

General Information

Lesson Parts & Duration

Total Duration: 2 to 2 ½ hours

- Segment 1: Informational Text: Apples; Illustrations & Key Details (45 Minutes)
- Segment 2: Text Features: Diagrams and Labels (45-60 Minutes)
- Segment 3: Expository Writing: Apples (45-60 Minutes)

Subject(s)

- Informational Text: Apples; Illustrations, Key Details, Text Features, Expository Writing (RI.1.7, W.1.2, L.1.1.F)

Objective

- Students will focus on using illustrations and details in a text to describe key ideas.
- Students will complete a chart using adjectives to describe a plural noun (apples) with a sentence frame.
- Students will be able to identify diagrams and their labels, as well as understand that labels give the reader information about the picture.
- Students will draw a diagram of an apple and label it appropriately.
- Students will write an informative/explanatory text in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement.

Materials

- **Required:** a copy of Apples by Gail Gibbons
- red & green marker
- blank paper (8 ½ x 10) (1 piece per student)
- lined paper (1-2 pieces per student)
- pencil & crayons/colored pencils
- document camera or whiteboard or chart paper (prep graphic organizer in advance)
- **Optional:** printable “Exit Slips” (pages 10-11)
- **Optional:** printable “Break Up Your Day” brain/movement break ideas (page 13)

Protocols (page 12)

- Used throughout lesson - be familiar with each protocol.
- Place Protocols under a document camera (if available) as necessary throughout the lesson.

Throughout these lessons, 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: Segment 1: 45 minutes

Subject

- Informational Text: Apples; Illustrations & Key Details

Objective

- Students will focus on using illustrations and details in a text to describe key ideas.
- Students will complete a chart using adjectives to describe a plural noun (apples) with a sentence frame.

Materials

- **Required:** a copy of Apples by Gail Gibbons
- red & green marker
- document camera or whiteboard or chart paper (prep graphic organizer in advance)

Be sure that you create this Apples graphic organizer before you begin this lesson.

Introduction

T Class, today we will be reading an informational text story about apples.

T Before we begin, we are going to fill out this chart by describing the characteristics of apples. **Show students the chart on apples.**

T I would like for you to think to yourself about everything that you know about apples. **Give students 15 seconds to think.**

T Class, I want you to complete this sentence: Apples are _____.

T Make sure that when you share your answer you use our complete sentence, Apples are _____ and not just tell me what they are.

T For example, Apples are juicy.

T Don't just say "juicy".

T Please raise your hand if you have an idea to share. **Use equity sticks to ensure all students get a turn.**

Describe It!!
An adjective describes a noun.
Apples are _____.

Call on several students to complete the sentence frame. As they share their ideas record them on the chart using a RED marker. If a student shares their ideas not in sentence form, correct them and ask them to try again in a complete sentence.

T Class what we just did was describe apples.

T When we use describing words, which are called adjectives, we add details to nouns.

T Everyone what do we call a describing word?

T It is called an ____? **Students should respond with you "adjective".**

T Let's look back at what we have written so far about apples. **Read the responses on your chart aloud. Point to each word as you read it.**

Read Aloud

Make sure the students are seated in a way that they can see the pictures. You may want to call them to the carpet if one is available.

T Students, you are going to listen to this story today. **Show the book to the students.**

T The title of our book is Apples and our author is Gail Gibbons.

Note:
Make sure to pause and show the illustrations as you read.

T As you are listening to the story and enjoying the illustrations (pictures) I want you to discover any new facts about apples.

Read aloud the story in its entirety.

T Now did anyone hear any new words that describe apples?
Call on students using equity sticks if available, otherwise call on students at random.

As students share their new ideas, use the Green marker to indicate information learned from the story on the same chart as before.

For this next part students, will be using Ask, Answer, and Justify followed by Share out and check for understanding protocols. Now would be a great time to review these protocols with the students. You may want to pair students by ability.

<p>Describe It!! An adjective describes a noun.</p> <p>Apples are _____.</p>
--

 **Ask, Answer, and Justify**

- Put students in pairs: have them assign themselves a number 1 or 2
- Roles for number assignments:
 - 1's will ask the question first and 2's will respond
 - Then 2's will ask the question and 1's will respond

 **Share out and check for understanding**

- Follow the protocol for Ask and Justify
- Ask students to share their response to the question
- Verify that response or conclusion is correct
- If needed, provide clarification

T When I say go, please go find someone who is wearing the same color as you are.

