

1

Shape card match

Lay the four name cards out and hand the shape cards to pairs. Students match every shape card to a name, including the untidy cards, and say the feature that decided it.

"Match every shape card to its name."

"What told you this one was a rectangle and not a square?"

2

Feely bag

Put a few solid shapes in a bag and have students feel one without looking, name it, and say how many sides and corners they can feel before pulling it out to check.

"Feel it without looking. What do you think it is?"

"How many sides can you feel? How many corners?"

3

Turn it around

Turn each shape so it rests on a corner or a point and ask for the name again. A shape that gets a new name when it is turned has been learned as a picture rather than as a shape.

"Name each one now. Is the square still a square?"

"What changed, and what stayed the same?"

4

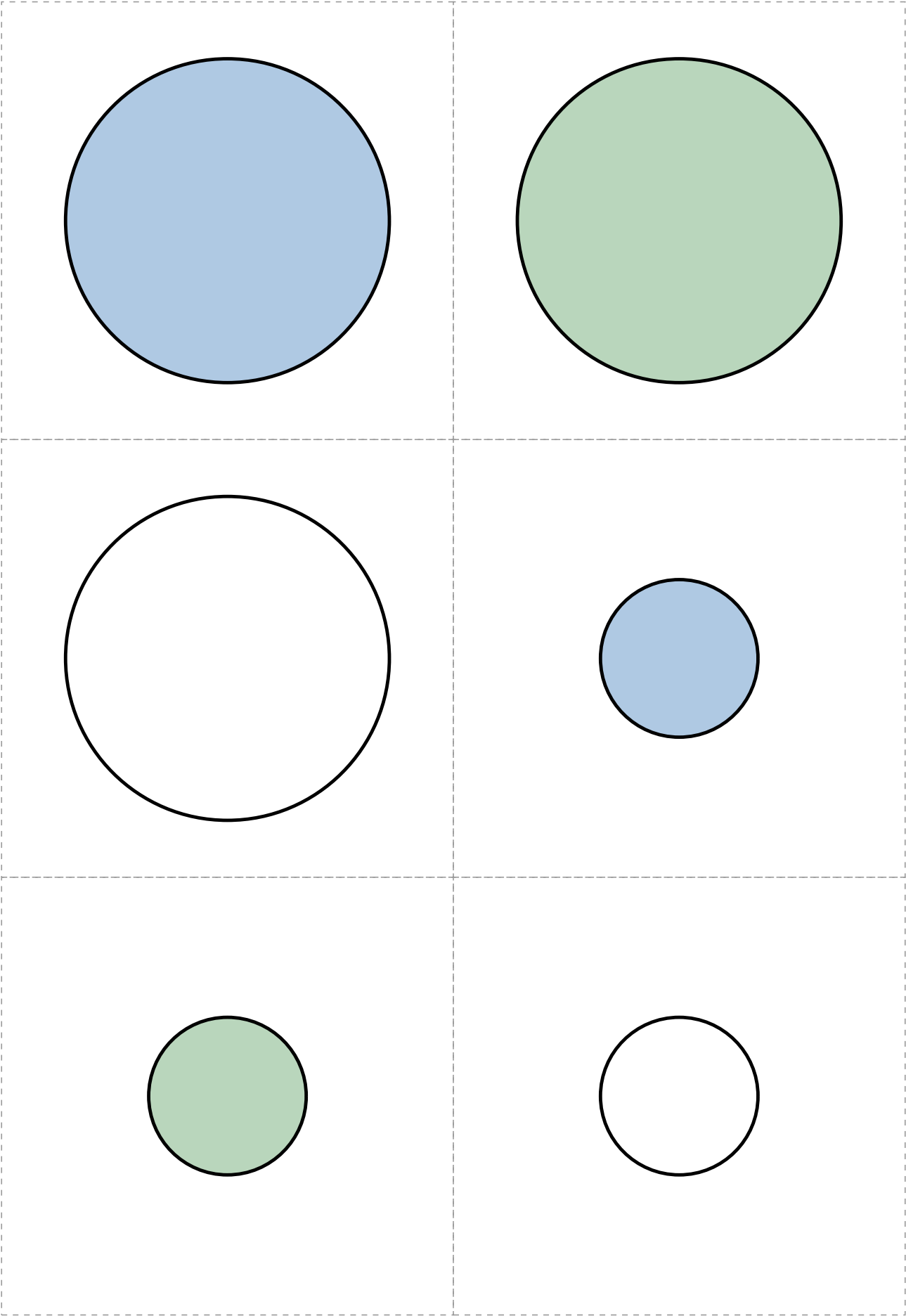
Naming the wrong shape

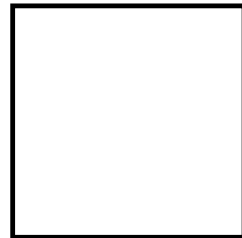
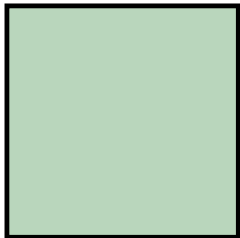
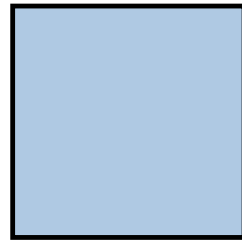
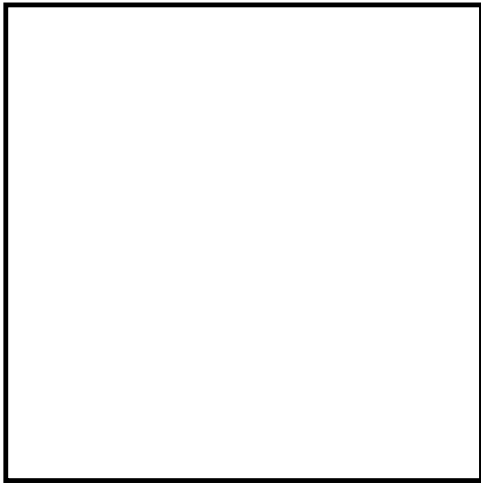
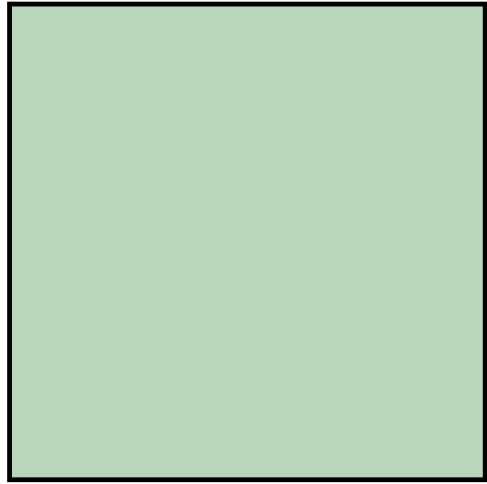
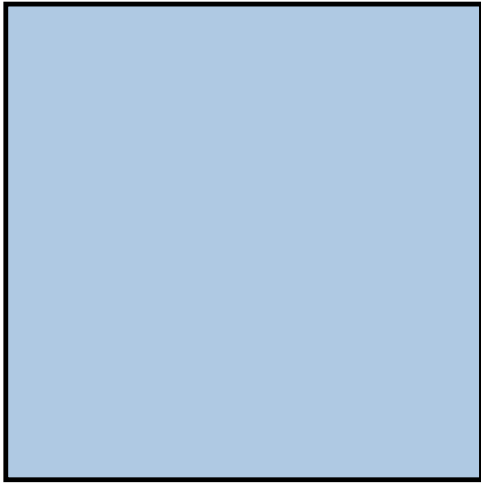
Call a rectangle a square and a triangle a rectangle, plainly and with no hint that anything is wrong, and wait for the correction.

