

General Information

Lesson Parts & Duration

Total Duration: 1 hour

- Creating Composite Shapes

Subject(s)

- Geometry: Reason with shapes and their attributes (1.G.A.1); create composite shapes (1.G.A.2)

Objective

- Students will distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size).
- Students will build and draw shapes with defining attributes to create composite shapes. (1.G.A.2)

Materials

- **Required:** copy of Mouse Shapes by Ellen Stol Walsh
- white construction paper
- crayons
- pencils **Optional:** “Break Up Your Day” brain/movement break ideas (page 4)

Instructional Setting

- Students seated on carpet or meeting area in front of teacher.
- Student desk or tables to complete several activities.

Throughout this lesson, you will find:

- ☀ **Scripted Text** indicates things that need to be said directly. Bullets starting with a “T” followed by italicized type indicate scripted text
- ☀ **Clarifiers** within scripted text are in orange
- ☀ **Teacher Directions** indicate things you should be doing
- ☀ **Side notes** provide helpful hints, ELL strategies, differentiation and information
- ☀ **Break Up Your Day (Brain/Movement Breaks)** are in green boxes (at the end)

Remember!

Quality over quantity. All components do not have to be accomplished; lessons may be ended at any time and resumed later

Instructional Plan: 60 minutes

If you do not have a copy of Mouse Shapes you can find “read alouds” online by searching the title of the book.

Introduction

T Today I have a really great book for us to read about mice and shapes!

Read story

Make sure students are seated in a way that they can see the pictures as you read.

On each page, after reading the text, pause and let students look at the illustrations for a few moments. After reading 2 pages stop for a quick discussion.

T There are so many colorful pictures in this book!

T Can you see what the pictures are made of?

T Turn and talk with a buddy nearby what the pictures in this story are made up of.

T Remember only one buddy talks at a time. Give students about 15 seconds each, then ask them to switch.

Using equity sticks, if available, choose students to answer in complete sentence,

“The pictures are made of _____.”

T Who would like to share their answer with the class in a complete sentence, for example: “The pictures are made of _____.” Call on students to share their answers. Answer: shapes

Continue to read the text, allowing students to pause and look at the illustrations and the shapes that are used.

T Okay, we are going to make our own “Mouse Shape”.

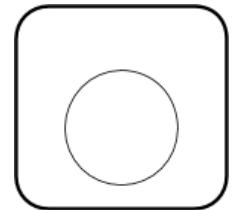
Demonstrate on a whiteboard or chart paper

T I need you to help me.

T If I were going to draw a mouse shape like the ones in the book, what shape could I use for the body?

T Talk with your buddy and raise your hand when you both have an answer. Call on students to share answers. Most likely answer: circle

Depending on answer, draw the body, then the head, ears, arms, legs, and tail.



Independent or Partner Practice

T Now that you have seen the illustrator of our book Mouse Shapes create pictures using basic shapes and you have seen me create a picture using shapes... it's your turn!

T You will first draw your own picture of a mouse using basic shapes.

T Remember, your drawing can only be made of shapes!

T Then you can get another piece of paper to make another picture using only shapes.

T What are some things you could draw? Call on students to share their ideas. List the ideas they mention on the board. Ideas: a house, a car, an animal, a person....

T Let's make a list on the board of all the shapes we know. Call on students to share ideas. Record their answers and draw the shape that they share.

T I will come around and give you a piece of paper.

T Once you have your paper, write your name at the top.

T Then you may begin drawing your mouse.

T After you finish you will need to show me your mouse before you can make a new drawing.

Pass out 1 piece of blank paper per student. Remind them to put their name on it. Walk around and monitor the drawings, reminding them to only use shapes. Make sure they check in with you before they begin a new drawing.

If there is time you can allow them to color their drawings if you have first checked to make sure it is made up of shapes.

Differentiation:

CHALLENGE: Encourage students who are ready to use more complicated shapes (pentagon, hexagon, octagon, decagon ect.). You can also challenge them to define the attributes of the shapes they have used

SUPPORT: You may want to provide students with pattern blocks or tangram pieces that they can trace to make their drawing if you notice they are struggling with freehand drawing the shapes.

 **Make sure to “Break Up Your Day!”** 

Now is a great time to take a break and get students re-energized. See our list of engaging movement and brain break ideas to get your students moving and ready to refocus! (see page 4)

Make sure to “Break Up Your Day!”

These can be used in the middle of a lesson or at the end of your lesson.
Here are a few engaging movement and brain break ideas to get your students moving and ready to refocus!

Break Up Your Day: The Wiggles!

- Let’s get our wiggles out before we continue!
- Stand up and shake out your arms (4-5 seconds to shake)
Remember! No one should get hurt! ...now FREEZE!
- Now shake the wiggles out of your right leg...FREEZE!
- Now shake the wiggles out of your left leg...FREEZE!
- Now shake all the wiggles out of your whole body...FREEZE!

Break Up Your Day: Body Spell!

- We are going to use our bodies to practice making some letters of the alphabet. Please stand up quietly.
- When I say a letter, you use your arms, legs, head, and body to see if you can make that letter!”
- Choose 5-6 letters to have students make with their body. You could even try some simple words or letters that their names start with to change it up! Have them sit down quietly when they are finished.

Break Up Your Day: I Spy Shapes!

- Teacher begins by modeling an example:
- I spy with my eye an object in this room in the shape of a triangle.
- Look around and see if you can spy the same object.
- “Raise your hand if you have a guess.”
- When they take a guess, let them know if they are cold (not even close, a different shape) or hot (close, that is the same shape, but not what I spy)
- Play again, each time letting the student who “spied” the object correctly and justifies their guess by stating the correct attributes of the shape, be the next “SPY”.