Eureka Math

1st Grade
Module 5
Lesson 3

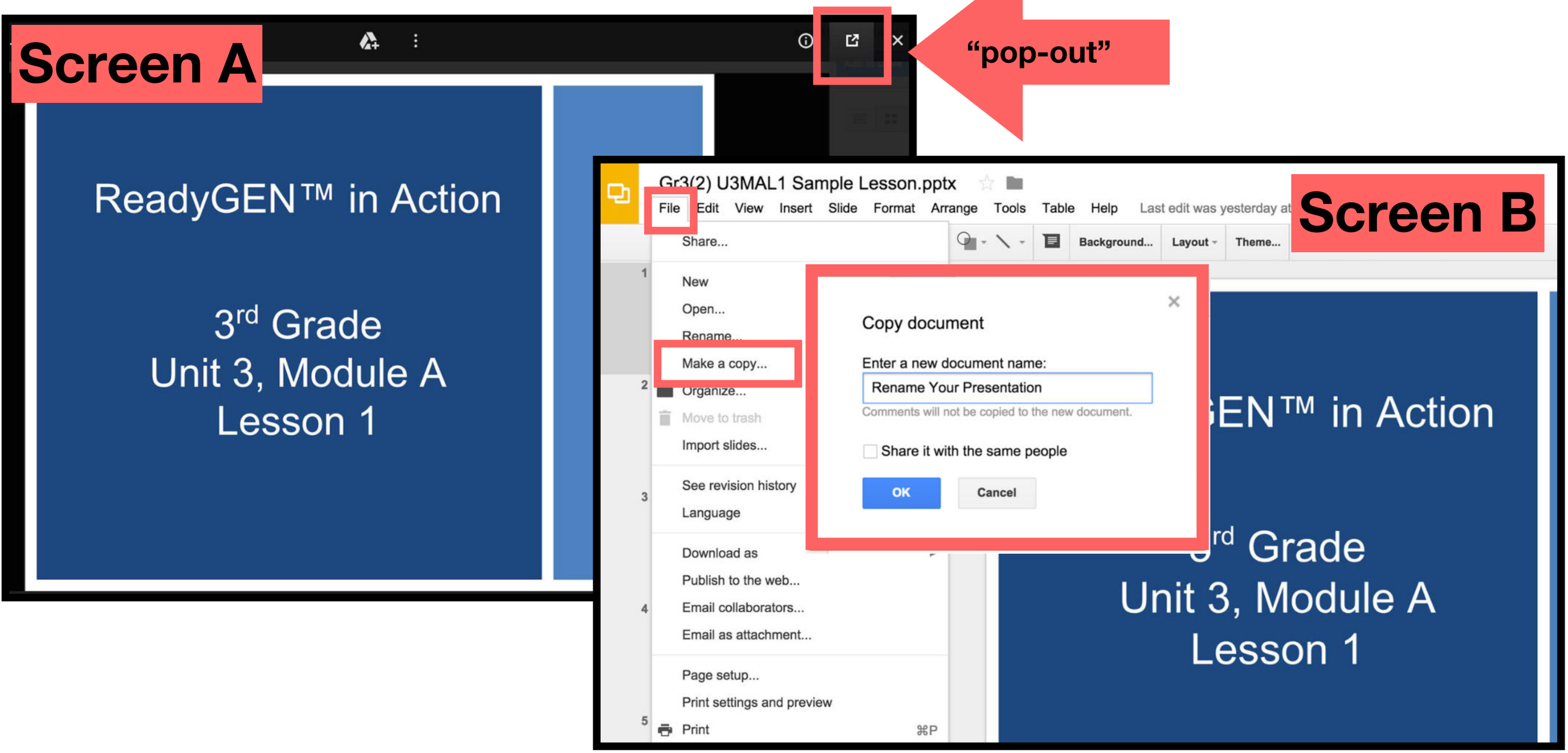
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this project!

Directions for customizing presentations are available on the next slide.

Customize this Slideshow

Reflecting your Teaching Style and Learning Needs of Your Students

- ➢ When the Google Slides presentation is opened, it will look like Screen A.
- ➢ Click on the “pop-out” button in the upper right hand corner to change the view.
- ➢ The view now looks like Screen B.
- ➢ Within Google Slides (not Chrome), choose FILE.
- ➢ Choose MAKE A COPY and rename your presentation.
- ➢ Google Slides will open your renamed presentation.
- ➢ It is now editable & housed in MY DRIVE.

