# Lesson 24 - Geometry / Spatial Sense
# Visiting the History Museum

24

## Instructional Targets

***Math Standards for Geometry***

- ***Identify and describe shapes:*** Recognize two- and three-dimensional shapes in the environment. Describe positions of objects and shapes in the environment with positional vocabulary (on, under, etc.).
- ***Reason with shapes and their attributes:*** Identify shapes as two-dimensional (flat) or three-dimensional (solid). Identify basic two-dimensional shapes (square, circle, triangle, rectangle, etc.) and describe attributes (number of sides, corners, etc.). Identify basic three-dimensional shapes by name (cube, rectangular prism, cone, cylinder, sphere) and describe attributes (number of edges, faces, etc.). Compare two-or three-dimensional shapes and describe their similarities and differences. Compose a large shape from smaller shapes. Partition circles and rectangles into two, three or four parts (halves, thirds, fourths).

## Differentiated Tasks

### Level 3 Students will...

- Independently identify shapes within the environment.
- Independently describe the position of an object in the environment.
- Independently sort two-dimensional and three-dimensional shapes.
- Independently identify and describe two-dimensional shapes.
- Independently identify and describe three-dimensional shapes.
- Independently describe the similarities and differences between two or more shapes.
- Independently build a large shape from smaller shapes.
- Independently partition a shape into two, three or four equal parts and label as halves, thirds or fourths.

### Level 2 Students will...

- Match an object in the environment with a shape.
- Identify the position of an object in the environment with support.
- Sort two-dimensional and three-dimensional shapes with support.
- Match like two-dimensional shapes.
- Match like three-dimensional shapes.
- Identify the similarities and differences between two shapes with support.
- Match small shapes to build a larger shape.
- Partition a shape into two, three or four equal parts with support.

### Level 1 Students will...

- Select a named shape in the environment from a field of choices.
- Select the position of an object in the environment from a field of choices.
- Select a two-dimensional or three-dimensional shape (may be errorless).
- Select named two-dimensional shapes.
- Select named three-dimensional shapes.
- Compare two shapes by selecting a shared attribute from a single option or errorless choice.
- Make a selection to build a large shape.
- Participate in partitioning a shape.

## Topic Connection

In this unit, students explore why people from the past moved from place to place. Students will also learn about objects from the past and present. In this lesson, students will work with shapes that might be found in a history museum.

**Lesson Objects**

| | | | | |
|---|---|---|---|---|
| **circle:**<br>wagon wheel<br>pocket watch | **rectangle:**<br>washboard<br>cassette | **octagon:**<br>picture frame | **cube:**<br>wooden block<br>wooden box | **cone:**<br>teepee |
| **square:**<br>quilt<br>burlap square | **triangle:**<br>dinner bell<br>arrowhead | **sphere:**<br>marble<br>pearl | **prism:**<br>hay bale<br>radio | **cylinder:**<br>glass jar<br>candle |

## Topic Words

past present*

## Math Words

| | | | | |
|---|---|---|---|---|
| beside | cube | in* | shape | square* |
| between | curved | on* | side* | straight* |
| circle | cylinder | prism | size* | triangle |
| cone | equal | rectangle* | sphere | under* |

* Power Words

## Benchmark Assessments

- Math: Shapes and Early Learning: Emerging Math

## Lesson at a Glance

| | Activity 1 | Activity 2.1 - 2.2 | Activity 3.1 - 3.3 | Activity 4.1 - 4.3 | Activity 5 |
|---|---|---|---|---|---|
| **Instructional Activities** | Identifying Flat and Solid Shapes | Identifying Like Shapes | Describing and Analyzing Shapes | Putting Together and Taking Apart Shapes | Describing Position and Location |
| **ULS Materials and Resources** | **Shape Attributes Charts**<br>**Manipulatives and/or Photo Cards**<br>(same as real objects below)<br>**2-D and 3-D Shape Sorting Chart** | **Shape Attributes Chart-Flat Shapes**<br>**2-D Shape Mat**<br>**2-D Matching Shape Strips**<br>**Shape Attributes Chart-Solid Shapes**<br>**3-D Shape Mat**<br>**3-D Matching Shape Strips**<br>**Manipulatives and/or Photo Cards**<br>(same as real objects below) | **Shape Attributes Chart-Flat Shapes**<br>**Geometry Story 1-5-Flat Shapes**<br>**2-D Shape Sorting Charts**<br>**Shape Attributes Chart-Solid Shapes**<br>**Geometry Story 6-10-Solid Shapes**<br>**3-D Shape Sorting Charts**<br>**Manipulatives and/or Photo Cards**<br>(same as real objects below)<br>**Shape Puzzle** | **Shape Building Mats 1-2**<br>**Shape Picture**<br>**Practice Mat**<br>**Partition Mats 1-2**<br>**Manipulatives**<br>**Fill-In Cards** | **Spatial Sense Scene Spatial Directions**<br>**Manipulatives and/or Photo Cards**<br>(same as real objects below)<br>**Direction Cards** |

See how these activities fit into the **Suggested Monthly Plan**.

**Instructional Tools: Math Pack / Shapes**
**Instructional Guide: Mathematics**

**L³ Skills:** **Math Skills**

**Additional Materials**

**Real Objects**

*Flat Shapes:* wagon wheel, pocket watch, quilt, burlap square, washboard, cassette, dinner bell, arrowhead, picture frame
*Solid Shapes:* marble, pearl, wooden block, wooden box, hay bale, radio, teepee, glass jar, candle

Note: 3-D objects may be used to represent the flat shapes listed above. Emphasize to students that you want them to look only at the attributes of the specific face illustrated in the related Manipulative/Photo Card.

