

Common Core State Standards for Mathematics	This means that the student can...
Domain: Geometry	
Reason with shapes and their attributes.	
<p>1.G.1: Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.</p>	<ul style="list-style-type: none"> • When given an attribute of a shape, say whether that attribute is a defining attribute or a non-defining attribute. • When given a defining attribute (or a set of defining attributes), build and/or draw a shape that possesses the attribute(s).
<p>1.G.2: Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape. (Note: Students do not need to learn formal names such as “right rectangular prism.”)</p>	<ul style="list-style-type: none"> • Compose Pattern Blocks or other cut-out shapes to create a new shape, and then use that new shape as part of another new shape. • Compose three-dimensional shapes to create a new shape, and then use that new shape as part of another new shape (e.g., the student places a pyramid on top of a cube to form a “house”).
<p>1.G.3: Partition circles and rectangles into two and four equal shares, describe the shares using the words <i>halves</i>, <i>fourths</i>, and <i>quarters</i>, and use the phrases <i>half of</i>, <i>fourth of</i>, and <i>quarter of</i>. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.</p>	<ul style="list-style-type: none"> • Fold a circle or rectangle in half and cut along the fold to form two equal halves, and: <ul style="list-style-type: none"> ○ Refer to each piece as “half of” the circle or rectangle; ○ Refer to both pieces as “halves”; and ○ Refer to the whole circle/rectangle as being composed of “two of the halves. • Fold each of the halves of the circle/rectangle and cut along the fold to form four equal quarters, and: <ul style="list-style-type: none"> ○ Refer to each piece as “quarter of” the circle or rectangle; ○ Refer to all four pieces as “fourths” or “quarters”; and ○ Refer to the whole circle/rectangle as being composed of “four of the quarters” or “four of the fourths.” • Explain that there are more quarters than halves that make up the whole, and explain that you need more quarters/fourths than halves to make up a whole because the quarters/fourths are smaller pieces than the halves.