T Go! **Make sure all students have found a partner.**

T Now that you have a partner one of you is going to be a 1 and one of you will be a 2.

T Please decide and hold up a 1 finger if you are a 1 and 2 fingers if you are a 2.

T 1's will ask the question first and then then 2's will answer the question.

T Then you will switch and 2's will ask the question and 1's will answer.

T After you share with your partner I will be calling on a few students to share their ideas with the class.

Question:

What new adjective can you use to describe apples.

Answer:

The new adjective I have to describe apples is _____.

Write these sentences on the board for students to reference. Model doing the question and answer with a student. Give 30 seconds for students to discuss.

T Let's see what new adjectives we have learned. Call on students using equity sticks if available, otherwise call on students at random.

T Now class, let's take a look at everything we have listed on this chart.

T You sure can describe apples!

T We listed everything we already knew about apples in red marker.

T Then we listed everything we just learned in green marker.

T Did we have more adjectives before listening to the story, or more adjectives after we listened to the story?

T Raise your hand if you know if we had more adjectives before or after the story. Call on students using equity sticks if available, otherwise call on students at random.

- T** What is your favorite describing word or adjective for an apple?
T I would like you to turn to your buddy and share what you think.



Give one & Get one

- Students share information in Ask & Justify
- Each student in the pair writes down the information shared by their partner
- If the information is already written, a check is put by the information

- T** You are going to share your favorite adjective using this sentence: My favorite word to describe an apple is _____ because _____. **Call on a student to help model this.**
T Ok, now turn and give an answer and get an answer. **Give 15 seconds to share.**



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 13)

Instructional Plan: Segment 2: 45-60 minutes

Subject

- Text Features: Diagrams and Labels

Objective

- Students will be able to identify diagrams and their labels, as well as understand that labels give the reader information about the picture.
- Students will draw a diagram of an apple and label it appropriately.

Materials

- Required:** a copy of Apples by Gail Gibbons
- blank paper (8 ½ x 10) (1 piece per student)
- pencil & crayons/colored pencils
- document camera or whiteboard
- Optional:** printable Exit Slip (page 10)

Make sure the students are seated in a way that they can see the pictures. You may want to call them to the carpet if one is available.

Introduction

T Students, you are going to listen to this story today. **Show the book to the students.**

T The title of our book is Apples and our author is Gail Gibbons.

T As you are listening to the story and enjoying the illustrations (**pictures**), I will stop when we come to parts about text features.

T Text features are things that authors use in nonfiction stories.

T Nonfiction stories are not made up stories, they contain real facts.

T They use things like photographs, with captions that tell about the pictures, maps, tables, diagrams, and headings.

T Today we are going to focus in on diagrams and labels.

T I will stop once we get to a page that has diagrams and labels.

Read Aloud

Read aloud the story, but stop and focus on the page with the diagrams and labels of the sectioned apple.

Pass out one piece of plain white paper per student.

You will be modeling this next portion on a piece of chart paper or on the board so that students can follow along.

T Once you have your paper, please put your name and the date at the top of the paper. **Model this on either the document camera, on the board, or on chart paper.**

T On the top of your paper we are going to write: "What is a LABEL??" **Model this on either the document camera, on the board, or on chart paper.**

T As I draw, I want each of you to follow along with me.

T We are going to draw a diagram of an apple.

T I will draw first.

T When I say "draw" then it is your turn to copy what I have drawn.

Note:

Make sure to pause and show the illustrations as you read.

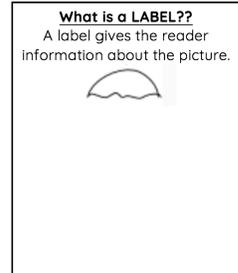
What is a LABEL??

A label gives the reader information about the picture.

Step 1:

- T* First, I will put my pencil at the top left of my paper and draw a half circle. Model this on either the document camera, on the board, or on chart paper.
- T* “Draw!”
- T* Take your time and keep your eye on the pencil.
- T* Then on the bottom part draw little half circles like mine.

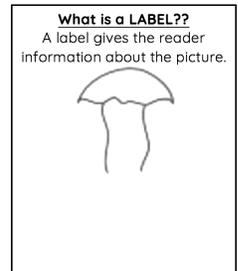
Give time to complete this task. Monitor students and provide assistance as needed.



Step 2:

- T* Next, draw two wavy lines down from the top, like this. Model this on either the document camera, on the board, or on chart paper.
- T* “Draw!”
- T* Take your time and keep your eye on the pencil.

