

1

Point to the one I name

Put two shapes on the table at a time, a circle and a square, both sitting flat, and ask for pointing rather than naming. Recognising the name is the step before saying it.

"Point to the circle. Now point to the square."

If the student is unsure, hold up one shape, name it, and have them say the name back before asking them to point.

2

Name each one

Put all four shapes in a row, sitting flat, and ask for the names. If four is too many, take it down to two, practise the names, then add the third and fourth back one at a time.

"Name each one for me."

3

This one says circle

Read each name card aloud as you put it down and have the student put the matching shape card on top. Offer a choice of two cards if the whole set is too much at once.

"This one says circle. Put the circle card on it."

4

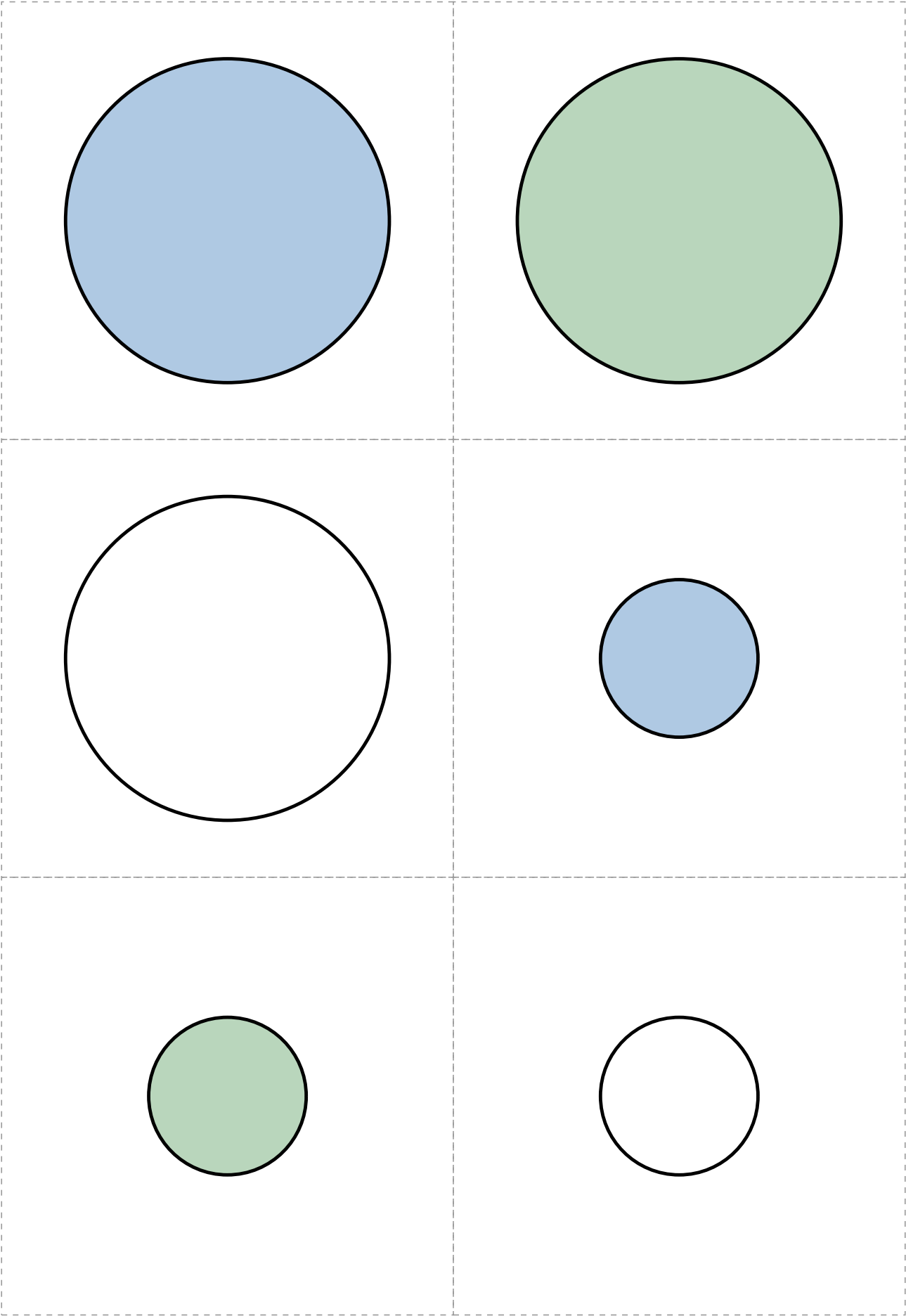
Two of these are triangles

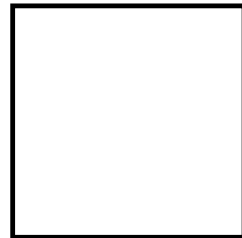
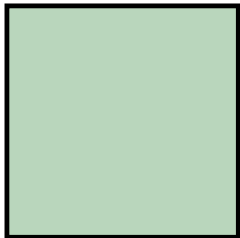
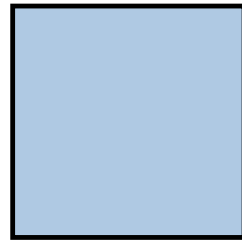
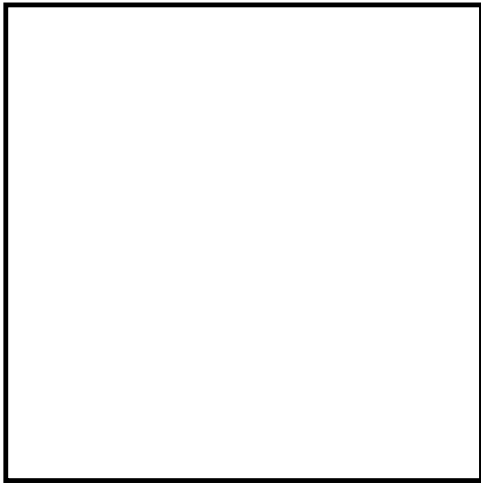
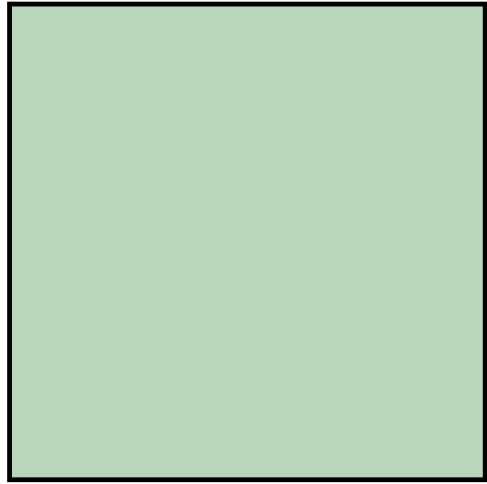
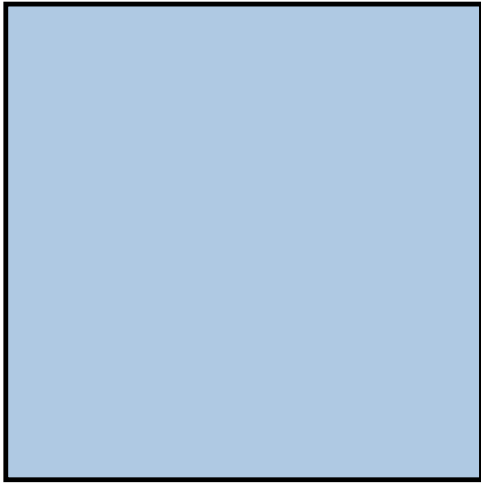
Put a neat triangle and a lopsided triangle side by side with a circle and ask for both triangles. If only the neat one is picked, count the sides of each shape aloud together and ask again.