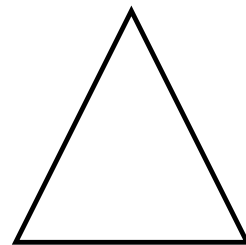
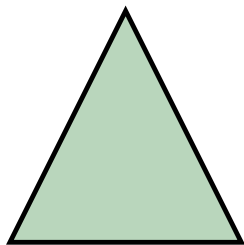
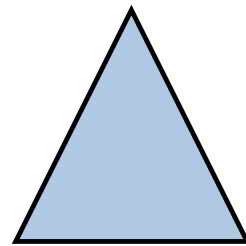
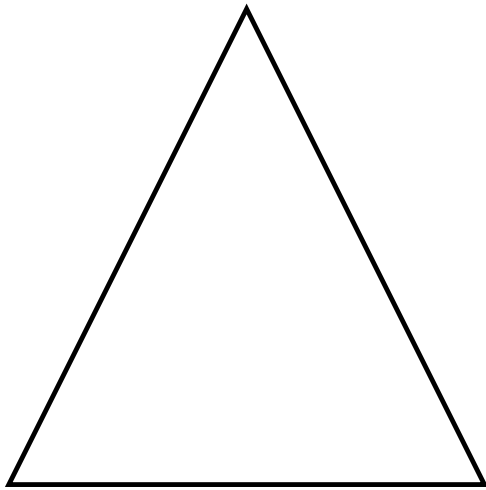
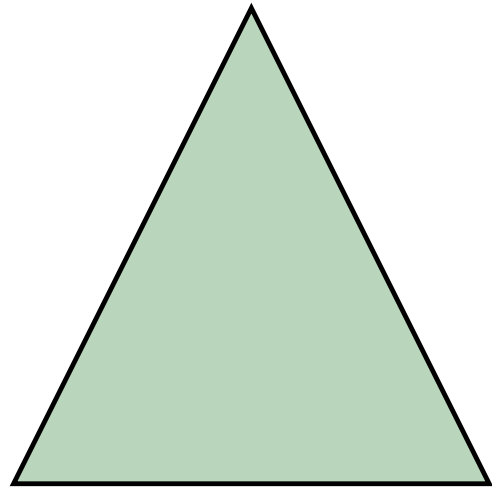
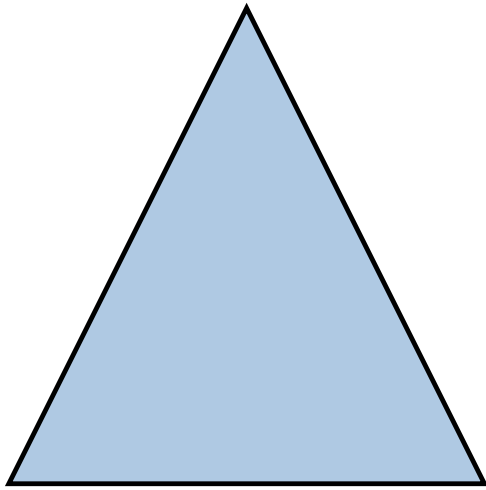
"I said this rectangle is a square. Am I right?"

"What is different about it?"

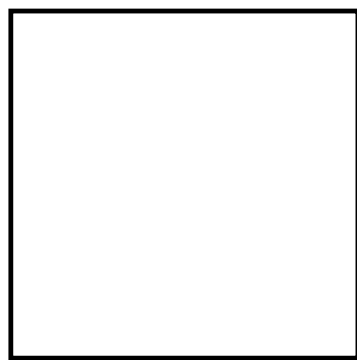
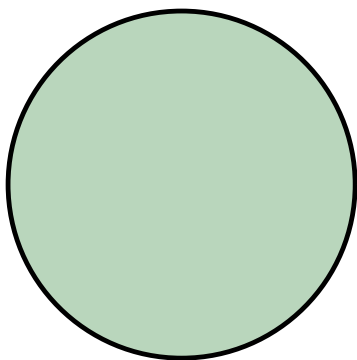
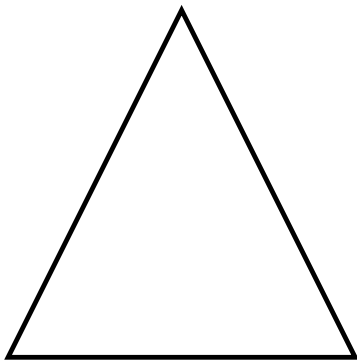
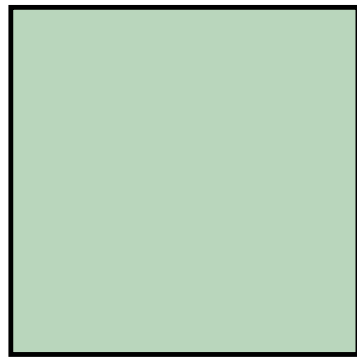
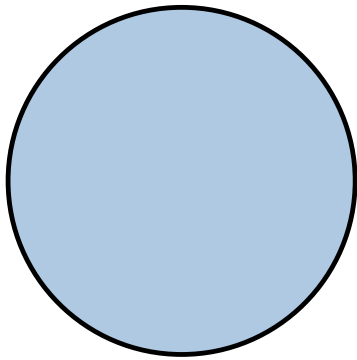
This activity should be done with a set of concrete shapes like these.