## Instructional Targets

***Math Standards for Geometry***

- ***Identify and describe shapes:*** Recognize two- and three-dimensional shapes in the environment.
- ***Reason with shapes and their attributes:*** Identify shapes as two-dimensional (flat) or three-dimensional (solid).

## Instructional Routine

? or

| | |
|---|---|
| **Introduce** | • Introduce the activity with a focus question about a classroom object. For example, ask, "What shape is the desk—a circle or a rectangle?" Discuss why the desk is a rectangle.<br>• Display the lesson objects. You may choose to use real objects or the provided Manipulatives or Photo Cards that represent the objects. Name or have students name the objects. Explain that the objects may be found in a History Museum and that these items have been used in the past. Then say, "Today, your job is to sort our objects into categories—flat shapes and solid shapes."<br>• Review the learning goal with students: **I will sort shapes as flat or solid.** |
| **Model** | • Display and review the Shape Attributes Charts. Then say, "Some shapes are flat. Circles, squares, triangles and rectangles are flat. Other shapes are solid. Solid shapes are not flat. They take up space. Spheres, cubes, prisms, cones and cylinders are solid."<br>• Display the 2-D and 3-D Sorting Chart. Present a flat object and model sorting the object by its dimension. For example, say, "The quilt is flat. I will put the quilt in the flat column."<br>• Continue with a solid object. |
| **Provide Practice** | **Level 3:** Have the student sort the objects into the correct categories. Prompts such as "Is the object flat or solid?" may be used as needed.<br>**Level 2:** Have the student sort the objects with support. For example, point to the square on the Shape Attributes Chart and say, "A square is a flat shape. Which object looks like a square?"<br>**Level 1:** Have the student participate in sorting flat and solid shapes by making a selection from a field of choices (may be errorless). For example, display the quilt and the burlap square and say, "Show me a flat shape." |
| **Review** | • Revisit the learning goal by reviewing the completed chart.<br>• Remind students that some shapes are flat and some shapes are solid. Encourage students to find examples of flat and solid shapes in their environment. |

## Check Understanding ?

- **Level 3:** Can the student independently sort two-dimensional and three-dimensional shapes?
- **Level 2:** Can the student sort two-dimensional and three-dimensional shapes with support?
- **Level 1:** Can the student select a two-dimensional or three-dimensional shape (may be errorless)?

## Instructional Target

***Math Standards for Geometry***

- ***Reason with shapes and their attributes:*** Identify basic two-dimensional shapes (square, circle, triangle, rectangle, etc.) and describe attributes (number of sides, corners, etc.). Identify basic three-dimensional shapes by name (cube, rectangular prism, cone, cylinder, sphere) and describe attributes (number of edges, faces, etc.). Compare two-or three-dimensional shapes and describe their similarities and differences.

## Instructional Routine

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|---|---|
| **Introduce** | • Introduce the activity with a focus question about one of the lesson objects. For example, display the washboard and ask, "What shape is the washboard—a rectangle or a triangle?" Discuss why the washboard is a rectangle. Discuss how people used a washboard to wash their clothes in the past.<br>• Review the rest of the objects' names. Then say, "Today, your job is to identify shapes."<br>• Review the learning goal with students: **I will identify shapes.** |
| **Model** | • Display and review a Shape Attributes Chart. Then choose a shape and model finding examples of the shape in the environment, or in the lesson Manipulatives or Photo Cards. For example, say, "This shape is a circle. A circle has curved sides all the way around. It doesn't have any straight sides. A pocket watch doesn't have any straight sides and is curved all the way around. The pocket watch is also a circle."<br>• Explain that shapes always have the same attributes. For example, all circles have curved sides, and all squares have four equal sides. Point out that attributes can be used to identify an object's shape. |
| **Provide Practice** | **Level 3:** Have the student use a Shape Mat to identify like shapes. For example, say, "Find the (shape name) in each row." Encourage the student to describe the attributes of the named shape.<br>**Level 2:** Have the student use the Matching Shape Strips to match like shapes. For example, say, "This is a (shape name). Find another (shape name)."<br>**Level 1:** Have the student select a named shape from a field of choices (may be errorless). For example, display a Matching Shape Strip and say, This is a (shape name). Show me a (shape name). |
| **Review** | • Revisit the learning goal by reviewing the attributes of a named shape. For example, point out the three triangles on the Shape Mat and say, "These are all triangles. What makes these triangles?" |

## Check Understanding ?

- **Level 3:** Can the student independently identify and describe two-dimensional shapes?
  Can the student independently identify and describe three-dimensional shapes?
- **Level 2:** Can the student match like two-dimensional shapes?
  Can the student match like three-dimensional shapes?
- **Level 1:** Can the student select a named two-or three-dimensional shape when prompted?

## Instructional Target

***Math Standards for Geometry***

- ***Reason with shapes and their attributes:*** Identify basic two-dimensional shapes (square, circle, triangle, rectangle, etc.) and describe attributes (number of sides, corners, etc.). Identify basic three-dimensional shapes by name (cube, rectangular prism, cone, cylinder, sphere) and describe attributes (number of edges, faces, etc.). Compare two-or three-dimensional shapes and describe their similarities and differences.