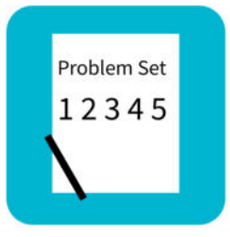


Icons

Read, Draw, Write

Learning Target

Personal White Board



Problem Set

Manipulatives Needed

Fluency

Think Pair Share

Whole Class

Individual

Partner

Small Group

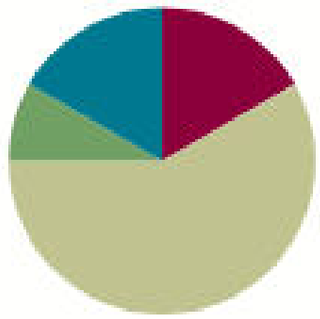
Small Group Time

Lesson 3

Objective: Find and name three-dimensional shapes including cone and rectangular prism, based on defining attributes of faces and points.

Suggested Lesson Structure

Fluency Practice	(10 minutes)
Application Problem	(5 minutes)
Concept Development	(35 minutes)
Student Debrief	(10 minutes)
Total Time	**(60 minutes)**



Materials Needed

Teacher

- 10 dimes and 10 pennies, set of three-dimensional shapes (sphere, cone, cube, rectangular prism, and cylinder), three-dimensional shapes found around home or school, three-dimensional shape description cards (template), tape

Student

- Core Fluency Practice Sets

I can use attributes of faces and points to find and name different three-dimensional shapes.

Core Fluency

Name _____ Date _____

My Addition Practice

1. 6 + 0 = ___	11. 7 + 1 = ___	21. 5 + 3 = ___
2. 0 + 6 = ___	12. ___ = 1 + 7	22. ___ = 5 + 4
3. 5 + 1 = ___	13. 3 + 3 = ___	23. 6 + 4 = ___
4. 1 + 5 = ___	14. 3 + 4 = ___	24. 4 + 6 = ___
5. 6 + 1 = ___	15. ___ = 3 + 5	25. ___ = 4 + 4
6. 1 + 6 = ___	16. 6 + 3 = ___	26. 3 + 4 = ___
7. 6 + 2 = ___	17. 7 + 3 = ___	27. 5 + 5 = ___
8. 5 + 2 = ___	18. ___ = 7 + 2	28. ___ = 4 + 5
9. 2 + 5 = ___	19. 2 + 7 = ___	29. 3 + 7 = ___
10. 2 + 4 = ___	20. 2 + 8 = ___	30. ___ = 3 + 6

Today, I finished _____ problems.

Count by 10 or 1 with Dimes and Pennies

Watch my coins and count along!

Application Problem

RDW

Rose draws 6 triangles.

Maria draws 7 triangles.

How many more triangles does Maria have than Rose?

Use the RDW method to show your thinking.

Be ready to share your work during our debrief.

Concept Development

Today, we are going to talk about three-dimensional shapes, like these.

What do you know about three-dimensional shapes?

Turn and talk to your partner. Be ready to share

Concept Development

Did we hear...

- They are not flat.
- They have different faces or surfaces.
- They are solid.
- You can touch them on different sides.
- They have corners or points.

Yes, three-dimensional shapes have faces and they have different types of corners or points. Often they are solid and can be called three-dimensional solid.

Concept Development

There are lots of three-dimensional shapes around our room.

Some look just like the materials we have here, and some look different.

Can anyone think of an item in the room that looks like these?

Concept Development

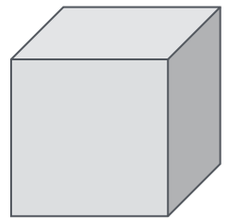
Find one item in the room that is three-dimensional—an object that has faces, not a flat two- dimensional shape.

You have 30 seconds.

Walk, find your item, and bring it to the carpet

Concept Development

Do you know the name of this shape?



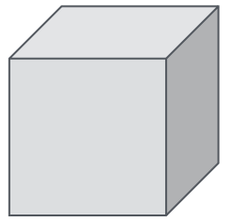
Yes! It is a cube.

What are the attributes, or characteristics, that make this a cube?

How many faces does it have? What shape are the faces?

Concept Development

Let’s count the faces of the cube. Track the number with your fingers.



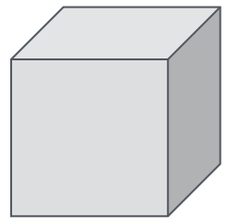
We’re going to count the bottom, the top and then the sides. Be sure to count on you fingers the math way.

How many?

Yes, six faces!

Concept Development

Look at your items.



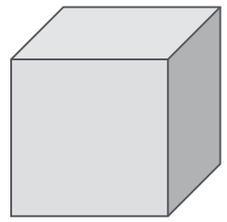
Who brought a cube back to the carpet?

Let’s check. Count the faces of the cube with a partner.

Does your cube have six faces?

Are all six faces squares?