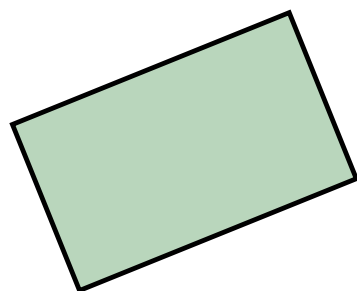
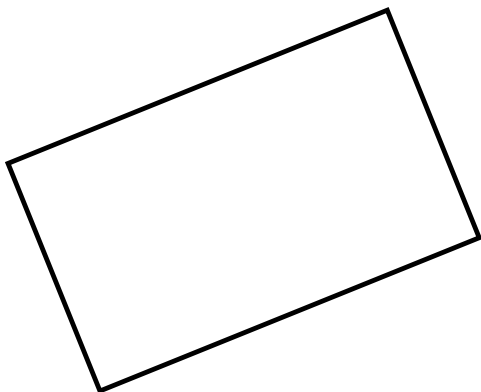
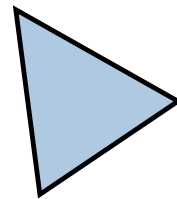
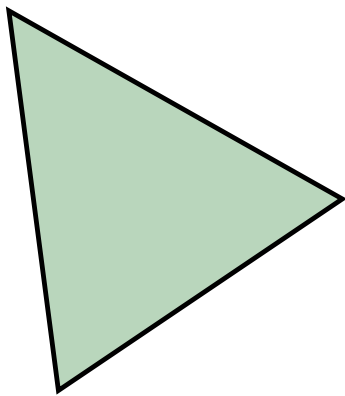
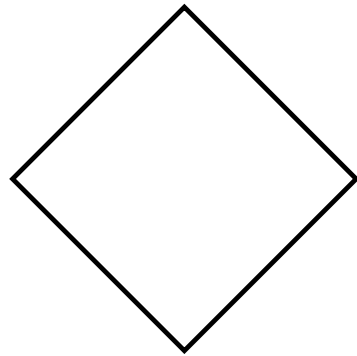
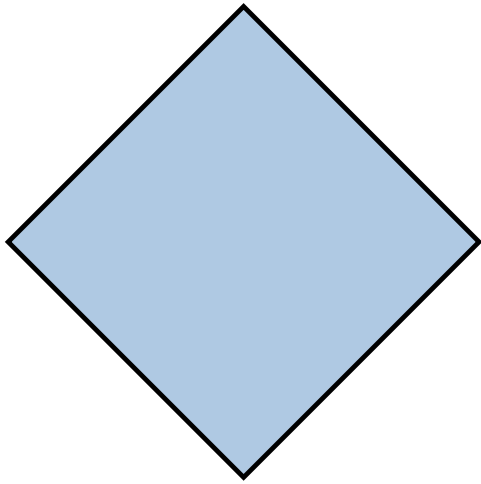