## Instructional Routine

? or

| | |
|---|---|
| **Introduce** | • Introduce the activity with a focus question about one of the lesson objects. For example, display the wagon wheel and ask, "What shape is the wagon wheel—a circle or a rectangle?" Discuss why the wagon wheel is a circle.<br>• Review the rest of the objects' names. Then say, "Today, your job is to identify and describe shapes."<br>• Review the learning goal with students: **I will identify and describe shapes.** |
| **Model** | • Display and read aloud a Math Story. Then point to a shape in the object and model how to answer the questions. Point out that by answering the questions, you are describing the shape. Finally, identify the shape by name. Note: For 3-D shapes, it is recommended that a real object be paired with the illustration so that students can see all attributes of the shape.<br>• Using the appropriate Shape Attributes Chart, model checking your answers to the Math Story.<br>• Next, display a Shape Sorting Chart. Point to and name the shape at the beginning of a row. Then model finding an object that has the same shape. For example, say, "This is a triangle. It has three sides. The dinner bell has three sides. The dinner bell is also a triangle."<br>• Model placing the object on the chart. If you are using real objects, the object's name may be written on the chart. |
| **Provide Practice** | **Level 3:** Have the student complete the Math Stories and Shape Sorting Charts independently. Prompts such as "What is this shape? Tell me about this shape. How are these shapes alike?" can be used.<br>**Level 2:** Have the student complete the Math Stories and Shape Sorting Charts with support.<br>**Level 1:** Display and work through the first 2 or 3 questions of a Math Story. Then have the student select the named shape from a field of choices or errorless choice. The student may also select a named shape on the Shape Sorting Chart. |
| **Review** | • Revisit the learning goal by pointing to a shape and having students describe it.<br>• Use the Shape Puzzle and Manipulatives to provide more practice with identifying and describing shapes. |

## Check Understanding ?

- **Level 3:** Can the student identify and describe shapes independently?
- **Level 2:** Can the student identify and match like shapes?
- **Level 1:** Can the student select a named shape (errorless choice) when prompted?

# Activity 4.1 - 4.3 - Putting Together and Taking Apart Shapes



## Instructional Target

***Math Standards for Geometry***

- ***Reason with shapes and their attributes:*** Identify basic two-dimensional shapes (square, circle, triangle, rectangle, etc.) and and describe attributes (number of sides, corners, etc.). Compose a large shape from smaller shapes. Partition circles and rectangles into two, three or four parts (halves, thirds, fourths).

## Instructional Routine

? or

### Introduce

- Introduce the activity by discussing how to put together shapes and take shapes apart. For example, display a piece of paper. Say, "This piece of paper is a square. Fold the piece of paper in half and then cut the piece of paper on the fold. Then say, "I just cut the square into two equal parts, halves. Now, I have two small rectangles. I can put these two small rectangles together to make one big square again." Model cutting the two halves in half to make four equal parts, fourths. Continue discussing with students how shapes can be put together to make a bigger shape or taken apart to make smaller shapes with equal parts.
- Remind students that shapes come in many different sizes. Then say, "We can put shapes together to make bigger shapes. We can cut big shapes to make small equal parts of the shape. Today, your job is to use small shapes to make a big shape. You will also take apart big shapes to make small equal parts of the shape."
- Review the learning goal with students: **I will use small shapes to make a big shape.**
  **I will take apart big shapes to make small equal parts of the shape.**

### Model

- Display a Shape Building Mat or the Shape Picture. Two levels of each mat are provided. Level 3 activities provide an outline in which students can fit shapes. Level 2-1 activities provide shapes that can be matched.
- Point out and discuss the large shape and the small Manipulative shape(s), tracing the shapes with your finger as you describe them. For example, say, "This shape has 4 straight sides. The sides are all the same size. This shape is a square."
- Model using the Manipulatives to build the larger shapes on the Shape Building Mats and the Shape Picture.
- Display the Practice Mat. Model using the partition lines to decompose shapes into equal parts. Call attention to the center point of the circle. Explain how any line that passes through the point will cut the circle into two equal parts, half. Describe the different ways shapes can be taken apart/cut into equal pieces.
- Display a Partition Mat. Two levels of each mat are provided. Level 3 activities have students label the equal parts using the terms halves, thirds and fourths. Level 2-1 activities provide clues as to where the partition lines belong.
- Model partitioning, cutting, the shape into equal parts.

### Provide Practice

**Level 3:** Have the student independently build a large shape from smaller shapes. When the large shape is complete, have the student name the shape. Have the student independently partition a shape into two, three or four equal parts and label as halves, thirds or fourths.

**Level 2:** Have the student match small shapes to build a larger shape. Provide support as necessary. Have the student partition a shape into two, three or four equal parts with support.

**Level 1:** Have the student make a selection to participate in building a larger shape. For example, say, "I am using squares to build a rectangle. Show me a square." Have the student participate in partitioning a shape. For example, display the Partition Mat and ask the student, "Show me where we should cut this shape to make four equal parts." Have the student use his/her active participation response to point to the grayed lines on the mat.

### Review

- Revisit the learning goal by reviewing the shapes/picture students made and took apart.
- Print the lesson manipulatives and continue practicing putting together and taking apart shapes by folding and cutting. For example, display the pocket watch and say, "I want to cut the pocket watch into two equal pieces." Model folding and cutting the pocket watch in half along the center point of the circle.

## Check Understanding ?

- **Level 3:** Can the student independently build a large shape from smaller shapes?
  Can the student independently partition a shape into equal parts and label as halves, thirds or fourths?
- **Level 2:** Can the student match shapes to build a larger shape?
  Can the student partition a shape into equal parts with support?
- **Level 1:** Can the student make a selection to build a large shape?
  Can the student participate in partitioning a shape?

## Instructional Target

***Math Standards for Geometry***

- ***Identify and describe shapes:*** Describe positions of objects and shapes in the environment with positional vocabulary (in, on, under, beside, etc.).