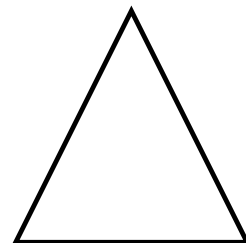
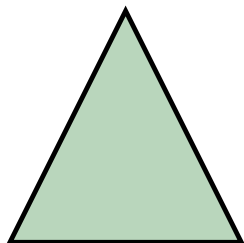
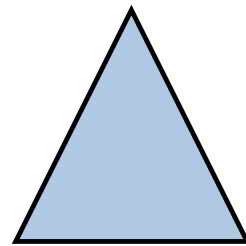
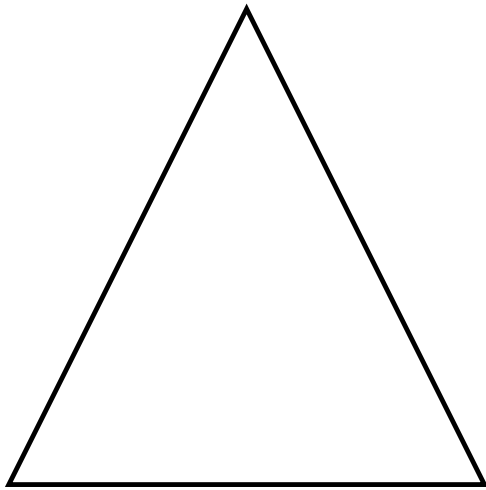
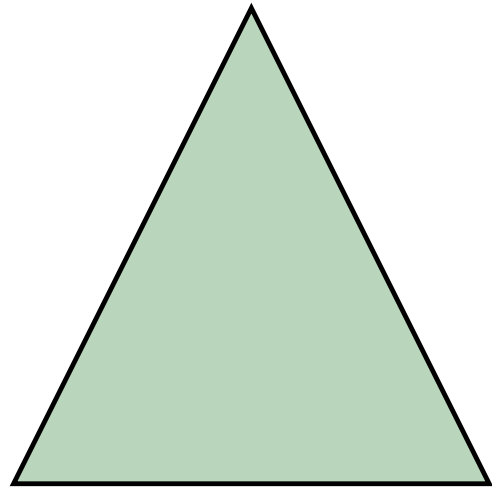
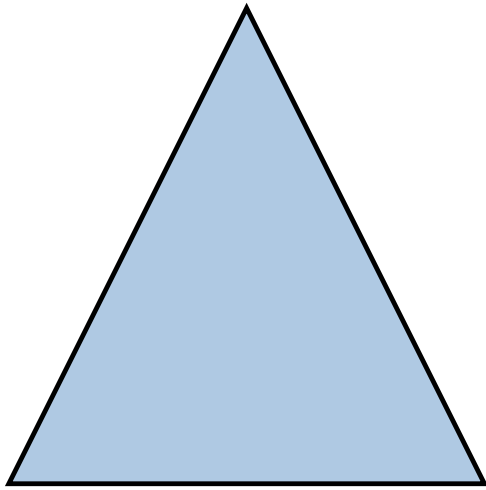
"Two of these are triangles. Show me both."

"How many straight sides has this one got?"

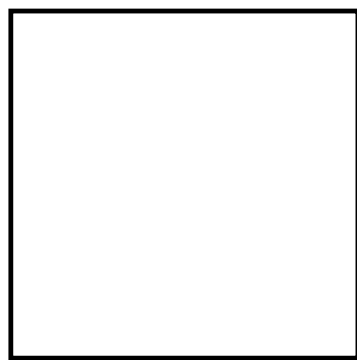
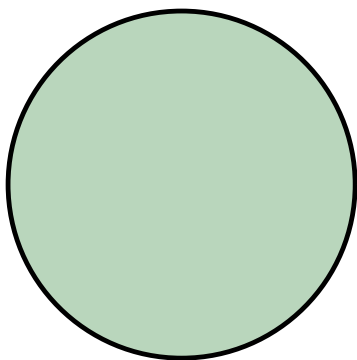
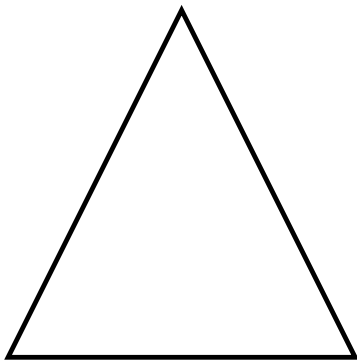
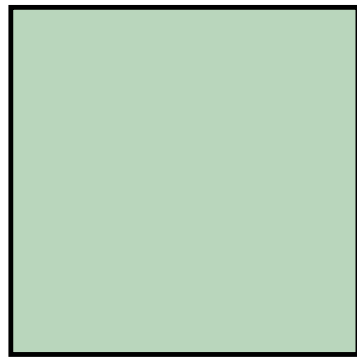
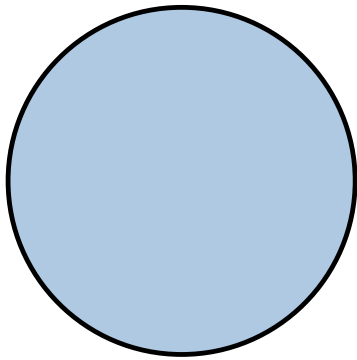
This activity should be done with a set of concrete shapes like these.