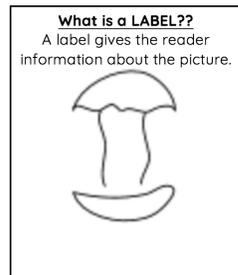
Give time to complete this task. Monitor students and provide assistance as needed.



Step 3:

- T* Now we are going to draw the same shape as we did on top, but upside down, like a smile, watch. Model this on either the document camera, on the board, or on chart paper.
- T* “Ok, draw!”
- T* Take your time and keep your eye on the pencil.

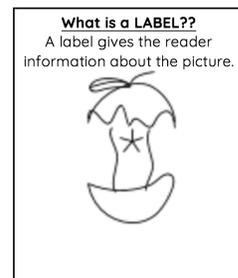
Give time to complete this task. Monitor students and provide assistance as needed.



Step 4:

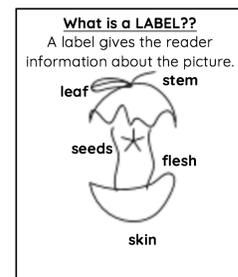
- T* Let's go to the top of the apple and draw the stem. Model this on either the document camera, on the board, or on chart paper.
- T* “Ok, draw!”
- T* Take your time and keep your eye on the pencil.
- T* And now a leaf.
- T* “Ok, draw!”

Give time to complete this task. Monitor students and provide assistance as needed.



Step 5:

- T* Now we will label our diagram! Model this on either the document camera, on the board, or on chart paper.
- T* We need to label 5 major parts:
 - Stem
 - Leaf
 - Flesh
 - Skin
 - Seeds
- T* “Ok, draw!”
- T* Make sure you label all 5 parts.
- T* After you label your diagram, you may color the skin of the apple, the leaf and the stem.
- T* Also, please double check that your name is on your paper.



Give time to complete this task. Monitor students and provide assistance as needed.

Collect the student papers and leave for the teacher.

*You may use the exit slip at the end of this lesson as a quick assessment of student understanding. Either print them out (page 10), or simply have students copy the problems on a half sheet of paper.

Name: ANSWER KEY Date: _____

Exit Slip: Segment 2

Draw and label the parts of an apple

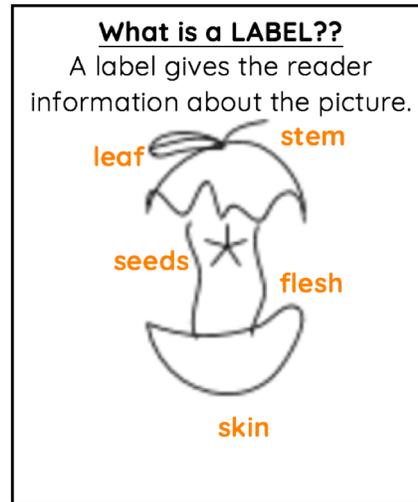
stem

leaf

flesh

skin

seeds



☀️ **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 13)

Instructional Plan: Segment 3: 45-60 minutes

Subject

- Expository Writing: Apples

Objective

- Students will write an informative/explanatory text in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement.

Materials

- **Required:** chart created from segment 1 “Describe It!” (adjectives to describe apples)
- lined paper (1-2 pieces per student)
- pencil & crayons/colored pencils
- document camera or whiteboard
- **Optional:** printable Exit Slip (page 11)

Have out the “Describe It!” chart from segment 1. Students need to be seated at their desks or tables.

Introduction

T We are now going to review our adjective chart describing apples.

T I am going to read aloud to you each sentence you helped create.

Read aloud each “Apples are _____” sentence on the chart. Pointing at each sentence as you read it.

T We are going to write a paragraph about apples.

T I am going to pass out paper to you.

Give each student a piece of lined paper.

T When we write a paragraph, we need to introduce our topic.

T What was our topic today?

T Everyone? **Class responds: APPLES**

From this point on you will be modeling for the class. They should be completing each step after you do. Make sure to allow enough time after each step for them to keep up.

T Please write the title, Apples, on the first line in the center of your paper. Model this on either the document camera, on the board, or on chart paper.

T Okay, now underline it. Model this on either the document camera, on the board, or on chart paper.

T The first sentence is our topic sentence.

T It introduces the topic to our readers.

T Class, our topic is....? **Class responds: APPLES**

T Yes, apples.

