1st Grade Math LP 3/21-3/25

TEKS Clarification

1(6)(H) **Geometry and measurement.** The student applies mathematical process standards to analyze attributes of two-dimensional shapes and three-dimensional solids to develop generalizations about their properties.

The student is expected to identify examples and non-examples of halves and fourths.

The focus of this SE is on the fair sharing or equal parts of the two-dimensional figure.

A non-example of a half would be a two-dimensional figure that has been partitioned into two unequal parts.

Field Guide

Connection/ Relevance	Identifying examples and non-examples of fractional parts of the same whole supports students in understanding the part-to-whole relationship and the equal size of the parts. This knowledge provides the foundation for visually comparing two fractions and/or concretely representing equivalent fractions.
When to Teach	Before/Prerequisite to 3.3(F), 3.3(H), 2.3(B)
Instructional Implications	In conjunction with 1.6(G), as students are partitioning figures into two and four equal parts and identifying them as halves/fourths, students recognize examples (e.g.,  divided equally) and non-examples of such partitions (e.g.,  whole objects divided unequally).
Learning from Mistakes	Students may make the following mistakes: • Not understanding that fractional parts of the same whole must be equal in area

Practice Problems:

[Insert Problems examples from lead4ward.com/iq]

Standard: Write the language of the standard.	1(6)(H) Geometry and measurement. The student applies mathematical process standards to analyze attributes of two-dimensional shapes and three-dimensional solids to develop generalizations about their properties. The student is expected to identify examples and non-examples of halves and fourths	
Aspect of Rigor: What is the aspect(s) of rigor called for by the standard?	Conceptual	
Prior Grade What did students learn in this grade level that helps them build to the current grade's knowledge? ***Click Here for guidance.***	**Current Grade** What is new learning based upon the grade below? What is unique to this current grade level?	**Next Grade** What will students learn in the next grade level? What is the extension

	(H) identify examples and non-examples of halves and fourths.	2.3(B) explain that the more fractional parts used to make a whole, the smaller the part; and the fewer the fractional parts, the larger the part

Know List what students need to know to begin to master the standard. (Use the nouns found within the language of the standard)	**Do** List all skills and processes students must be able to execute to master the standard. (Use the verbs found within the language of the standard)
Examples and non-examples of halves and fourths. Fair share Equal parts fourths/quarters half/halves Total number of parts in whole shape.	Identify Partition, what does it mean and how is it done. Recognize

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	Monday	Tuesday	Wednesday	Thursday	Friday
Standard **& Aspect of Rigor** ***Use this document for guidance***	Conceptual	Conceptual	Conceptual	Conceptual	Conceptual
Objective	1.6H I can identify examples and non-examples of halves and fourths	1.6H I can identify examples and non-examples of halves and fourths	1.6H I can identify examples and non-examples of halves and fourths.	1.6H I can identify examples and non-examples of halves and fourths	1.6H I can identify examples and non-examples of halves and fourths.
Bell Work	Sprint A 1-15 TE pg 23 Whisper Count TE pg 100-101 (number chart)	Sprint A 16-30 TE pg 23	Sprint B 1-15 TE pg 24 5 More	Sprint B 16-30 TE pg 24	My Addition Practice TE pg 53
Material	Number Chart (Whisper Count TE pg 100-101) White Board Tangrams Shape sets	Learn Book	White Boards Template 1 Template 2 (circles and rectangles)	Learn Book	
Application	TE pg 101	Averie is building a castle with 7	TE pg 112	Lane and Logan have an equal number of	

		rectangular prisms. She wants a cone on top of each rectangular prism. She only has 2 cones. How many more does she need?		pattern blocks. There are 22 blocks altogether. How many blocks does Lane have?	
Learning Activities **(Know & Do of the lesson)** ***KNOW:*** *(Provide specificity in definitions, connections, and/or facts that students must be able to recall)* ***DO:*** *(What are the verbs that students will engage in? When will they engage in the full demand of the standard?)* ***Click here for support and use grade level field guides.***	Know: Tangram- a Chinese geometric puzzle consisting of a square cut into seven pieces that can be arranged to make various other shapes. Pattern blocks- multi-colored shapes used as a tool in math. Hexagon Square Triangle Trapezoid Rhombus Equal parts- having the same portion of a whole Unequal parts- not having the same portions of a	Know: Tangram Pattern blocks Hexagon Square Triangle Trapezoid Rhombus Equal parts Unequal parts Do: Identify examples and non-examples of halves and fourths. Partition shapes. Recognize halves and fourths.	Know: Pattern blocks Circle Square Rectangle Halves-either of two equal or corresponding parts into which something is or can be divided Quarters/Fourths-a whole is divided into 4 equal parts Equal Unequal Do: Identify examples and non-examples	Know: Pattern blocks Circle Square Rectangle Halves Quarters/Fourths Equal Unequal Do: Identify examples and non-examples of halves and fourths. Partition shapes. Recognize halves and fourths.	Know: Pattern blocks Circle Square Rectangle Halves Quarters Equal Unequal Do: Identify examples and non-examples of halves and fourths. Partition shapes. Recognize halves and fourths.

	whole. Do: Identify examples and non-examples of halves and fourths. Partition shapes. Recognize halves and fourths. Fold shapes and recognize whether or not all sides are meeting.	Fold shapes and recognize whether or not all sides are meeting.	of halves and fourths. Partition shapes. Recognize halves and fourths. Fold shapes and recognize whether or not all sides are meeting.	Fold shapes and recognize whether or not all sides are meeting.	Fold shapes and recognize whether or not all sides are meeting.
Eureka Essential Understandings: What are the key conceptual understandings of this lesson?	Lesson Number: Lesson #7 Concept Development- TE pgs. 102-104	Lesson Number: Lesson #7 Students WB Learn pgs. 223-225	Lesson Number: Lesson #8 Concept Development- TE pgs. 112-114	Lesson Number: Lesson #8 Students WB Learn pgs. 229-231	Lesson Number: Assessment: TE pgs. 109-110

What are the key procedural understandings of the lesson? OR What skills do students need to know how to apply? How will students be taught to differentiate between these skills?	Key Conceptual Understanding of Lesson: Understanding of Equal and unequal parts.	Key Conceptual Understanding of Lesson: Understanding of Equal and unequal parts.	Key Conceptual Understanding of Lesson: Understanding of Halves and Fourths/Quarters.	Key Conceptual Understanding of Lesson: Understanding of Halves and Fourths/Quarters.	
Lesson Closure/Exit Ticket	Have students draw a circle and try to split it into equal parts.	Student Debrief: TE pgs 104-105	Have students draw 2 circles. Divide one circle into halves and the other into fourths/quarters.	Student Debrief: TE pgs. 115-116	Students demonstrate understanding of concepts learned this week on assessment.
Link to student problem set					
Homework	16.1	16.1	NO HW	16.2	NO HW

Lesson Plan Process:

- Identify the standard and aspect of rigor.
  - Deconstruct the Standard (Focus on readiness standards of the week)
    - What exactly do students need to be able to do to show mastery of this standard?
    - Which Problems are essential that students solve in order to reach the rigor set by the state of Texas?
- Eureka Prep: Do the Math of the Lesson
  - This includes the exit ticket, problem set, concept development, application problem, and fluency--as applicable.
  - Identify: What are the key understandings of the lesson? (conceptual, procedural, and/or application?)
  - Using the Exit Ticket: Identify the activities and problems that are the absolute MUST-DO in the lesson.
  - Are there any additional problems from the think-up resource that you want to include in your lesson?