayons</li> <li>• classroom objects</li> </ul>	<b>cone</b> <b>cylinder</b>	<b>1.G.1</b> <b>Major Cluster</b> <b>MP</b> <b>2, 3, 6, 7, 8</b>

**Check My Progress**

Lesson 3 <i>pp. 725-730</i> <b>Problem-Solving Strategy: Look for a Pattern</b>	Look for a pattern to solve problems.	<ul style="list-style-type: none"> <li>• cube and rectangular prism pages</li> <li>• scissors</li> <li>• write-on/wipe-off boards</li> <li>• dry erase markers</li> </ul>	<b>1.G.1</b> <b>Major Cluster</b> <b>MP</b> <b>2, 3, 4, 7</b>
Lesson 4 <i>pp. 731-736</i> <b>Combine Three-Dimensional Shapes</b>	Combine three-dimensional shapes to make a composite shape.	<ul style="list-style-type: none"> <li>• geometric solids</li> <li>• write-on/wipe-off boards</li> <li>• dry erase markers</li> </ul>	<b>1.G.2</b> <b>Major Cluster</b> <b>MP</b> <b>1, 2, 3, 4, 6, 7</b>

**My Review and Reflect**

Resources

Chapter 10 Targeted Strategic Intervention

Differentiated Instruction

Use these differentiated instruction activity suggestions, along with the ongoing support provided in each lesson of this chapter, to meet individual learning needs.

**AL** APPROACHING LEVEL

Hands-On Activities (Lessons 1-4)

Reteach Masters (Lessons 1-4)

**Additional Activity for Lesson 2**

**Materials:** real-world three-dimensional objects, geometric solids

- Place four different real-world three-dimensional objects on a table.
- Have a student come to the front and give them one geometric solid. (cube, rectangular prism, cone, or cylinder).
- Ask that student to find the object with the matching shape from the table.
- Have that student show the geometric solid along with the matching real-world three-dimensional object.
- Repeat the process until every real-world three-dimensional object on the table has been matched with a geometric solid.

**OL** ON LEVEL

Hands-On Activities (Lessons 1-4)

**Additional Activity for Lesson 2**

**Materials:** real-world three-dimensional objects (cubes, rectangular prisms, cones, or cylinders)

- Have students place chairs in a circle.
- Give four volunteers a three-dimensional object.
- Have the rest of the class close their eyes.
- Tell the volunteers to place their real-world three-dimensional object under a student's chair.
- After each of the objects has been handed out, have students open their eyes and look under their chair for an object.
- Ask each student that has an object under their chair to name the object and tell which solid shape it is shaped like. Have students try to guess which child placed the object under their chair. Repeat the activity several times.

**BL** BEYOND LEVEL

Hands-On Activities (Lessons 1-4)

Enrich Masters (Lessons 1-4)

**Additional Activity for Lesson 2**

**Materials:** real-world three-dimensional objects

- Place a variety of real-world three-dimensional objects on a table.
- Have students get into groups of three.
- Tell students to sort the real-world three-dimensional objects by these following attributes:
  1. A shape that has one vertex.
  2. A shape that every face is a rectangle.
  3. A shape that every face is a square.
  4. A shape that has two faces.
- Have students act out these three attributes of solid shapes: roll, stack, and slide to further sort the shapes.

**ELL** ENGLISH LANGUAGE LEARNERS

**ELL Instructional Strategies**

Modeled Talk (Lesson 1)

Math Word Wall (Lesson 2)

Hands-On Activity (Lesson 3)

Modeled Talk (Lesson 4)

**Differentiated English Language Learner Support**

**Emerging Level** (Lessons 1-4)

**Expanding Level** (Lessons 1-4)

**Bridging Level** (Lessons 1-4)

Support for English Language Learners is found throughout the chapter and includes:

- ELL strategies at point-of-use in each Teacher Edition lesson
- ELL tiered instruction suggestions for each lesson
- Comprehensive ELL lessons and worksheets for additional instruction
- Non-linguistic representations of concepts on My Math Words, My Vocabulary Cards, and My Foldables
- **Spanish versions of My Vocabulary cards:** *See the Spanish Resources under the **Resources** tab.*

**Additional Online Resources**

- Visual Vocabulary Cards
- [Multilingual eGlossary](#)
- Professional Development support

Resources

English Language Learners Guide, Grade 1

Fact Dash

Multilingual eGlossary Grades K-5

Chapter 10 Targeted Strategic Intervention

Grade 1 Chapter 10 Interactive Guide

Geometric Shapes

Math Song: Geometric Shapes Lesson Plan

Three-Dimensional Shapes

RTI Resource Guide, Chapter 10

What's the Math in This Chapter?

## Geometry



### 7. Look for and make use of structure.

This chapter concentrates on the **Geometry (G)** domain.

As you teach three-dimensional shapes in geometry, make connections to real-world shapes. It is important to show models of solid shapes for students to visually see and physically touch.