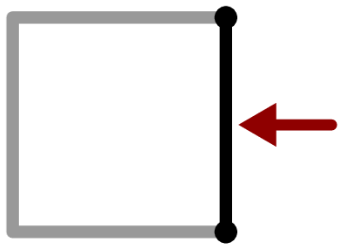
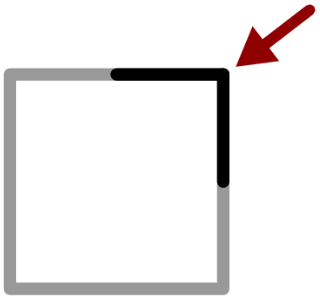
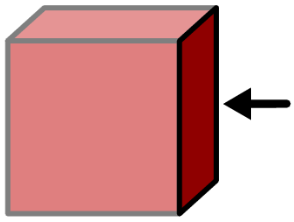
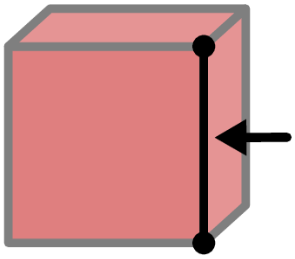
## Instructional Routine

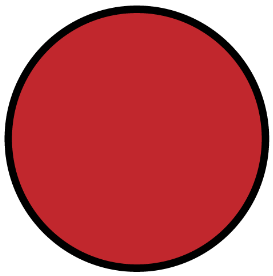
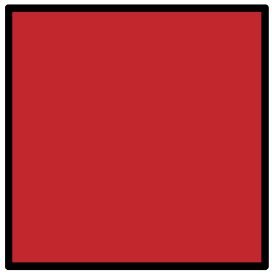
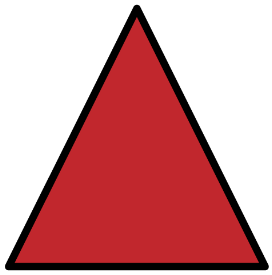
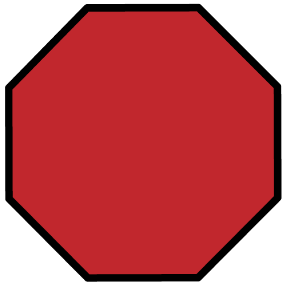
? or

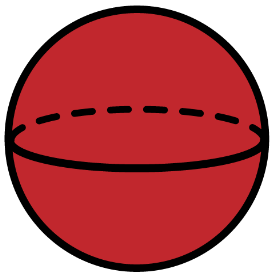
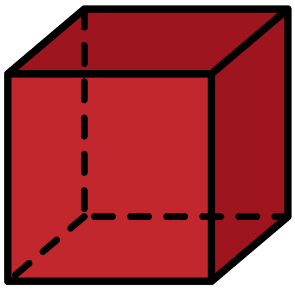
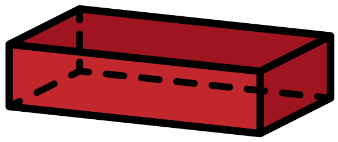
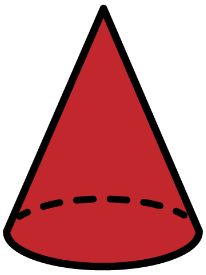
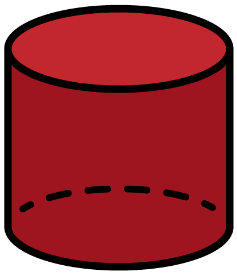
| | |
|---|---|
| **Introduce** | • Introduce the activity by placing one of the real objects, Manipulatives or Photo Cards somewhere in the classroom. Then ask a focus question. For example, place the washboard under your desk and ask, "Is the washboard on my desk or under my desk?"<br>• Discuss the location of the washboard, emphasizing the word 'under'. Remind students that words like 'under' tell where something is located.<br>• Display the Direction Cards and review the meaning of the direction words. Then say, "Today, your job is to use these words to give or follow directions."<br>• Review the learning goal with students: **Level 3: I will give and follow directions to place objects.**<br>**Level 2: I will place an object in a location.**<br>**Level 1: I will give a direction about where to place an object.** |
| **Model** | • Display the Spatial Directions and read the first direction aloud. Point out the underlined words that tell you where to put the cassette. Then place the cassette in the Spatial Sense Scene, describing your actions as you do so. Emphasize the direction word with your voice and/or by pointing to the related Direction Card. |
| **Provide Practice** | **Level 3:** Have the student and a partner take turns giving and following the directions.<br>**Level 2:** Read a direction. Use the appropriate Direction Card(s) to provide visual support for the direction if necessary. Then have the student place the object.<br>**Level 1:** Have the student use his or her active participation mode to give a direction. Then have the student place the shape, providing support as necessary. |
| **Review** | • Revisit the learning goal by displaying the completed Spatial Sense Scene and describing or having students describe the location of the lesson objects. |

## Check Understanding ?

- **Level 3:** Can the student give directions involving spatial positions? Can the student follow directions involving spatial positions?
- **Level 2:** Can the student place an object in an identified spatial location?
- **Level 1:** Can the student give a spatial direction through an active participation response? How?

| Parts of Shapes | | |
|---|---|---|
| **side** | • one of the lines that makes a flat shape |  |
| **corner** | • a place where 2 or more sides or edges meet |  |
| **face** | • a flat or curved side of a solid shape |  |
| **edge** | • a line where 2 faces meet |  |

