

## Week 10

<p><b><u>BIG IDEAS:</u></b></p> <ul style="list-style-type: none"> <li>● Recognizing, naming, and sorting shapes</li> <li>● Putting together shapes</li> <li>● Counting</li> <li>● Comparing small numbers</li> </ul>	<p><b><u>OBJECTIVES:</u></b></p> <ul style="list-style-type: none"> <li>● To name and describe familiar two-dimensional shapes</li> <li>● To distinguish between visually-similar non-examples of familiar two-dimensional shapes</li> <li>● To match congruent shapes by memory</li> <li>● To compare small numbers of objects after shown only briefly</li> <li>● To produce small numbers of actions</li> </ul>	<p><b><u>OVERVIEW (pages 145-146):</u></b></p> <ul style="list-style-type: none"> <li>● How is children's geometry understanding growing?</li> <li>● Please note a new developmental path in the learning trajectories- Shape: Composing</li> </ul>
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### Whole Groups (and materials)

Monday	Tuesday	Wednesday	Thursday	Friday
▶ I Spy (shape set) ▶ Shape Step (see small group)	▶ "Five Little Fingers" fingerplay ▶ Guess My Rule	▶ Building Shapes book (book) ▶ I Spy ▶ Shape Step	▶ "Five Little Fingers" fingerplay ▶ Guess My Rule	▶ I Spy ▶ Shape Step
<p><b><u>Hands on Center:</u></b></p> <ul style="list-style-type: none"> <li>● Shape Pictures (Introduce pattern blocks for exploration)</li> <li>● Memory Geometry</li> <li>● Shape Flip Book</li> <li>● Compare Game</li> <li>● Rectangles and Boxes</li> </ul>	<p><b><u>Computer Activities:</u></b></p> <ul style="list-style-type: none"> <li>● Mystery Pictures 2</li> <li>● Memory Geometry 2</li> </ul> <p>Encourage children to play Free Explore if time permits in order to reinforce shape understanding.</p>		<p><b><u>Math Throughout the Year:</u></b></p> <ul style="list-style-type: none"> <li>● Counting Jar</li> <li>● Numerals Every Day</li> <li>● Shape Walk</li> </ul>	

**Small Group: Guess My Rule p. 152**

**Materials:** SGRS, Blue and Yellow Foam Shape and/or Attribute blocks if you need more circles, large paper with line down the middle for sorting

- Refer to whole group instructions on page 152

**Small Group: Shape Step. p. 153**

**Materials:** Blue painters tape or masking tape, chalk if implemented outside, or large shape cut-outs on foam shelf liner or construction paper if tape is not an option

- Refer to whole group description on page 150
- Focus on triangles and rectangles, and have multiples of these shapes for children to step on

- Sort at least 3 shapes before asking children, "What's my Rule? (Read my Mind?)"
- Write the rule on the SGRS

**Things to consider when planning:**

Look back to weeks 4, 5 and 9 to inform planning and differentiation.

- Differentiation- *How can you support children at the high/low end of the trajectory?* See pages 153 and the Monitoring Student Progress Box
- What to look for: What types of shapes can the child recognize and name?

- It's okay to add a couple of foolers. P.150 (same as WG)
- Refer to shape descriptions in TE for appropriate and accurate language
- Use a variety of sizes and orientations

**Things to consider when planning:**

- Differentiation- *How can you support children at the high/low end of the trajectory?* See pages 150 & 157 Monitoring Student Progress Box
- What to look for: What types of shapes can the child recognize and name?

**Sample Codes for SGRS (Prepare in Advance):**

- Write the rule and focus question on your SGRS
- Did the student(s) guess the rule? Y= Yes/ N= No
- What reason did they give? SN= Shape Name
- 3S, 3A/ 4S, 4A = Described # of sides and/or angles

**Sample Codes for SGRS (Prepare in Advance):**

- Did the student find the shape named or described? Y= Yes, N= No
- What did they do or say to indicate understanding? SN= Shape Name
- 3S, 3A/ 4S, 4A = Described # of sides and/or angles
- CS= Counted # of side
- Draw or Write the shapes on the SGRS

**Daily Review Questions:**

**Don't forget to ask and encourage the children by saying, How do you know? Tell me more? What else can you tell me about the shape?**

- How are these two shapes different?
- How did you figure out my sorting rule?
- How do you know a shape is rectangle when I ask to step on a rectangle?
- What picture did you make on the computer?
- What shapes were in your picture?
- What did you learn about shapes this week?