

Launch Activity Shapes and Figures

Introducing Shapes and Figures

This Launch Activity lesson describes shapes based on their defining attributes. Children then manipulate shapes to compose composite shapes consisting of two or more shapes. Review and help students identify and describe squares, circles, and triangles.

Engage Children

Begin by discussing the opening topic. Invite children to participate by asking them if they have tried making pancakes before. Have them share their experiences cooking pancakes or other foods. Children show an increased aptitude for learning if they are actively engaged in some part of the subject matter. Questions might include:

- What are your preferred breakfast foods?
- Do you like sweet or savory food items for breakfast?
- Are there things that you know how to cook or that you help make?

Students may want to model drawing and cutting out their own shapes based on the descriptions in the lesson.

Have children work in mixed-ability groups. Give each child a task that they can do well. For instance, in groups of learners with varying abilities, assign each child a specific task, such as leading the group discussion, recording or drawing the work, presenting (but not explaining) the solution, and explaining the models and methods used by the group to solve the problem.

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Pancake Party

Have you made pancakes before? There are many different ways to make them.

You can make pancakes in different shapes. You can put fruit or nuts inside the pancakes. You can add toppings.

What kind of pancake sounds delicious to you?



Three Reads

Camila cuts her pancake so that it has 4 sides the same length.

Agustin cuts his pancake so that it has 3 sides that are the same length.

Mia's pancake is round.



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FOR THE TEACHER • Three Reads: Read the story aloud to the class. Ask what the story is about. Next, have the class read the story aloud. Ask children what each of the numbers describe. Then, have partners read the story to each other. Ask children what math questions they can ask about the story.



Three Reads Language Routine

Read the problem stem three times and prompt the children with a different question each time.

- What is the problem about?
- What do each of the numbers describe?
- What math questions could you ask about the problem?

Solve the Problem

Camila cuts her pancake so that it has 4 sides the same length.

Agustin cuts his pancake so that it has 3 sides the same length.

Mia's pancake is round.

What shapes could you make by combining the pancakes?

Model and draw to solve the problem.

Children's modeling will vary. See the Teacher Edition for more in-depth explanations.

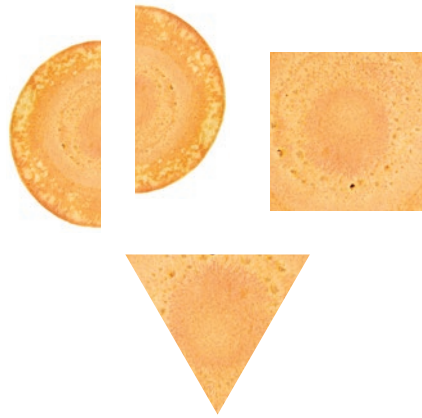


Compare your new shapes with a partner's shapes. How could you combine both of your shapes to make another new shape? **See possible answers in the margin.**



FOR THE TEACHER • Read the question aloud to the class: What shapes could you make by combining the pancakes? Read **Math Talk** aloud to the class. Have children work with a partner to describe and compare their shapes.

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Prompts for Productive Perseverance

For Launch Activity lessons, the exploration of math concepts is more critical than finding a solution. Children should be encouraged to think about new math ideas in an atmosphere that is conducive to learning, with minimal pressure. They learn to solve the problem in different ways and are able to choose the method that works well for them.

What if children can't start working or can't enter into the conversation for this lesson?

Use one or more of these opening prompts:

- What information do you know about the problem?
- Can you draw a picture that represents what you know?
- What numbers are in the problem?
- What is given in the problem that might help you answer the question?

How can I help children who are frustrated?

Ask these leading questions:

- Think about a starting point. How can you enter into this problem?
- What information do you have?
- What are you working on? What have you done so far?
- What comes next? What are you solving for?
- What information do you need to get unstuck? Talk to your partner (or group).

To increase children's understanding of their own thinking, ask:

- How are the pancakes similar and how are they different?

ANSWERS

Check children's models to gauge comfort with manipulating the shapes.

Math Talk: The combined models will vary. Check children's work.