T In our paragraph today, we want to use all of the beautiful ways you described apples on our chart.

T If we are going to do that, what would be a good sentence to introduce that?

T Share your sentence with your buddy. Give them about 1 minute to share with the person next to them.

T Okay, we are back, remember that in our paragraph today, we want to use all of the beautiful ways you described apples on our chart.

T If we are going to do that, what would be a good sentence to introduce that? **If equity sticks or student name cards are available, please**

Name Date
<p>Apples</p> <p>There are many ways to describe apples.</p>

use them to choose a student to share their answer. If they are not clear, prompt them until you have a solid topic sentence.

T Please watch as I write this first sentence to introduce our topic. Write the topic sentence on the board, indenting the first word.

T Okay, now please write the topic sentence on your paper. Have students copy the topic sentence on their paper.

Walk around the students, checking their sentence for indentation, capital at the beginning and punctuation. When most are done, continue.

T Now, you will write three sentences from our chart. Make sure chart is visible to all students.

T You may use the sentence frame at the bottom and then fill in the blank with your chosen adjective.

T Or, if you want, you can create your own sentence, as long as it describes apples.

Walk around the students, checking their sentence structure, capital at the beginning and punctuation. When most are done, continue.

T Now we are ready to conclude, or finish our paragraph.

T To do this, we will write a conclusion.

T A conclusion tells the reader that you are ending this piece of writing.

T A smart way to do that is to repeat most or all of your topic sentence with the beginning words, “As you can see”, before “I can describe apples.”

T As you finish your writing, raise your hand and I will be around to check it.

T If it is complete, you may illustrate your writing.

T Make sure your illustrations match what you have written.

Collect the student papers and leave for the teacher.

Note:

Give the students about fifteen minutes to complete the body of the paragraph.

Name
Date

Apples

There are many ways to describe apples. Apples are _____. They can also be _____. I like apples best when they are _____. As you can see, I have many ways to describe apples!

*You may use the exit slip at the end of this lesson as a quick assessment of student understanding. Either print them out (pg. 11). The exit slip has the sentence frames about apples printed on it as a guide.

 **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 13)

Name: _____ Date: _____

Exit Slip: Segment 2

Draw and label the parts of an apple

stem

leaf

flesh

skin

seeds

Name: _____ Date: _____

Exit Slip: Segment 2

Draw and label the parts of an apple

stem

leaf

flesh

skin

seeds



Protocols:

Ask, Answer, and Justify

- Put students in pairs: have them assign themselves a number 1 or 2
- Roles for number assignments:
 - 1's will ask the question first and 2's will respond
 - Then 2's will ask the question and 1's will respond
 - The next time 2's ask the question first

On your feet/ Get ready to meet/ Go and Greet (should take less than one minute)

- Students stand up and put their hand up in the air
- Students find another student that has their hand up to have a “new” partner (and get them moving around)
- Once they are with their new partner, they put their hands down and face the teacher

Give one & Get one

- Students share information in Ask & Justify
- Each student in the pair writes down the information shared by their partner
- If the information is already written, a check is put by the information

Back to Back and Face to Face

- When in pairs, direct students to stand back to back
- Ask the students to consider the question
- Give students at least a minute to consider their response
- Have them turn face to face
- Follow the protocol for Ask and Justify

Share out and check for understanding

- Follow the protocol for Ask and Justify
- Ask students to share their response to the question
- Verify that response or conclusion is correct
- If needed, provide clarification

(Used throughout lesson - be familiar with each protocol.)

Note: Place Protocols under a document camera (if available) as necessary throughout the lessons

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: Body Stretches!

FORMATION: Standing at desks

EQUIPMENT: None

RULES/DIRECTIONS:

- Have students begin the day with a series of simple activities lasting 30 seconds or more: Jumping jacks, Knee lifts, Flap arms like a bird, Hopping Scissors (feet apart then cross in front, feet apart then cross in back)
- Follow each activity with a basic stretching movement: Reach for the sky, Runner's stretch, Butterfly stretch (sit with bottom of feet together), Knee to chest, Rotate ankles, Scratch your back
- Hold stretches for 10 - 30 seconds.
- Repeat a different simple activity followed by a new basic stretch as many times as desired.

Break Up Your Day: Air Writing!

