**Grade 1 Sample Weekly Plans – Geometric Relationships**

**Teaching Geometric Relationships: Week 1**

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| ***3-PART LESSON*** | **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
| **1. Activating** | **What Was Here?**Intro TG p. 4-5 | **Faces of SolidsActivity Card 11:**“Before” | **Making DesignsActivity Card 12:**”Before”  | **Covering OutlinesActivity Card 13:**”Before” | **Workstations/Guided Math**Teacher works with one group at a time using **Shapes and Solids Problems What Was Here?**TG p. 29; LM 10Other groups work on one of the four practice activities from earlier in the week or the online Tangram shapes activity for **What Was Here?** (see QR code on back of Little Book) |
| **2. Constructing Knowledge** | Read aloud: **What Was Here?** (Find and describe; explore and classify shapes and solids)  | **Activity Card 1**: “What to Do” Using solids to build and describe towers  | **Activity Card 12**: “What to Do” Making and describing designs with Pattern Blocks | **Activity Card 13:**“What to do”Filling in Pattern Block designs |
| **3. Consolidating** | Represent the story using the math mat TG p. 21 | **Activity Card 28**: Consolidation and Highlights  | **Activity Card 29**: Consolidation and Highlights  | **Activity Card 30:**Consolidation and highlights |
| **4. Purposeful Practice**  | **Match-ups**Use modelling clay to make 3-D objects from the story **What Was Here?**TG p. 27 | Independent Inquiry: **Hidden Shapes**Outline faces that are familiar 2-D shapes on pictures of real world objects **What Was Here?**TG p. 29 | **Circles and Square Faces**Stamp faces of small objects into slab of modelling clay; draw around faces and label **What Was Here?** TG p. 23 | **Shape Hunt Booklet**Go on a shape hunt. Draw and label the objects and their shapes; e.g., window **What Was Here?**TG p. 29 |

**Teaching Geometric Relationships: Week 2**

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| ***3-PART LESSON*** | **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
| **1. Activating** | **What Was Here?**Shared reading, emphasizing geometric vocabulary in describing shapes | **Identifying Shapes Activity Card 14:**“Before” | Select Pattern Blocks or solids from a bag and describe them by using geometric attributes.  | Choose a 2-D shape and volunteer statements to describe it using geometric attributes. Repeat with a 3-D solid.  | **Conferences and Workstations**Teacher circulates and confers with students individually. Cluster 3 Assessment Rubric Master 30 can be used to collect evidence of learning. Students can draw and list geometric attributes of common shapes and/or solids. Students may choose to trace the shapes.Fast finishers can do practice activities from earlier in the week or the online Tangram shapes activity for **What Was****Here?** (see QRcode on back of Little Book). |
| **2. Constructing Knowledge** | Select another **Shape and Solid** problem from LM 10.Work in pairs to solve problems and record using pictures or words.  | **Activity Card 14:**“What to Do”Use markers to outline different shapes that can be found in a composite design – Student card 14A and 14B | **Consolidation Activity Card 15:**“Before”Trace around two or more Pattern Blocks pushed together on at least one side. Predict what pieces will fit there.  | **Activity Card 15**: “What to Do” Play this card game to determine which Pattern Blocks would fill a shape or which 2-D shapes would make up a particular solid.  |
| **3. Consolidating** | Three pairs of students share solutions and explain their thinking.   | **Activity Card 14:**Consolidation and Highlights  | Review and chart geometric vocabulary by drawing and labelling.   | **Activity Card 15**: Consolidation and Highlights  |
| **4. Purposeful Practice**  | **Story Mat**Using story mat, draw new shapes and create individual stories of what was missing. **What Was Here?** TG p. 26 | **What Am I?**Pick a 2-D shape and identify a 3-D object it reminds you of. **What Was Here?** TG p. 28 | **Making Designs**Make a picture using Pattern Blocks on a sheet of paper. Draw around the outline, title your picture, and pile the blocks used beside it. Trade with a partner and try to rebuild their picture.  | **Math Journals**Draw a familiar 2-D shape, and draw and label some 3-D objects it reminds you of. |