

1

One thing the same, one thing different

Hold up a large square and a small circle and ask for one thing that is the same and one thing that is different. Take several answers and write them in two lists on the board.

"Tell me one thing that is different about these two."

"Now tell me one thing that is the same."

2

Counting what decides the name

Put counters on the corners of a square and count them, then try to put counters on the corners of a circle and find there is nowhere to put them. Run a finger along each side of the square and then around the circle.

"Four corners on the square. How many on the circle?"

"Are the sides straight or curved? Trace them with your finger."

Sides, corners and straight or curved are what decide a name. Size and colour are not on that list, and keeping the two lists apart is what the rest of the unit rests on.

3

The square turned on its corner

Hold a square card upright, name it, then turn it onto its corner and ask what it is now. Wait for diamond, then count the sides and the corners together without turning it back.

"Is it still a square? Count the sides with me."

"What changed when I turned it? What stayed the same?"

Turning changes nothing that decides the name. Count before the card is turned back, or the counting proves nothing.

4

The same shape, out in the room

Hold up a card and ask the class to find something in the room that is the same shape. Take the first answer, hold the card against the object, and count the sides and corners on both. Then ask what is different about the object, which is everything except the three features.

"Find me something in this room that is the same shape as this card."

"What is the same about them? Now tell me one thing that is different."

A window is a rectangle and a clock is a circle, but neither is only a shape, and saying what is different is what stops the shape name from swallowing the object.

5

Big, small and long and thin

Put a tiny square beside a large one, then a short rectangle beside a long thin one, and have the class count the sides and corners on each. Ask whether the long one has more sides.

"This one is much longer. Does it have more sides?"

"Are these two still the same shape? How do you know?"

Print one set and cut along the dashed lines. Print each page on a different colour of paper, or colour the shapes in, so the same shape turns up in more than one colour.