FORMATION: Standing at desks or in small groups

EQUIPMENT: None

RULES/DIRECTIONS:

- Students begin by moving in place or around the room: Jumping, Marching, Hopping, Twisting
- Call out a letter, number, word or shape and students stop activity.
- Students will draw the letter, number, word or shape in the air using their hand, arm, leg, head, elbow, knee, bottom or any combination of body parts until teacher calls out another activity.
- Students continue new activity until teacher calls out another letter, number, word or shape.

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!

General Information

Lesson Parts & Duration

Total Duration: 2 to 2 ½ hours

- Segment 1: Defining Attributes of Two-Dimensional Shapes (45-60 Minutes)
- Segment 2: Distinguishing Attributes (45-60 Minutes)
- Segment 3: Creating Composite Shapes (30-60 Minutes)

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.

Materials

- **Required:** copy of Lilly's Purple Plastic Purse by Kevin Henkes for teacher -or- another picture book
- **Required:** copy of Mouse Shapes by Ellen Stol Walsh (picture book)
- paper, pencils, crayons
- document camera/ chart paper/ or whiteboard
- chart paper and marker
- **Optional:** printable Exit Slips (page 13)
- **Optional:** printable “Break Up Your Day” brain/movement break ideas (page 14)

Instructional Setting

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

Throughout these lessons, 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: Segment 1: 45-60 minutes

Subject

- Defining Attributes of Two-Dimensional Shapes

Objective

- Students will distinguish between defining attributes (e.g., triangles are closed and three-sided).

Materials

- paper (2 per student)
- pencils & crayons
- document camera/ chart paper/ or whiteboard
- **Optional:** printable Exit Slip (page 13)

Introduction

T Do you know what I see every day when I walk around? **Pause for students to think.**

T I see shapes!

T There are shapes all around us and each of these shapes has a name.

T Just like you and me; something that we call them.

T For example, one shape I know is called a circle.

T I want you to take a second and think.

T Remember to think with your mind and not with your mouth.

T Don't tell anyone what shapes you are thinking of.

T Let's all close our eyes and think of some shapes we know. **Pause for students to think.**

T Ok, let's open our eyes, but still DON'T tell anyone what shapes you thought of.

Shapes Around the Room!

T Without telling anyone the shapes you know can you look around the room and see any of these shapes?

T Just like you and me shapes have things that make them who they are.

T There is a big word we use when talking about these things that make the shapes who they are, that word is "attributes". **Write attributes on the board or chart paper.**

T Today we will be looking closely at the shapes we know and decide what attributes they have.

T There are 2 kinds of attributes, defining, which means they tell us what makes the shape and non-defining which means any shape can have them.

T An example of a non-defining attribute is what color it is, what size it is, or where it is.

2-Dimensional Shapes We Know

T Remember that I told you I see shapes every day?

T Well there are 2 kinds of shapes two-dimensional or 2D shapes and three-dimensional or 3D shapes.

T Today we are going to just talk about two-dimensional shapes.

T Those are the shapes that are flat, like paper.

T Now, I would like for you to whisper to a buddy sitting near you all of the shapes you thought of early when we closed our eyes.

Give time for students to share with one another. Walk around and monitor the conversations.

While you are monitoring conversations, use this time to pass out 1 piece of paper per student. Make sure they also have a pencil.

T Eyes on me in: 5, 4, 3, 2, 1,!

T Thank you for giving me your attention.

- T* Wow, boys and girls it sounds like you all remember your shapes!
- T* I have just given you each a piece of paper.
- T* On this paper, we are going to make ourselves a chart.
- T* On our chart, we will be drawing our shapes and deciding what “attributes” they each have.

SHAPES	

Setting Up the Chart

- T* First I want you to put your paper in front of you so it is nice and tall!
Demonstrate having your paper vertically in front of them.
- T* We are going to fold our paper in half like a hot dog bun, so it has two long sides. **Model this and provide assistance as needed.**
- T* At the top of the page we will write the word “Shapes”.
- T* “S” “H” “A” “P” “E” “S”. **Spell it out and model writing it where they can see. If anyone struggles with writing you can write it lightly for them to trace your letters on their paper.**

Give time for students to share with one another. Walk around and provide assistance as needed. If anyone struggles with writing you can write it lightly for them to trace your letters on their paper.

- T* Before we get started filling in our chart let’s take a quick break!



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 pages 14)

- T* Okay, now that we got our wiggles out, let’s get back to our chart.
- T* I am going to make my chart first, but I will need you to help me.

You may want to have students join you up by the board/ piece of chart paper and sit on the floor. Or you can have them put their papers face down so that they aren’t distracted.