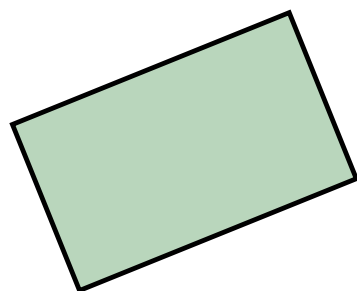
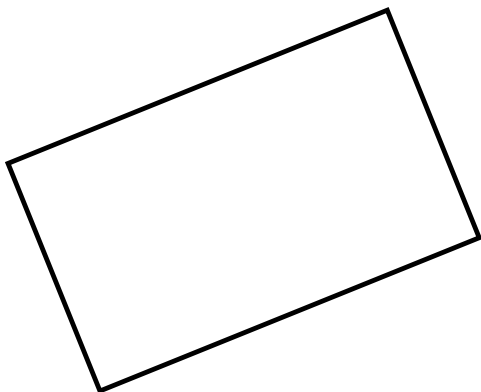
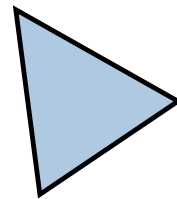
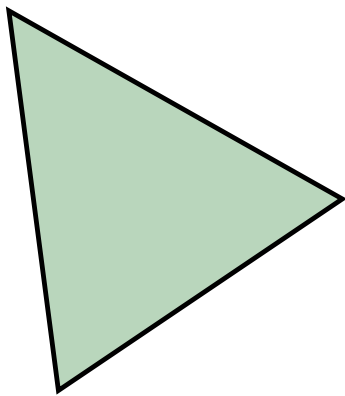
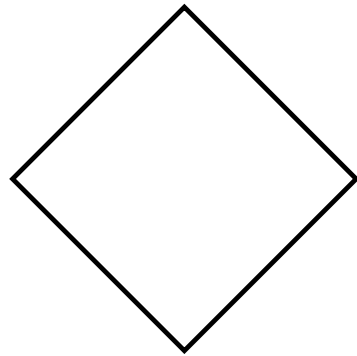
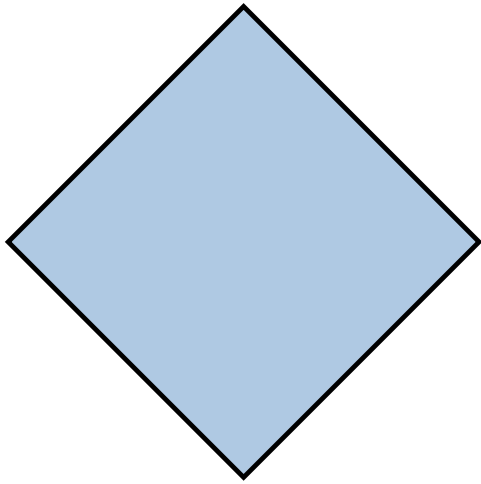