Concept Development



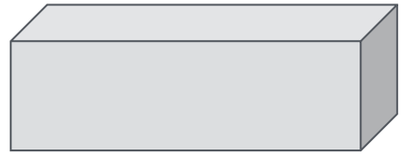
How are all of these cubes alike?

They have six square faces.

How are they different from each other?

Concept Development

Do you know the name of this shape?



Yes! It is a rectangular prism.

Let’s check how many faces it has. Count with me.

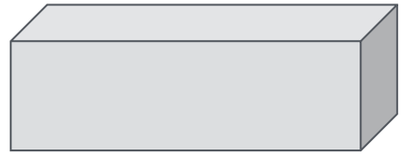
Does it have six faces?

Yes!

What shape are the faces?

All of the faces are rectangles and some might be squares, too.

Concept Development

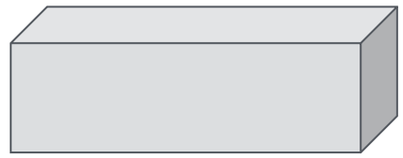


The attributes of a rectangular prism are that they have six faces, and all of the faces are rectangles.

Remember, squares are a special kind of rectangle, so some of your faces might be squares.

Concept Development

Look at your items.



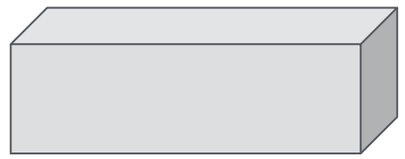
Who brought a rectangular prism back to the carpet?

Let’s check. Count the faces of the rectangular prism with a partner.

Does your rectangular prism have six faces?

Are all six faces rectangles?

Concept Development



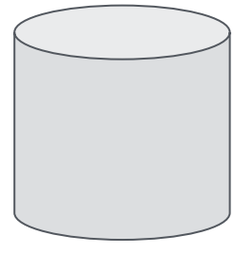
How are all of these rectangular prism alike?

They have six rectangular faces.

How are they different from each other?

Concept Development

Do you know the name of this shape?



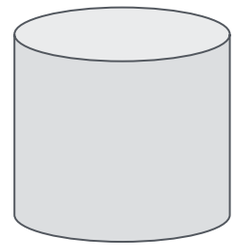
Yes! It is a cylinder.

What are the attributes, or characteristics, that make this a cylinder?

A cylinder has one circular or oval face or space on each end and one curved side.

Concept Development

Look at your items.



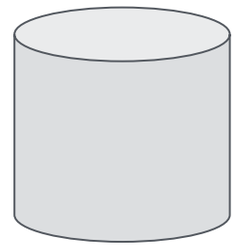
Who brought a cylinder back to the carpet?

Let’s check. Count the faces or spaces with a partner

Does your cylinder have 1 face or space on each end and one curved side?

Are the faces or spaces circular or oval?

Concept Development



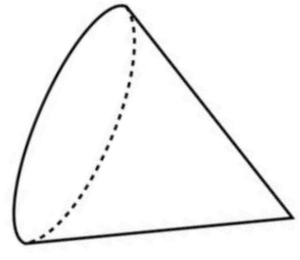
How are all of these cylinders alike?

They have one circular or oval face or space on each end and one curved side.

How are they different from each other?

Concept Development

Do you know the name of this shape?



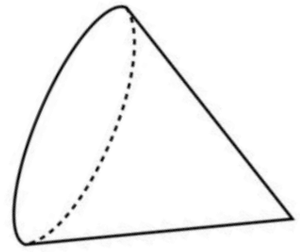
Yes! It is a cone.

What are the attributes, or characteristics, that make this a cone?

A cone has one circular or oval face or space and one curved side that comes to a point at the other end.

Concept Development

Look at your items.

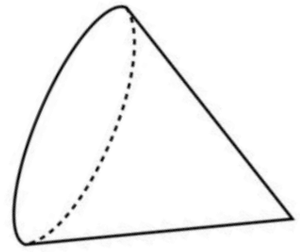


Who brought a cone back to the carpet?

Let’s check. Count the faces or spaces with a partner

Does your cone have one circular or oval face or space and one curved side that comes to a point at the other end?

Concept Development



How are all of these cones alike?

They have one circular or oval face or space and one curved side that comes to a point at the other end.

How are they different from each other?

Concept Development

Do you know the name of this shape?

Yes! It is a sphere.

What are the attributes, or characteristics, that make this a sphere?

A sphere has one curved side with no flat faces.

Concept Development

Look at your items.

Who brought a sphere back to the carpet?

Let’s check. Talk with your partner.