- T* I am going to draw a picture of a shape that I know.
- T* Then I am going to look at the shape’s “attributes”.
- T* Remember, “attributes” are the characteristics or things we use to describe a shape.
- T* I can describe most shapes by looking at a shape’s sides and a shape’s corners.
- T* There is a big fancy math word we use for corners and that is “vertices”.
- T* Every one say that big fancy word with me... “Vertices”.
- T* So, I am thinking of all of those two-dimensional shapes that I thought of before.
- T* I am going to first draw a picture of a shape.
- T* Then I want to see if you can tell me the shape’s name, help me count the sides, and last help me count the vertices, remember that was the big fancy word for corners.

Draw a Square

- T* This is my first shape. **Draw a square and point to it.**
- T* Who can tell me the name of this shape? **Call on students. Answer: Square**
- T* Let's look at the attributes or characteristics of a square.
- T* How many straight sides does a square have?
- T* Let's count them. **Point to each side and count them out loud.**
- T* A square has 4 straight sides.
- T* Do all 4 straight sides of a square look the same?
- T* Yes, they are all the same size or length.
- T* Now let's count the vertices.
- T* Remember, vertices are the corners.
- T* Let's count them together. **Point to each vertex and count them out loud.**
- T* Squares also have 4 right angles. **Draw a little box in every corner to illustrate a right angle.**
- T* If there is a right angle, we can make a little square in that corner.
- T* A square is also a closed shape, there are no openings.

Draw a Circle

- T* This is my second shape. **Draw a square and point to it.**
- T* Who can tell me the name of this shape? **Call on students. Answer: circle**
- T* Let's look at the attributes of a circle.
- T* How many sides does a circle have?
- T* Let's count them. **Point to each side and count them out loud.**
- T* A circle has 0 sides.
- T* The side of a circle is curved.
- T* Now let's count the vertices.
- T* Remember, vertices are the corners.
- T* Let's count the together.
- T* There are no vertices in a circle because it has no corners, it is round.
- T* One special thing is, if I draw a dot exactly in the middle of a circle and then draw a line straight to the outside of the circle it is always the same distance to the outside of my circle. **Demonstrate this concept.**
- T* A circle is also a closed shape, there are no openings.

SHAPES	
	<ul style="list-style-type: none"> • 4 sides • 4 vertices • 4 right angles • closed shape
	<ul style="list-style-type: none"> • 0 sides • 0 vertices • equal distance from center to outside • closed shape
	<ul style="list-style-type: none"> • 3 sides • 3 vertices • closed shape

Draw a Triangle

- T* This is my third shape. **Draw a triangle and point to it.**
- T* Who can tell me the name of this shape? **Call on students. Answer: triangle**
- T* Let's look at the attributes or characteristics of a triangle.
- T* How many straight sides does a triangle have?
- T* Let's count them. **Point to each side and count them out loud.**
- T* A triangle has 3 straight sides.
- T* Now let's count the vertices.
- T* Remember, vertices are the corners.

- T* Let's count the together.
T There are 3 vertices in a triangle, or 3 corners.
T A triangle is also a closed shape, there are no openings.

Draw a Rectangle

- T* This is my fourth shape. **Draw a rectangle and point to it.**
T Who can tell me the name of this shape? **Call on students. Answer: rectangle**
T Let's look at the attributes or characteristics of a rectangle.
T How many straight sides does a triangle have?
T Let's count them. **Point to each side and count them out loud.**
T A rectangle has 4 straight sides.
T What do you notice about these 4 straight sides?
T A square has 4 straight sides too, but this shape looks different.
T What is different about these straight sides? **Call on students.**
T A rectangle has two sets of straight sides that are the same length.
T It has 2 longer straight sides and 2 shorter straight sides that are parallel or across from each other on the shape.
T Now let's count the vertices.
T Remember, vertices are the corners.
T Let's count the together.
T There are 4 vertices in a rectangle.
T Just like our square, a rectangle has 4 right angles. **Draw a little box in every corner to illustrate a right angle.**
T If there is a right angle, we can make a little square in that corner.
T A rectangle is also a closed shape, there are no openings.

SHAPES	
	<ul style="list-style-type: none"> • 4 sides • 4 vertices • 4 right angles • closed shape
	<ul style="list-style-type: none"> • 0 sides • 0 vertices • equal distance from center to outside • closed shape
	<ul style="list-style-type: none"> • 3 sides • 3 vertices • closed shape
	<ul style="list-style-type: none"> • 3 sides • 3 vertices • 4 right angles • closed shape

If you had students seated in the front to watch you model the activity, send them back to their seats for the next part.