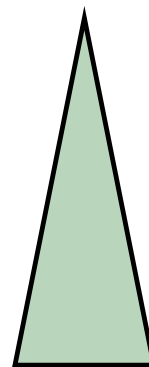
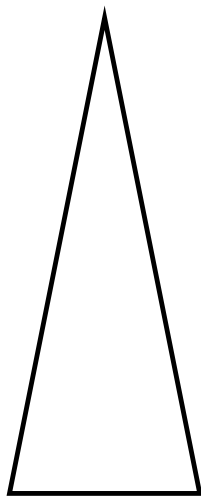
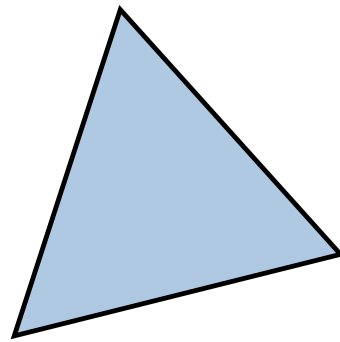
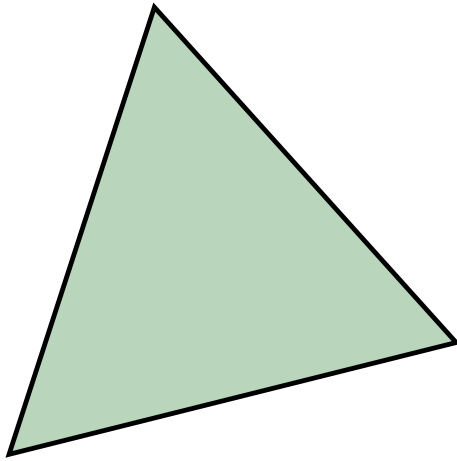


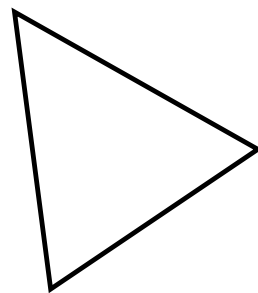
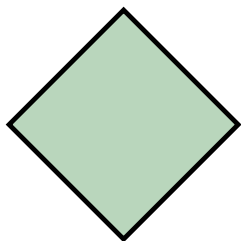
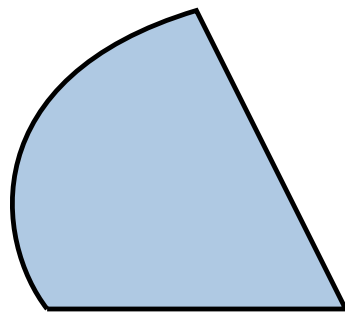
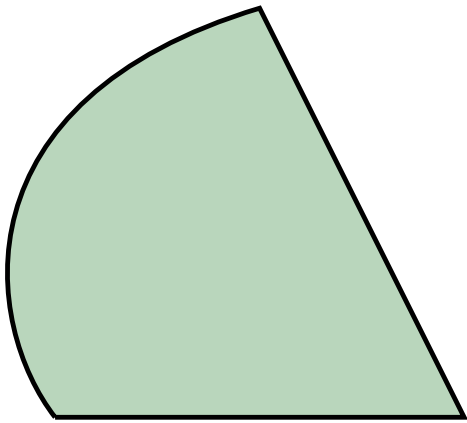
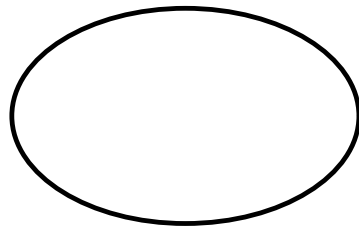
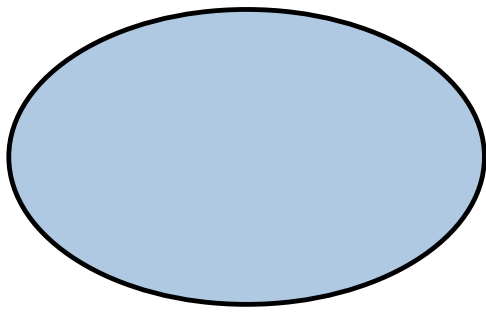












circle

square

triangle

rectangle