

**APL (Active Playful Learning) Learning Experience Title: Secret Shapes**

<b>Grade Level or Course</b>	First Grade		
<b>Quarter # Unit #: Unit Title</b>	Unit 4 Sorting and Classifying		
<b>Featured APL Practice:</b>	<b>Small &amp; Paired Groups</b> 	Student Contributions 	Hands-on & Minds-on 
	Voice & Choice 	Meaningful Connections 	Enthusiasm & Positivity 
<b>APL Summary</b> <ul style="list-style-type: none"> <li>Briefly describe connection between lesson and APL practice</li> </ul>	By working with a partner or small group to complete this activity, the students are encouraged to develop their collaboration, communication, and critical thinking skills. They must explain their thinking to each other and find new ways to describe a geometric figure using their understanding of its characteristics.		
<b>Suggested Pacing</b> <ul style="list-style-type: none"> <li># of minutes does <i>not</i> include your intervention</li> <li>Unit Progression: When might you implement this learning experience within the unit?</li> </ul>	<b>Approximate Time (in min.):</b> 10-15 minutes -5 minute introduction of activity -5-8 minute task -Clean Up	<b>Unit Progression:</b> This activity can be played as a station throughout the Sorting and Classifying Unit, after the characteristics of the plane figures have been learned.	
<b>Driving Question</b> <ul style="list-style-type: none"> <li><a href="#">Driving Question Resource</a></li> <li>Open-ended; aligned with standards</li> <li>Frames a rigorous, authentic context in which to learn content</li> </ul>	How can I accurately describe a plane figure using only its characteristics?		
<b>Materials / Resources</b> <ul style="list-style-type: none"> <li>Link Teacher Slide Deck</li> <li>Include all materials and technology needed for teachers and students</li> <li>Any digital links should be set to LCPS view-only</li> <li>Add materials or resources directly to this document if possible</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Shape Cards</a></li> <li>Student Partners or Groups</li> <li>Optional: Paper and pencil to draw the shapes</li> </ul>		
<b>Math Standards</b> <ul style="list-style-type: none"> <li>Refer to <a href="#">VDOE standard(s)</a> from Yearly Overview</li> <li><a href="#">Elementary Cross-curricular document</a></li> <li><a href="#">Tiered Vocabulary Words</a></li> </ul>	<b>Math SOLs</b> ( <i>write out the whole SOL</i> ): 1. MG.2 The student will describe, sort, draw, and name plane figures (circles, triangles, squares, and rectangles) and compose larger plane figures by combining simple plane figures. a) Describe triangles, squares, and rectangles using the terms sides, vertices, and angles. Describe a circle using terms such as round and curved. c) Draw and name the plane figure (circle, square, rectangle, triangle) when given information about the number of sides, vertices, and angles.		

