

Lesson 5: Some Triangles, All Triangles

Standards Alignments

Addressing 1.G.A, 1.G.A.1, 1.NBT.C.4, 1.OA.C.6

Teacher-facing Learning Goals

- Draw triangles based on their defining attributes.
- Identify defining and non-defining attributes of triangles.

Student-facing Learning Goals

- Let's explore what makes a shape a triangle.

Lesson Purpose

The purpose of this lesson is for students to identify defining and non-defining attributes of triangles. Students draw triangles based on defining attributes.

In previous lessons, students used their own language, and continued to refine their language, as they sorted and identified shapes, including triangles, squares, rectangles, circles, and hexagons. They drew shapes based on attributes.

In this lesson, students analyze examples and non-examples of triangles and identify defining and non-defining attributes of triangles. Then, using dot paper, students draw different triangles.

Access for:

Students with Disabilities

- Representation (Activity 1)

English Learners

- MLR8 (Activity 1)

Instructional Routines

Which One Doesn't Belong? (Warm-up)

Materials to Gather

- Materials from a previous activity: Activity 2
- Materials from a previous lesson: Activity 1
- Materials from previous centers: Activity 3

Materials to Copy

- Centimeter Dot Paper - Standard (groups of 1): Activity 2

Required Preparation

Lesson Timeline

Warm-up	10 min
Activity 1	10 min
Activity 2	10 min
Activity 3	20 min
Lesson Synthesis	10 min

Teacher Reflection Question

Think about a time you recently made a mistake during math class. How did you leverage your mistake to show students that mistakes are just learning in process?

Cool-down (to be completed at the end of the lesson)

 0 min

Unit 7, Section A Checkpoint

Standards Alignments

Addressing 1.G.A.1

Student-facing Task Statement

Lesson observations

Student Responses

- Recognize defining attributes of shapes.
- Draw shapes with given attributes.