

SD Common Core State Standards Disaggregated Math Template

Domain:	Geometry	Cluster:	Reason with shapes and their attributes.	Grade level:	1
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<p>K.G.4 Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).</p>	<p>1.G.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.</p>	<p>2.G.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.⁵ Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.</p> <p>5 Sizes are compared directly or visually, not compared by measuring.</p>

Student Friendly Language:
<p>I can recognize and identify the attributes of shapes. I can build shapes to identify and describe the attributes of shapes. I can draw shapes to identify and describe the attributes of shapes. I can sort shapes to identify and describe the attributes of shapes.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> • Shapes • Attributes • Defining attributes • Non-defining attributes 	<p>Shapes have defining attributes.</p> <p>Shapes may or may not have non-defining attributes.</p> <p>Shapes have similarities and differences.</p>	<p>Sort shapes by their attributes.</p> <p>Compare shapes by their attributes.</p> <p>Use defining attributes to identify shapes.</p> <p>Build shapes to identify attributes.</p> <p>Draw shapes to identify defining and non-defining attributes to build shapes.</p> <p>Use defining and non-defining attributes to draw shapes.</p>

Key Vocabulary:
<p>defining attributes non-defining attributes similarities differences build draw compare sort</p>
<p>Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question "why do I have to learn this"?</p>
<p>To be able to describe shapes to others. To help you build and draw shapes.</p>

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<p>K.G.5 Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.</p> <p>K.G.6. Compose simple shapes to form larger shapes.</p>	<p>1.G.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.⁴</p> <p>⁴.Students do not need to learn formal names such as “right rectangular prism.</p>	<p>2.G.1 Recognize and draw shapes having specified attributes, such as given number of angles or a given number of equal faces.⁵</p> <p>⁵ Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.</p>

Student Friendly Language:
<p>I can use 2-D shapes to create another shape.</p> <p>I can use 3-D shapes to create another shape.</p> <p>I can use pattern blocks and tangrams to make other shapes.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	IDo (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● 2-D shapes ● 3-D shapes ● Composite shapes 	<p>2-D or 3-D basic shapes can create composite shapes.</p>	<p>Use more than one 2-D or 3-D shape to create a composite shape.</p> <p>Make new shapes from the composite shapes, using pattern blocks or tangrams.</p> <p>Recognize what shapes are used to make other shapes.</p>

Key Vocabulary:
<p>2-D shapes 3-D shapes composite shapes</p>
Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?
<p>To tell about the shapes we see in our environment. To draw and build with the different shapes. To build a model using 3-D shapes. Relating different shapes can help us understand our world.</p>

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N/A	1.G.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.	2.G.3 Partition circles and rectangles into two, three, and four equal shares, describe the shares using the words <i>halves, thirds, half of, a third of, etc.</i> , and describe the whole as two halves, three thirds, four fourths. Recognize that equal share of identical wholes need not have the same shape.

Student Friendly Language:
<p>I can divide a circle into two equal shares. I can divide a circle into four equal shares. I can divide a rectangle into two equal shares. I can divide a rectangle into four equal shares. I can describe the parts of a circle or rectangle as halves, fourths, or quarters. I can describe one part of a circle or rectangle as half of, fourth of, or quarter of. I can describe a whole circle or rectangle as having two equal shares or four equal shares. I can break part of a circle or rectangle into a smaller shares that are equal.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> • Equal • Circle • Rectangle • Shares (parts) • Halves • Fourths • Quarters 	<ul style="list-style-type: none"> • Circles and rectangles can be divided into smaller, equal shares. • We can use halves, fourths, quarters to describe equal shares of two and four parts. • If I divide half of a circle or rectangle I create a smaller, equal share. • If I divide a fourth of a circle or rectangle I can create a smaller, equal share. 	<ul style="list-style-type: none"> • Divide a circle into two equal shares or parts. • Divide a rectangle into two equal shares or parts. • Divide a circle into four equal shares or parts. • Divide a rectangle into four equal shares or parts. • Identify half of a circle. • Identify half of a rectangle. • Identify a fourth of a circle or rectangle. • Identify a quarter of a circle or rectangle. • Divide a half or a fourth of a circle or rectangle into a smaller, equal share. • Describe the number of equal shares in a whole circle or rectangle.

Key Vocabulary:												
<table style="width: 100%; border: none;"> <tr> <td style="border: none;">equal</td> <td style="border: none;"><u>fair shares</u></td> <td style="border: none;">circle</td> <td style="border: none;">rectangle</td> <td style="border: none;">parts</td> <td style="border: none;"><u>halves</u></td> </tr> <tr> <td style="border: none;">fourths</td> <td style="border: none;">quarters</td> <td style="border: none;">wholes</td> <td style="border: none;">divide</td> <td style="border: none;">decompose</td> <td style="border: none;"></td> </tr> </table>	equal	<u>fair shares</u>	circle	rectangle	parts	<u>halves</u>	fourths	quarters	wholes	divide	decompose	
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fourths	quarters	wholes	divide	decompose								
Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?												
<p>To cut a pizza into two or four equal parts to share with others. To divide a candy bar into equal parts for two or four people. To equally share my half of a pizza with someone else. To see if you have enough pieces of cake to share with 1 other friend or 3 other friends.</p>												