	<p><b>Connected SOLs</b> (<i>standards explored, standards reviewed, prior knowledge, cross-curricular standards, etc.</i>):</p>	
<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Which 5C skill(s) will you highlight to students? Describe how students are developing the 5Cs within this experience. <a href="#">Critical Thinker</a>, <a href="#">Communicator</a>, <a href="#">Collaborator</a>, <a href="#">Creator</a>, <a href="#">Contributor</a></li> <li>Which <a href="#">Math Process Goals</a> are addressed in this experience?</li> </ul>	<p><b>5Cs</b></p> <ul style="list-style-type: none"> <li><b>Communicator</b></li> <li><b>Critical Thinker</b></li> <li><b>Collaborator</b></li> <li>Creator</li> <li>Contributor</li> <li><b>Confidence</b> (APL)</li> <li><b>Content Expertise</b> (APL)</li> </ul>	<p><b>Math Process Goals:</b></p> <ul style="list-style-type: none"> <li><b>Communication</b></li> <li>Connections</li> <li><b>Representations</b></li> <li>Reasoning</li> <li>Problem Solving</li> </ul>
<p><b>Learning Objective(s)</b></p> <ul style="list-style-type: none"> <li>Student-facing</li> <li><b>“The student will...”</b></li> <li><b>“I can...”</b></li> <li><b>Elementary</b> - <a href="#">PLC+ 5 Guiding Questions</a> (Where are we going?)</li> <li><b>Secondary</b> - 4 Critical Questions (What do we want all students to know and be able to do?)</li> </ul>	<p><u>The student will...</u></p> <ul style="list-style-type: none"> <li>describe a shape by its characteristics to a partner without using its name.</li> <li>identify a shape by its name or by drawing it when a partner describes its characteristics.</li> </ul> <p><u>I can...</u></p> <ul style="list-style-type: none"> <li>Use sides, vertices and angles to describe different shapes</li> <li>Describe the characteristics of a circle</li> </ul>	
<p><b>Language Objective</b></p> <ul style="list-style-type: none"> <li>See Scaffolding and Supports for additional resources to support the language objective</li> </ul>	<p><i>Grade level teams and EL co-teachers collaborate to create language objectives</i></p>	
<p><b>Learning Experience Sequence</b></p> <ul style="list-style-type: none"> <li>Follows <a href="#">Math Workshop</a> Sequence</li> <li>Teacher-facing language</li> <li>Describe elements of the learning experience here, within the model of Math Workshop</li> <li>Student and Teacher Actions: What should students be doing? What should teachers be doing?</li> </ul>	<p><b>Number Sense Routine (<a href="#">Resources</a> and <a href="#">Look-Fors</a>):</b> Teacher’s choice</p> <hr/> <p><b>Structure of Learning Experience:</b></p> <p>   Activate Prior Knowledge - Engage students in a shape hunt around the room by playing a game of I Spy. The teacher might say, “I spy a shape that is round. What do I see?” Allow students to move or look around the room and identify circles and indicate their readiness with a hand signal (ie thumbs up). Accept all correct answers and ask students to explain how everyone knew to find a circle even though the teacher didn’t say circle. Repeat the same process and consider saying, “I spy a shape with four straight sides and four vertices. What do I see?”. Again, allow students to move or look and accept all correct answers. Ask students to explain how they knew to find square shaped objects even though the teacher didn’t say the name.</p>	



**Ensure Understanding of Task** - Tell the students they will be playing a game similar to the I Spy game they just played. One partner will pick a card and describe the characteristics of the shape identified. The partner with the card can **not** say the name of the object; they must describe the shape using its characteristics (sides, vertices, angles, round, curved, straight, etc.). The second partner must try and guess what shape is being described either out loud or by drawing a picture of it. The second partner will then be the one to pick a card and describe the shape.



**Establish Clear Expectations** - Remind students of classroom expectations for respectful partner and group work.



**Task Implementation** - Give each partner or small group a set of shape cards. Consider having students rock, paper, scissors to decide who picks a card first or decide for them (students wearing the most blue pick a card first). Set a timer and have the students begin the game. Monitor progress and provide individualized support as needed.



**Student Share** - If there is time, have all students return to the carpet. Ask them to share what was easy or hard about the game, and how they helped their partners get the right shape.

Provide a few sets of these cards at a station so students can continue to play the game during their math workshop throughout the unit.

**Intervention / Enrichment:**

*Please do NOT edit this box. Please refer to links below for Intervention Resources.*

- [K-12 Math Decision Tree](#)
- [RTL \(Response to Intervention\) Fact Sheets - Elementary and Secondary](#)
- [MTSS Library - Math Intervention Resources](#)

**Reflection ([Resources](#)):**

What shape was the hardest for you to describe? What shape was the easiest for you to guess? Why?

**Scaffolding and Supports**

- Differentiation
- Scaffolding
- Remediation
- Extension
- [EL Scaffolds \(Elem\)](#)
- [EL Scaffolds \(Sec\)](#)
- [QTEL Strategies \(Elem\)](#)
- [QTEL Strategies \(Sec\)](#)

*Grade-level teams and specialists collaborate to devise scaffolds and supports based on students' needs.*