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| |  | | --- | | Standards / Benchmarks |   **CCSS: Mathematics**  **CCSS: Grade 1**  **Geometry**  **1.G.A. Reason with shapes and their attributes.**  1.G.A.1. Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size) ; build and draw shapes to possess defining attributes.1.G.A.2. Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.  [Hide details](javascript://)  Students do not need to learn formal names such as “right rectangular prism.”  1.G.A.3. Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.  **Mathematical Practice**  **MP.The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students.**  MP.3. Construct viable arguments and critique the reasoning of others.  [Hide details](javascript://)  Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.  MP.7. Look for and make use of structure.  [Grade 1: Math CORE Prioritized Standards for Reporting](https://docs.google.com/document/d/11BWOPs1JInw2_eI81DHESqbcJ2Ch2AELPrlbUmaMobc/edit" \t "_blank) | |
| |  | | --- | | Enduring Understandings |   Students will understand that...  Two and three-dimensional objects can be described, classified, and analyzed by their attributes.    Understanding fractions helps people solve real-world problems. | |  | | --- | | Essential Questions |   What provocative questions will foster inquiry, understanding, and transfer of learning?  How do the attributes of objects help me understand shapes?    What are fractions and how do I use them? |
| |  | | --- | | Knowledge |   Students will KNOW... (Nouns)  **A. GEOMETRY**   * Attributes of shapes (e.g., triangles are closed and three-sided) * Non-defining attributes of shapes (e.g., color, orientation, overall size) * Two-dimensional shapes   + rectangles   + squares   + trapezoids   + triangles   + half-circles   + quarter-circles * Three-dimensional shapes   + cubes   + right rectangular prisms   + right circular cones   + right circular cylinders * Composite shapes * Partition circles * Rectangles   + halves   + fourths   + quarters   + the phrases half of   + fourth of   + quarter of * Whole * Equal shares | |  | | --- | | Skills |   Students will be able to... (Verbs)  **A. GEOMETRY**    **A1. Sort** between defining attributes versus non-defining attributes  **A2. Build** and **draw** shapes to possess defining attributes  **A3. Create** two-dimensional composite shapes  **A4. Create** three-dimensional composite shapes  **A5. Compose** new shapes from the composite shape  **A6. Partition** circles into two and four equal shares  **A7. Partition** rectangles into two and four equal shares    **A8. Describe** the shares using the words halves, fourths, and quarters  **A9. Apply** the phrases half of, fourth of, and quarter of  **A9. Describe** the whole as two of, or four of the shares  **A10. Recognize** that decomposing into more equal shares creates smaller shares |