

Activity K.9B

Connections to the mathematics TEKS

(K.9) The student recognizes attributes of two- and three-dimensional geometric figures.

The student is expected to:

(B) recognize shapes in real-life three-dimensional geometric figures or models of three-dimensional geometric figures.

Students go on a “Shape Hunt” in the classroom or on a neighborhood walk. They identify the shapes they see in common objects and later use pictures to record them in their journals.

ASSESSMENT CONNECTIONS

Questioning . . .

Open with . . .

- What shapes do you see?

Probe further with . . .

- What is the shape of the bottom of the tissue box? (rectangle) How do you know?
- How many sides does it have?
- Is the bottom of the tissue box a square? Why?
- What is the shape of the face of the clock? How do you know?
- What else in this room is the same shape as the clock? Why?
- Do you see any triangles?
- How do you know this is a triangle?
- How many corners does it have?
- How many sides does it have?
- Is there something else that is a triangle?

- How are these triangles the same? (three sides, three corners)
- How are these triangles different? (“This one is larger. This one has a really long side. This one has a skinny corner.”)

Listen for . . .

- Can the student recognize shapes in real-life objects?
- Does the student use appropriate language when describing objects?
- Can the student provide reasons for identifying the shape of the real-life objects?

Look for . . .

- Do the pictures in their journals reflect the shape attributes that the student described?
- Does the student label the picture?