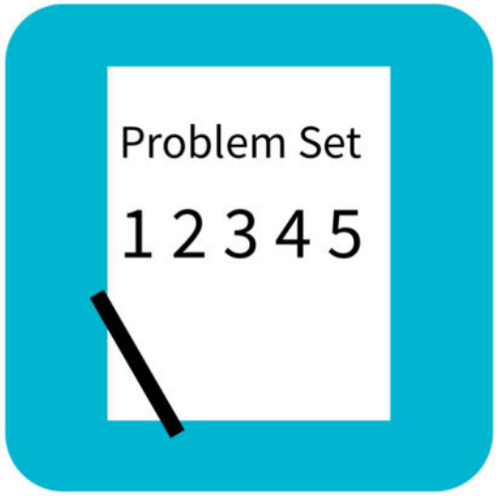
Does your sphere have one curved surface with no flat faces?

Concept Development

How are all of these spheres alike?

They have one curved surface with no flat faces.

How are they different from each other?



Problem Set

Name _____ Date _____

1. On the first 4 objects, color one of the flat faces red. Match each 3-dimensional shape to its name.

a. 

Rectangular prism

b. 

Cone

c. 

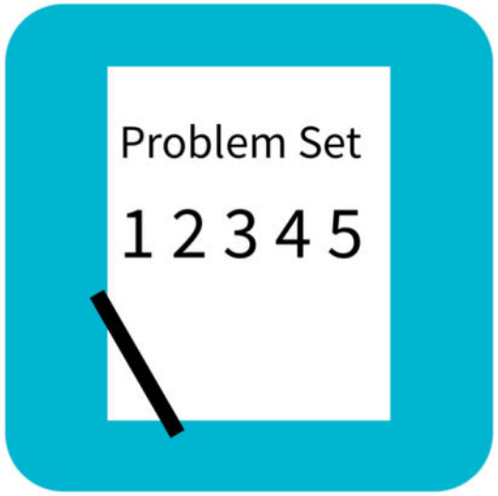
Sphere

d. 

Cylinder

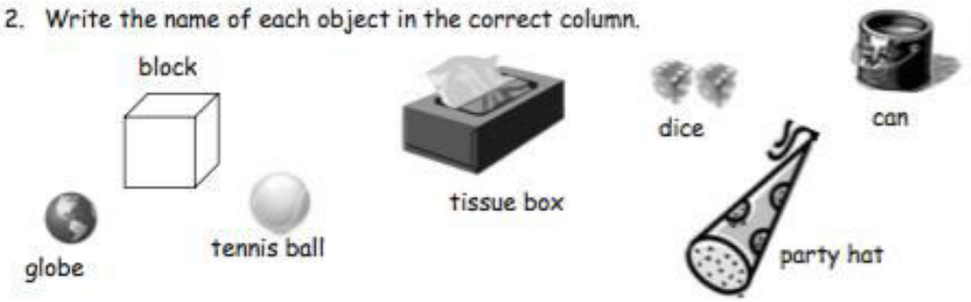
e. 

Cube



Problem Set

2. Write the name of each object in the correct column.



Cubes	Spheres	Cones	Rectangular Prisms	Cylinders

3. Circle the attributes that describe *ALL* spheres.

have no straight sides

are round

can roll

can bounce

4. Circle the attributes that describe *ALL* cubes.

have square faces

are red

are hard

have 6 faces

Debrief

Check your work by comparing answers with your partner.

Debrief

Look at Problem 1.

Which face did you color on each three-dimensional shape?

How did coloring the face help you find the matching shape name?

Debrief

Look at Problem 2.

Which materials from around the room could you add to each column on the chart?

Debrief

How are the items that are all **cubes** similar to each other?

How are they different?

Which attribute is the most important for naming the objects as **cubes**?

Debrief

How are the items that are all **spheres** similar to each other?

How are they different?

Which attribute is the most important for naming the objects as **spheres**?

Debrief

How are the items that are all **cones** similar to each other?

How are they different?

Which attribute is the most important for naming the objects as **cones**?

Debrief

How are the items that are all **rectangular prisms** similar to each other?

How are they different?

Which attribute is the most important for naming the objects as **rectangular prisms**?

Debrief

How are the party hat and paper towel roll different from the cylinder and cone in our three-dimensional shapes?

Debrief

What are the names of the three-dimensional shapes that we used today?

Cubes
Spheres
Cones
Rectangular Prisms
Cylinders

Tell your partner the important attributes of each shape.

Debrief

Look at your Application Problem.

How did you solve this problem?

Debrief

Think about today's Fluency Practice.

What part of today's fluency activities is easier for you now than when we first learned about it?

Explain what is easier for you now.

Debrief

Turn to your partner and share what you learned in today's lesson.

What did you get really good at today?

Exit Ticket

Name _____ Date _____

Circle true or false. Write one sentence to explain your answer. Use the word bank if needed.

Word Bank

faces	circle	square
sides	rectangle	point

1.

This can is a cylinder. True or False

2.

This juice box is a cube. True or False