

**First Grade
Trailblazers Unit 2
“Exploring Shapes”**

State Goals and Objectives Met in Unit 2:

1.01, 1.03, 1.04, 2.01, 4.01

What North Carolina’s Department of Education expects your child to learn:

<http://www.ncpublicschools.org/curriculum/mathematics/scos/2003/k-8/14grade1>

How Math Trailblazers meets the state’s goals (Click to pg 8):

<http://www.kendallhunt.com/uploads/2/CORR-NC-MTB2.pdf>

What your child will do in this unit:

1. Students identify and record shapes in the environment.
2. Students describe shapes without using their names. They also compare and contrast shapes, focusing on the shapes’ attributes.
3. Students find seven ways to create a hexagon using the rhombus, trapezoid, and triangle pattern blocks.
4. Students use their pattern blocks to fill in the outline of figures. Then, they record how many of each pattern block they used.
5. Students examine the shadow outline of a figure that is formed by combining three or four pattern blocks. Students determine what pattern blocks can comprise the figures.

How you can help your child:

- ✓ Play “I Spy a Shape” with your child. Describe a shape you see that is part of an object, such as a tile on the wall. Invite your child to guess the object you are talking about.
- ✓ Discuss Time: Students are clock readers who need to know and understand the following: counting by fives when the clock say 1, 2, 3... and that the 7, for example, shown on a clock can mean 35 minutes after or 25 minutes before. Click and print the following to do a weekend activity with your child ⇒ [Building Concept of Time](#)
- ✓ **SUPPLEMENT FOR MTB:** Click here for Shapes and Definitions Page⇒ [Shapes and Definitions Table](#)

Unit Vocabulary

<i>circle</i>	<i>hexagon</i>	<i>rectangle</i>	<i>rhombus</i>	<i>square</i>
<i>trapezoid</i>	<i>triangle</i>	<i>data table</i>	<i>fixed variable</i>	<i>graph</i>
<i>tally</i>	<i>variable</i>			

*Note to parents: Vocabulary mastery is expected over time and in the context that applies to the math concepts being taught. Mastery of the vocabulary is not an immediate expectation.

First grade glossary link: http://www.kendallhunt.com/uploads/2/MTB_Gr1_Glossary.pdf

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Manipulatives and Supplies

What your child will use:

Lesson 1	Lesson 2	Lesson 3	Lesson 4 and 5
n/a	an assortment of pattern blocks, a circle, and a rectangle for teacher's overhead, paper bag	an assortment of pattern blocks, crayons, or markers	an assortment of pattern blocks

Unit Assessment Indicators

What your child is expected to learn:

- Can students identify 2-dimensional shapes?
- What 2-dimensional shapes can students draw?
- Can students describe 2-dimensional shapes using their properties (number of sides, length of sides, and number of corners)?
- Can students partition shapes in different ways?
- Can students use a calendar to measure the passage of time?

Student Friendly Books/Unit Literature:

- *Color Zoo* by Lois Ehlert
- *Shapes, Shapes, Shapes* by Tana Hoban

Websites to Explore

- Practice counting - <http://www.rainforestmaths.com/> Click on Level B and choose "Shapes" on the bottom row.

Helpful Computer Programs:

Unit 2—Exploring Shapes

Math Concepts One . . . Two . . . Three! provides practice with number sense, addition and subtraction with manipulatives and money, sorting objects and making simple bar graphs, and measuring and estimating time, money, length, temperature, and mass.

Mighty Math Carnival Countdown provides practice with counting, basic operations, and sorting sets on the basis of various attributes.

Mighty Math Zoo Zillions provides practice with basic operations, rounding, skip counting, and identifying even and odd numbers.

Ready for Math with Pooh develops early number concepts including number recognition, sequencing, patterning, and addition and subtraction.

Sunbuddy Math Playhouse is a memory game involving counting, tallies, and analog and digital clocks.

Trudy's Time & Place House explores time, the calendar, maps, directions, and geography.