

What's the Shape?

Use with Math by Myself

Concept	Apply knowledge of geometric shapes and their attributes to draw and accurately label triangles, quadrilaterals, pentagons, hexagons, and cubes.
Materials Needed	<p>Each student will need the following:</p> <ul style="list-style-type: none"> • One deck of on-level geometry cards (green deck), shuffled • <i>What's the Shape?</i> recording sheet • Pencil
Directions	<p>Students will work independently on this activity.</p> <p>The goal of this activity is for students to recognize the attributes of geometric shapes.</p> <ol style="list-style-type: none"> 1. Student selects a card from the deck. 2. Student draws the geometric shape that corresponds to the criteria on the card (e.g. If I turned over a card that had "5 angles" written on it, I would draw a 5-sided, closed, shape.) 3. Student completes the sentence stem, <i>I know my shape is a _____ because _____.</i> (e.g. I know my shape is a <u>pentagon</u> because it has 5 sides and 5 angles). 4. Repeat steps 1 – 3 using the deck of geometry cards..
Differentiate	<p>To differentiate for students who are struggling:</p> <ul style="list-style-type: none"> • Have students work with a partner; decide who is partner A and who is partner B. • Partner A selects a card and <i>coaches</i> partner B, explaining how to draw the shape, label the shape by name, and justify how they know the shape is what they labeled it. Partner B writes what partner A tells them, then switch roles. <p>To differentiate for students who are more advanced:</p> <ul style="list-style-type: none"> • Instead of using the green, on-level geometry deck of cards, use the blue, advanced deck of cards. If a wild card is turned over, students draw a quadrilateral that is NOT a rhombus, rectangle, or square.