

My Math Lesson Plan – 1 st Grade	
Lesson: Ch. 10 – Lesson 1 Solid Cubes and Prisms	
Domain: Geometry Additional Clarification: Reason with shapes and their attributes. Objectives: Students will look at attributes to identify cubes and rectangular prisms. Standards: 1.G.10 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); solid and draw shapes to illustrate defining attributes.	
Assessments: Small Groups, Extended Time, Test, Read Aloud, Modified Assignments, Preferential Seating, Oral Testing, Other:	Self-Directed: Name 3 things you could divide into 2 equal parts to share with a friend. <i>Sample answers: an apple, a piece of bread, a sheet of paper.</i> <i>Model with mathematics:</i> Invite students to model partitioning one of the objects they named. Have them show how that object could be separated into two equal parts.
Materials: Transparency, manipulatives, Dry erase board, informational resources, TI, SMART, other: geometric solids, classroom objects	Ready: Have a book such as <i>Math Fairies: Cubes, Cakes, Cylinders, and Spheres</i> read by Tami Holzer to prepare students for this lesson.
Technology: Internet, Whiteboard, computer, projector, document camera, Printer, other:	Activities: <ol style="list-style-type: none"> 1. Vocabulary: 3-dimensional shapes, cubes, rectangular prism, face. 2. Sing Math Song: Geometric Shapes. 3. Watch online video – Cubes and Prisms. 4. GP – pp. 212–213. 5. <i>Look Math</i> – Discuss with students: “How are a rectangular prism and a cube alike?” <i>Sample answer: They both have 8 faces and eight vertices. Repeated Reasoning</i> Point to the purple cube on the student page. <i>Should this shape still be a cube if it was pink, red, or blue? Yes. Why or why not? Sample answer: The color does not make a difference.</i> 6. IP pp. 213–214, Check. 7. Assign homework, pp. 215–216.
Assessments: Formal : Informal: Alternative (as needed):	Classroom Example: Point to the pictures of the cube and the rectangular prism in the Homework Help box. Call on a volunteer to name an example of a way either the cube or the rectangular prism could be identified. <i>Sample answer: number of faces.</i> Then, ask another volunteer to name an example of an attribute that does not define either shape. <i>Sample answer: The cube is blue, and the rectangular prism is purple.</i>
Extensions: 1. Modeling, GP 214 and Practice, IP, Independent Practice	
Reflection:	Mathematical Practices: <ol style="list-style-type: none"> 1 Reason abstractly and quantitatively. 2 Construct viable arguments and critique the reasoning of others. 4 Model with mathematics. 6 Attend to precision. 8 Look for and express regularity in repeated reasoning.

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SA Adler



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