- T* Now that you have helped me with my chart it is time for you to fill in your own chart!
T Just like me, on the left side **point to the left side** we drew a picture of our shape.
T On the right side, **point to the right side** we wrote about our shape.
T Let's think of the things we wrote about our shape.
T Does anyone remember that big math word I used to tell about its characteristics?
T It starts with the letter a. **Call on students. Answer: Attributes**
T We told about our shapes "attributes".
T We counted 2 things on every shape.
T Who can tell me what those two things we counted were? **Call on students. Answer: sides & vertices/corners**
T We counted how many straight sides it had and how many vertices or corners.
T If you remember we also noticed if a shape was open or closed.
T And 2 of our shapes had something special in the corners.

- T* Does anyone remember what was special about the corners of 2 of our shapes? **Call on students.** **Answer:** right angles
- T* My square and my rectangle had right angles and I was able to draw a little square in the corner.
- T* Before we get started filling in our charts let's take a quick break!

 **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 pages 14)

Depending on their readiness you can either leave the chart up as a reference for them to copy from or if you feel they are ready you can take it down to make this more challenging.

Note:

If you take down your example be sure to write the words: Sides and vertices on the board for them to copy.

Differentiation:

CHALLENGE: see if there are more shapes that they can add to this list and define the attributes for (trapezoid, hexagon, octagon... etc)

SUPPORT: Pull a small group to work with if they are having trouble remember the process. You can also write the words lightly on their page for them to trace.

*You may use the exit slip at the end of this lesson as a quick assessment of student understanding. Either print them out (page 13), or simply have students copy the problems on a half sheet of paper.

Name: _____ Date: _____

Exit Slip: Segment 1

Draw 4 shapes you know and tell the attributes.

Shape	Sides	Vertices (Corners)

Instructional Plan: Segment 2: 4-60 minutes

Subject

- Distinguishing Attributes

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 create a t-chart and sort/draw objects by attribute.

Materials

- **Required:** copy of Lilly's Purple Plastic Purse by Kevin Henkes for teacher or a different picture book that is available.
- one piece of blank paper per student
- pencil/crayons per student
- paper & document camera/ chart paper/ or white board with appropriate writing materials for teacher to use for demonstration/examples
- **Optional:** printable Exit Slip (page 13)

Students should be sitting on carpet or meeting area in front of teacher; teacher will have students go to their desks to complete activity.

T Class, now we are going to re-read the story Lilly's Purple Plastic Purse. **Change the title if you substituted with a different picture book.**

T As I read, let's look for shapes or objects in our story that are triangles and squares.

On the whiteboard or piece of paper with the document camera, draw a large triangle and a large square.

T A triangle is a shape with three straight sides that touch, three vertices/corners, and make a closed shape.

T A square has four straight sides that are the same, or equal length and touch to make a closed shape.

T A square also has four right angles in each of the corners.

T I am going to draw a t-chart so that we can keep track of all of the triangles and squares we see.

T Before I read this story, I want to talk to you about something very important.

T The attributes or characteristics that I just mentioned for our shapes are defining attributes.

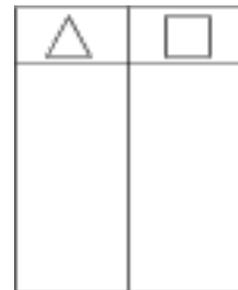
T There are also things like: color, where it is located, and its overall size.

T These things are called non-defining attributes.

T It doesn't matter if a triangle is red, blue, yellow, green, big, small, at the top of the page or the side of a page.

T It is still a triangle.

T What matters when I am identifying a triangle are the defining attributes: 3 straight sides that touch, and 3 vertices or corners.



Read aloud Lilly's Purple Plastic Purse or a different picture book available to you.

T As I am reading this story to you, I want you to look very carefully at the pictures on each page. **Be sure to pause after reading each page for students to scan the pictures looking for triangles and squares.**

T Remember you are searching for triangles and squares.

T Each time you see one, raise your hand so I know we need to stop.

T I will then record our answers on this t-chart by drawing a picture and labeling it with a word.

Pass out one piece of blank paper to each student and send students back to their seat/desk

- T* When you get back to your seat/desk, please write your name on the back of your paper
- T* Then flip your paper over, blank side up.
- T* Last, hold your pencil up in their air to show me you are ready to listen for directions!