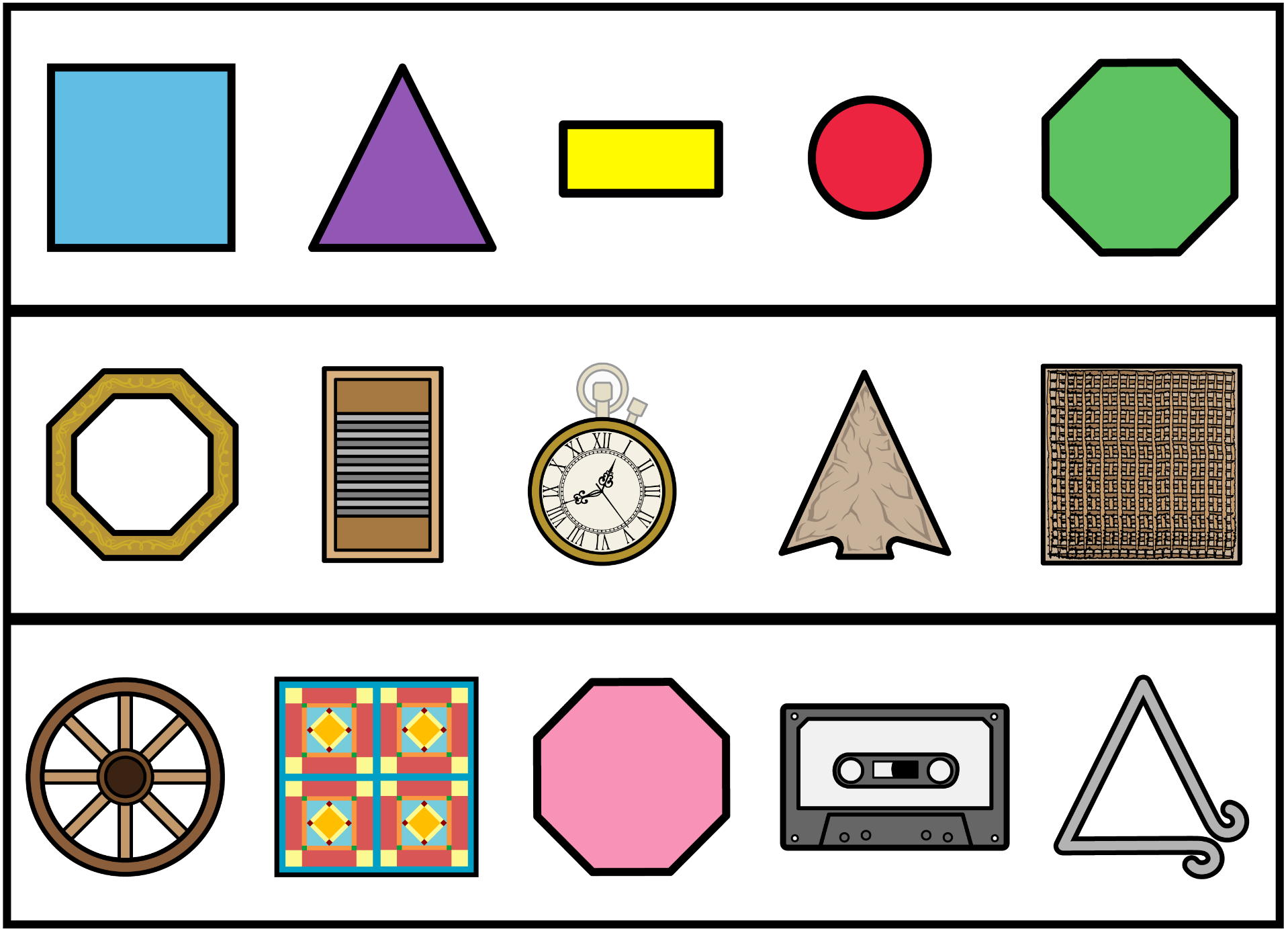
| Flat Shapes | | |
|---|---|---|
| **circle** | • 1 side<br>• side is curved<br>• no corners |  |
| **square** | • straight sides<br>• 4 equal sides<br>• 4 equal corners |  |
| **rectangle** | • straight sides<br>• 4 sides<br>• opposite sides are equal<br>• 4 equal corners |  |
| **triangle** | • straight sides<br>• 3 sides<br>• 3 corners |  |
| **octagon** | • straight sides<br>• 8 equal sides<br>• 8 corners |  |

| Solid Shapes | | |
|---|---|---|
| **sphere** | • rolls<br>• no flat faces |  |
| **cube** | • does not roll<br>• 6 flat square faces<br>• 12 edges<br>• 8 corners |  |
| **rectangular prism** | • does not roll<br>• 6 flat rectangle faces<br>• 12 edges<br>• 8 corners |  |
| **cone** | • rolls<br>• 1 flat circle face |  |
| **cylinder** | • rolls<br>• 2 flat circle faces |  |