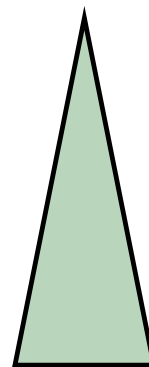
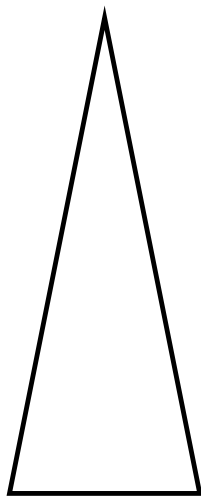
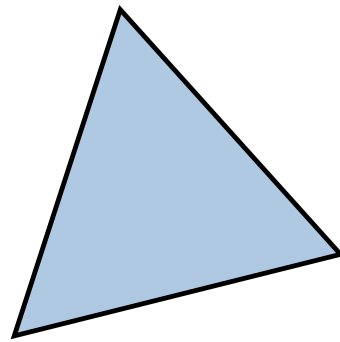
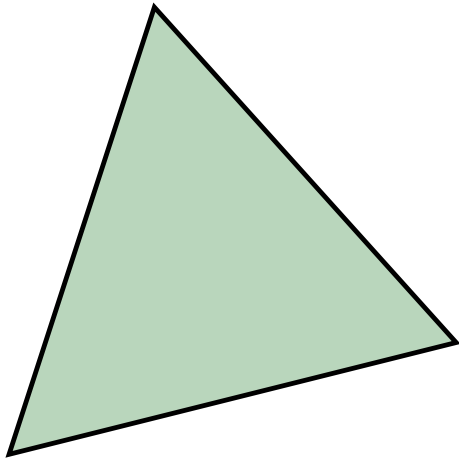


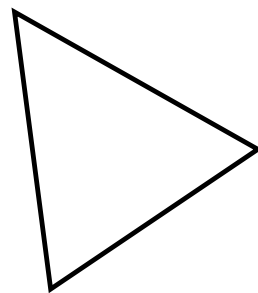
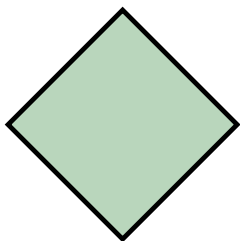
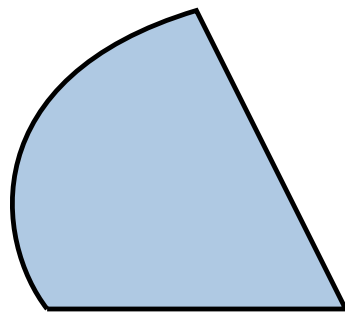
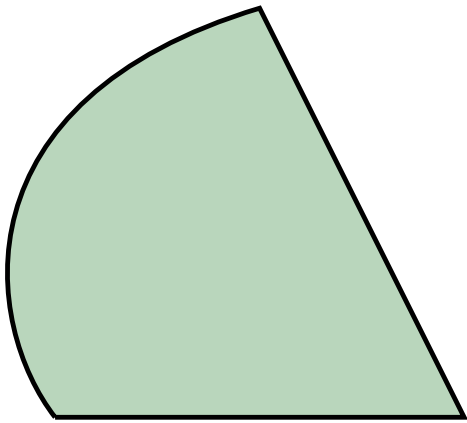
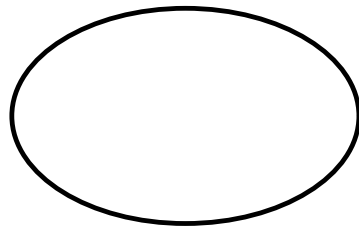
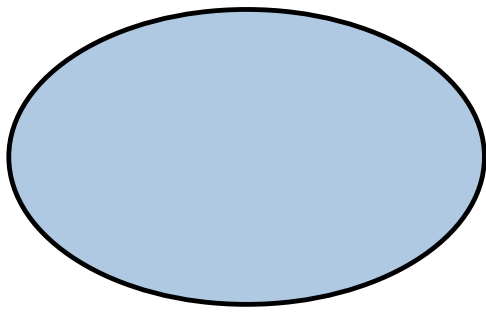












Name cards

circle

square

triangle

rectangle