### What should my students already know?

In the previous grade, students used **Geometry** in their study of three-dimensional shapes:

- Describe real-world objects using names of three-dimensional shapes.

**K.G.2**

- Three-dimensional shapes are also called “solid shapes”.

**K.G.3**

#### What students should understand

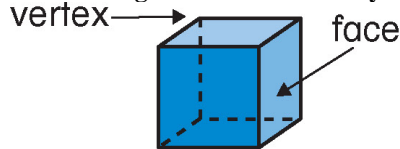
#### What students should be able to do

**Cube**  
1.G.1

**Distinguish between defining attributes and non-defining attributes to identify a cube.**

- A defining attribute of a cube is it has 6 square faces.
- A defining attribute of a cube is it has 8 vertices.

Use defining attributes to identify a cube.

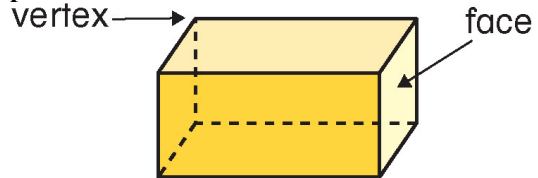


**Rectangular Prism**  
1.G.1

**Distinguish between defining attributes and non-defining attributes to identify a rectangular prism.**

- A defining attribute of a rectangular prism is it has 6 rectangular faces.
- A defining attribute of a rectangular prism is it has 8 vertices.

Use defining attributes to identify a rectangular prism.



**Cylinder**  
1.G.1

**Distinguish between defining attributes and non-defining attributes to identify a cylinder.**

- Defining attributes of a cylinder are 2 faces and no vertices.

Use defining attributes to identify a cylinder.

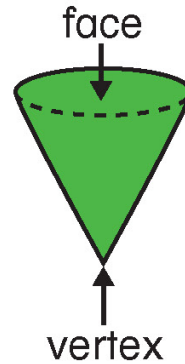


**Cone**  
1.G.1

**Distinguish between defining attributes and non-defining attributes to identify a cone.**

- Defining attributes of a cone are it has 1 face and 1 vertex.

**Use defining attributes to identify a cone.**

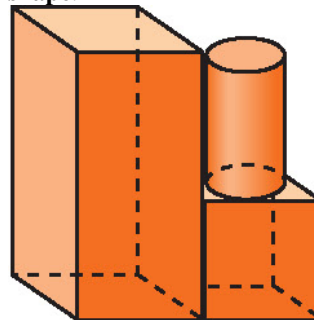


**Combine Three- Dimensional Shapes**  
1.G.2

**How to combine three-dimensional shapes to make a composite shape.**

- has vertices
- has faces

**Use three-dimensional shapes to make a composite shape.**



**What will my students do next with these skills?**

**In the next grade,** students will learn to:

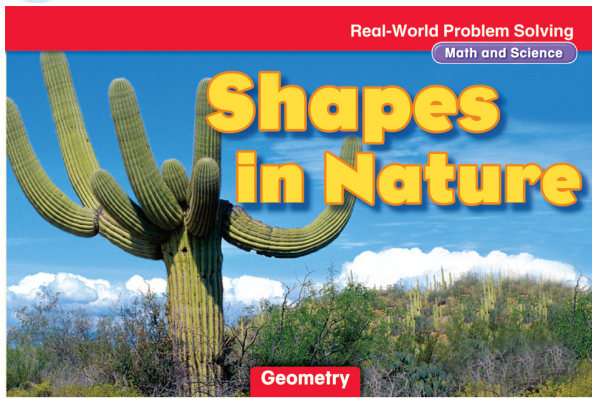
- Recognize and draw shapes having specified attributes.

**2.G.1**

Reading Connections



## Math and Science: Shapes in Nature



Use these leveled books to reinforce and extend problem-solving skills and strategies.

Leveled for:

**AL**

**Approaching Level**

**OL**

**On Level** Also available in Spanish

**BL**

**Beyond Level**

For addition support, see the *Real-World Problem Solving Readers Teacher Guide*.

### Leveled Reader Database

Available at [leveledreaderdatabase.macmillanmh.com](http://leveledreaderdatabase.macmillanmh.com)

Search by:

- Content Areas
- Guided Reading Level
- Lexile Score
- Benchmark Level

### Library Books

Check with your school library or your local public library for these titles.

**Cubes, Cones, Cylinders, and Spheres**, Tana Hoban

**Math Counts: Shape**, Henry Arthur Pluckrose

**Captain Invincible and the Space Shapes**, Stuart J. Murphy

**Shapes**, Jane Simon

## Reading and Language Arts Support

### Examining Math

Divide the class into groups of four and distribute several sets of three-dimensional shapes to each group. Tell students that they will be creating buildings with their shapes. Ask them to pay close attention to which shapes can be used most easily and which ones can only be used in certain places. When groups have finished building, circulate as a class to see what each group built.

### Resources

Shapes in Nature

Shapes in Nature

Shapes in Nature

Formas en la naturaleza

Real-World Problem-Solving Reader, Teacher Guide, Grade 1