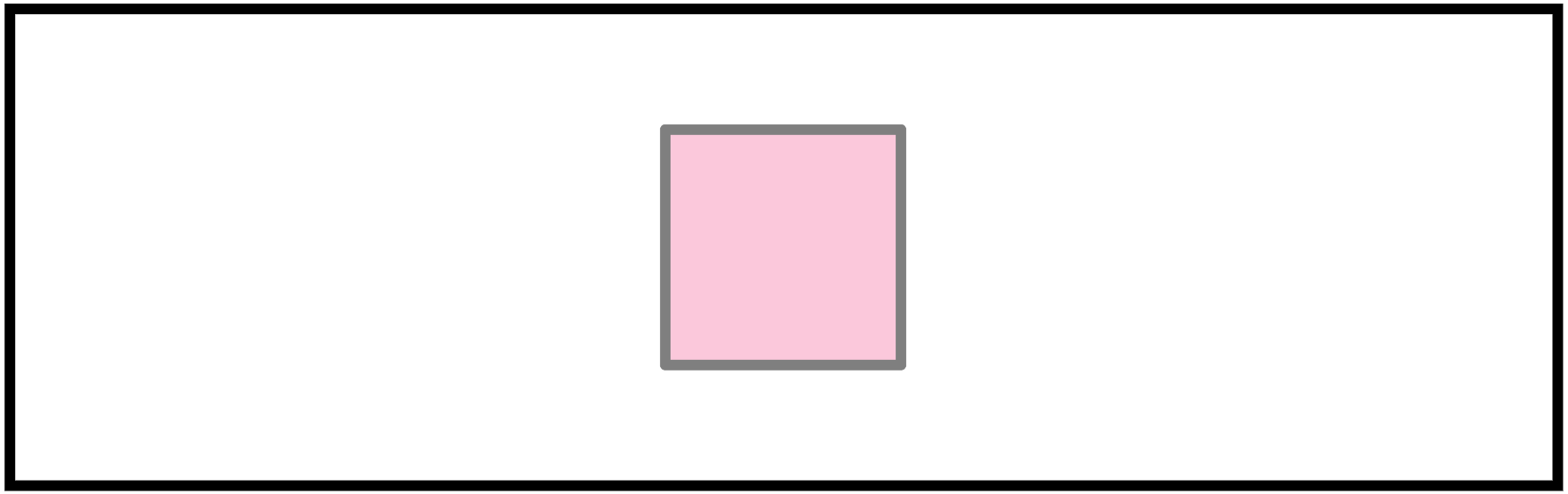
Paige has some shapes.  Help Paige put the shapes into groups.