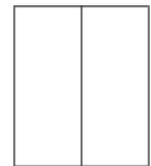
Once most students are holding up their pencil begin a directed raw to make the t-chart on the paper see steps below

- T* When I say the magic word, which is **DRAW**, then you can begin, but please do not start until you hear the magic word!

As students are creating their chart, be sure to walk around and monitor student progress and help where necessary.

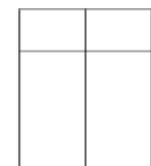
Step 1:

- T* Turn your paper VERTICALLY (show students what this means).
- T* Now, put a line down the middle of the paper. demonstrate
- T* ...DRAW!
- T* Hold your pencil back up when you have finished this step.



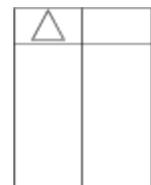
Step 2:

- T* Put another line across the paper a few inches from the top. demonstrate
- T* ...DRAW!
- T* Hold your pencil back up when you have finished this step.



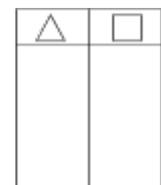
Step 3:

- T* Put a triangle in the box on the left side of the chart, this is where we will put things that are in the shape of a triangle. demonstrate
- T* ...DRAW!
- T* Hold your pencil back up when you have finished this step.



Step 4:

- T* Put a square in the box on the right side of the chart, this is where we will put things that are the shape of a square. demonstrate
- T* ...DRAW!
- T* Hold your pencil back up when you have finished this step.



- T* Once you have finished with your chart put both hands on your head and your eye on me so that I know you are done.

Triangle & Square Hunt

For this next part, you can have students hunt for triangles and squares either around the classroom - or- in a picture book.

- T* We will be drawing and recording items from A picture book -or- around the classroom that are in the shape of triangles and squares.
- T* Let's do one together.

Model appropriately based on if you will be having students use picture books or the classroom. "Think Aloud" as you notice an object of either shape and say

- T* Oh, here is a fill in what you see in the shape of a whatever shape it is in.

- T* Let's draw it!
- T* What side of the chart will we draw it under? **Call on students to answer.**
- T* We are going to record our answers as drawings.
- T* As a challenge, you can also try label your drawings by writing the word for the things you find.
- T* I will be walking around to help if you need it.
- T* Please raise your hand and wait patiently for me to come and help you.

Differentiation:

CHALLENGE: Give students a second piece of paper to look for 2 new shapes of their choice.
SUPPORT: Pair struggling students with a partner to work on this activity.

Walk around and provide assistance as needed and have quick conversations with all students about their findings. For example: Student says "I drew the tips of Lilly's pencils. They are triangles because they each have three sides that connect." Encourage them to justify and explain the things they have chosen including describing the attributes of the shape that you discussed earlier to justify that the shape they drew is accurate.

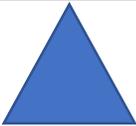
Gather the students' work and leave it on the desk for the classroom teacher.

*You may use the exit slip at the end of this lesson as a quick assessment of student understanding. Either print them out (page 13), or simply have students copy the problems on a half sheet of paper.

Name: ANSWER KEY Date: _____

Exit Slip: Segment 2

Find all the things that are in the shape of a triangle or a square.

	
ANSWERS WILL VARY BASED ON RESOURCE USED FOR THE "FIND"	ANSWERS WILL VARY BASED ON RESOURCE USED FOR THE "FIND"
Ensure student can justify their answers using the "attributes" of that shape (sides, vertices, angles)	Ensure student can justify their answers using the "attributes" of that shape (sides, vertices, angles)

 **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 14)

Instructional Plan: Segment 3: 30-60 minutes

Subject

- Creating Composite Shapes

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

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”.

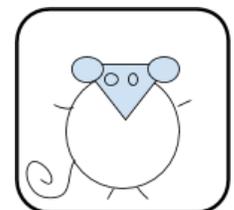
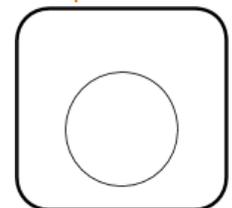
Demonstrate on a whiteboard or chart paper

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* 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.



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 14)

Name: _____ Date: _____

Exit Slip: Segment 1

Draw 4 shapes you know and tell the attributes.

Shape	Sides	Vertices (Corners)

Name: _____ Date: _____

Exit Slip: Segment 2

Find all the things that are in the shape of a triangle or a square.

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”.