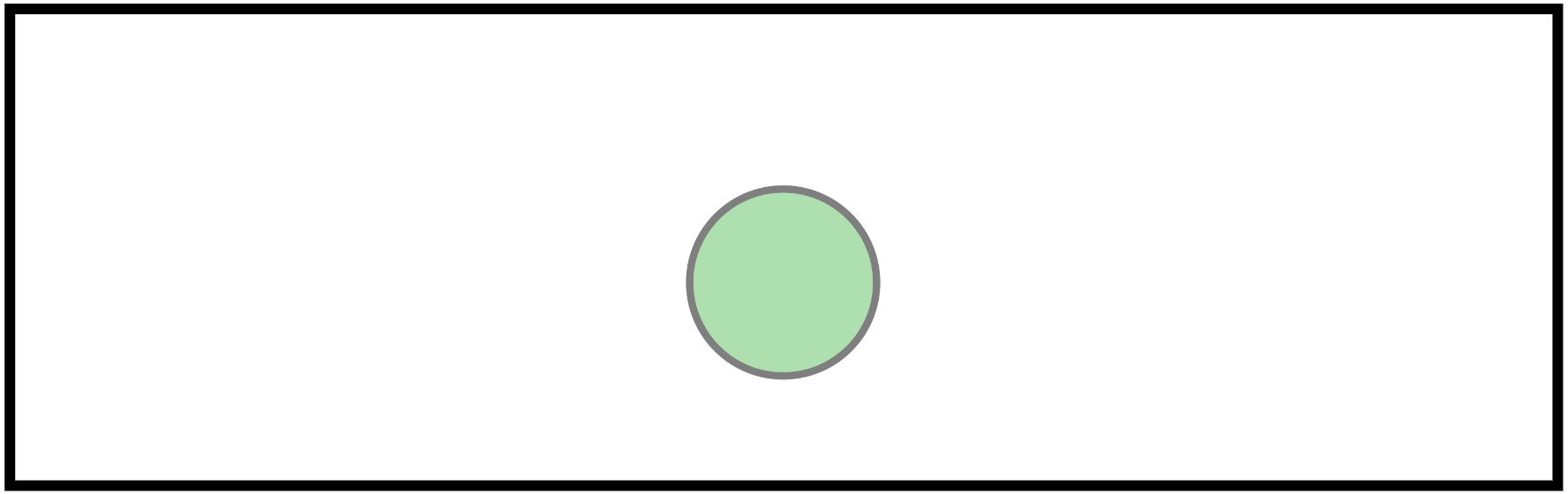
| Flat | Solid |
| --- | --- |
| | |

## 2-D Shape Mat

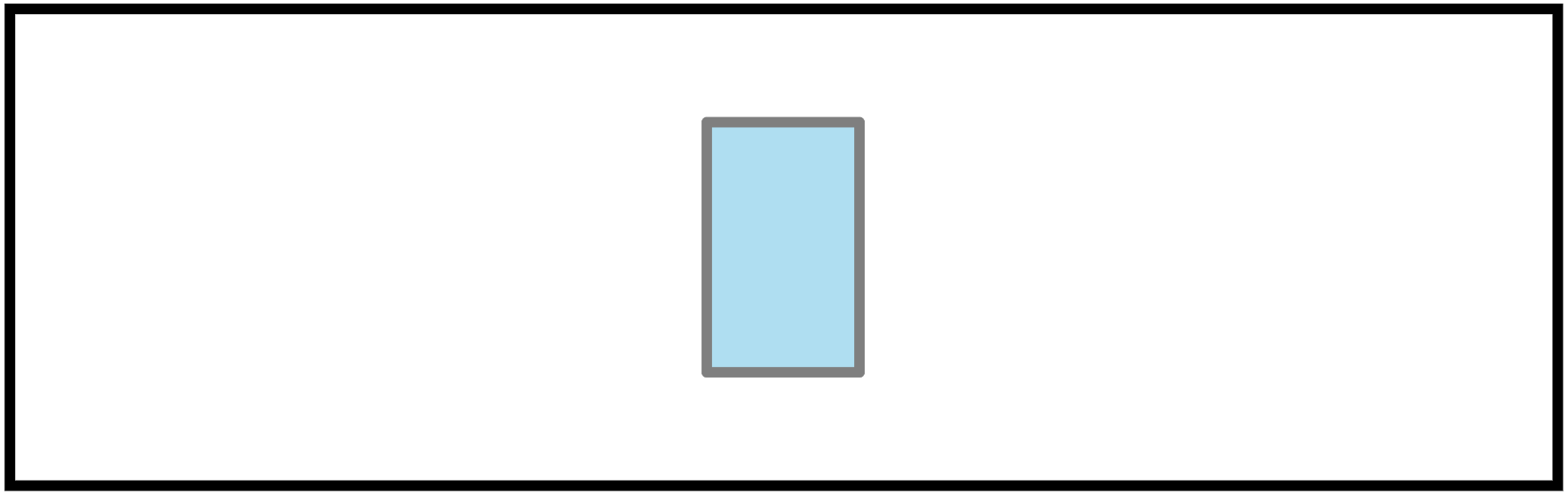


## 2-D Matching Shape Strips

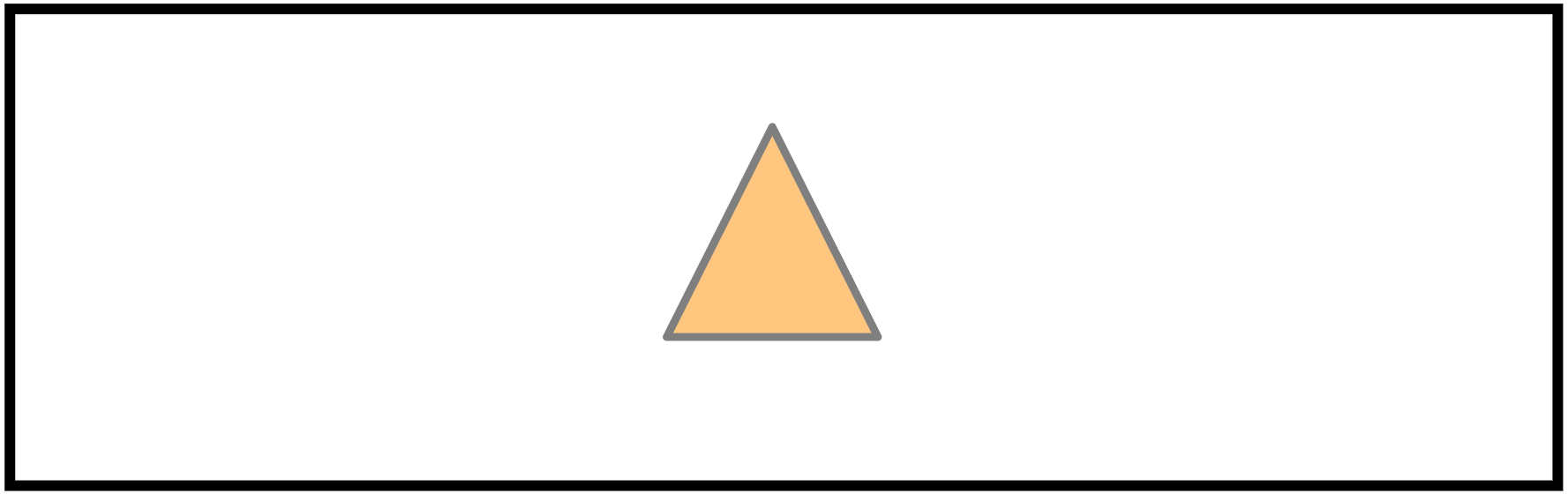


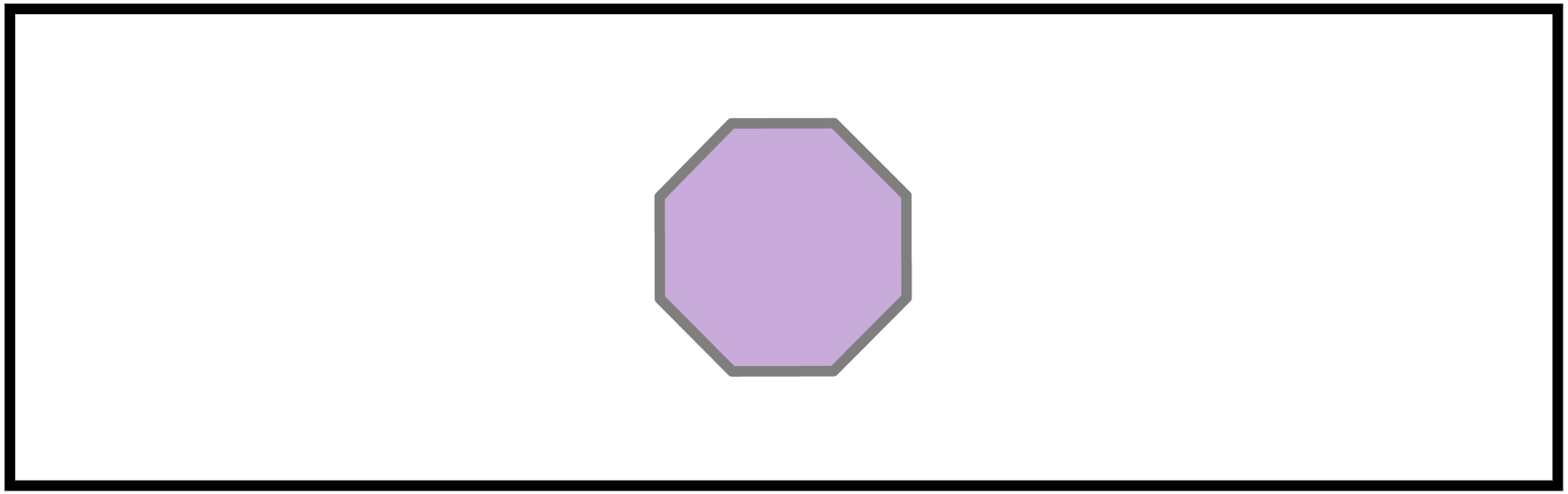


## 2-D Matching Shape Strips

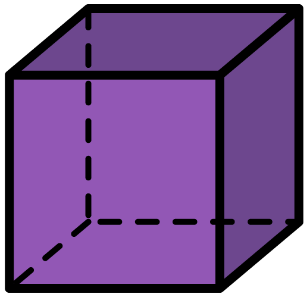


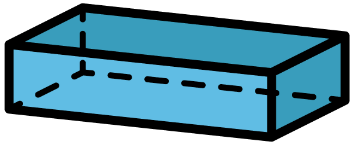
## 2-D Matching Shape Strips

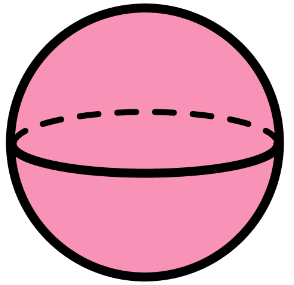
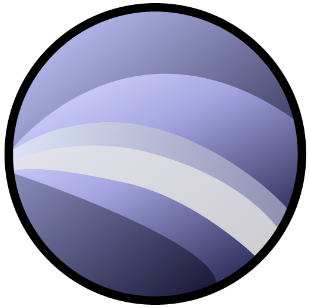
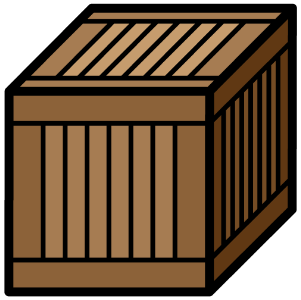
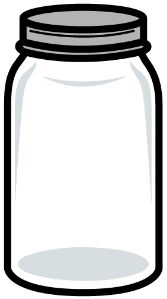
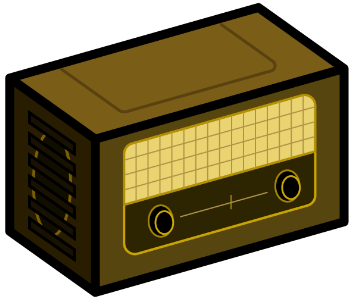
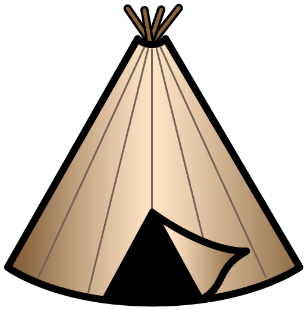
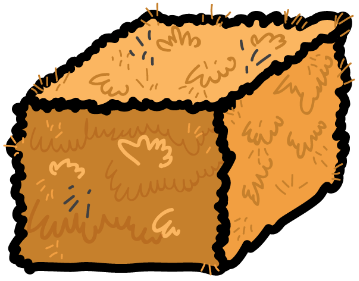
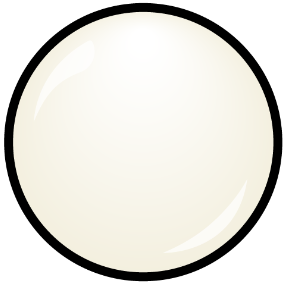
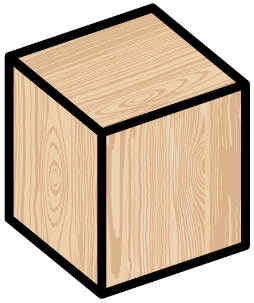
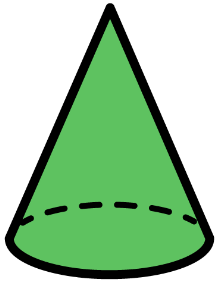


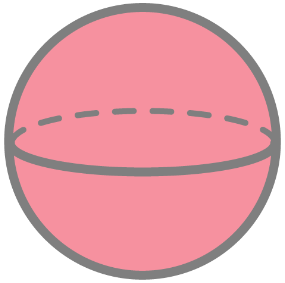


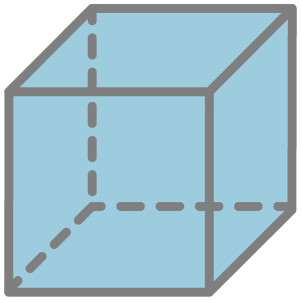
3-D Shape Mat

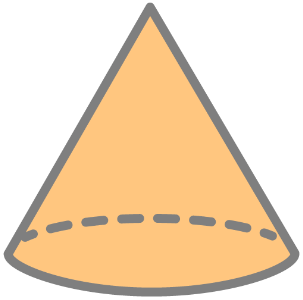


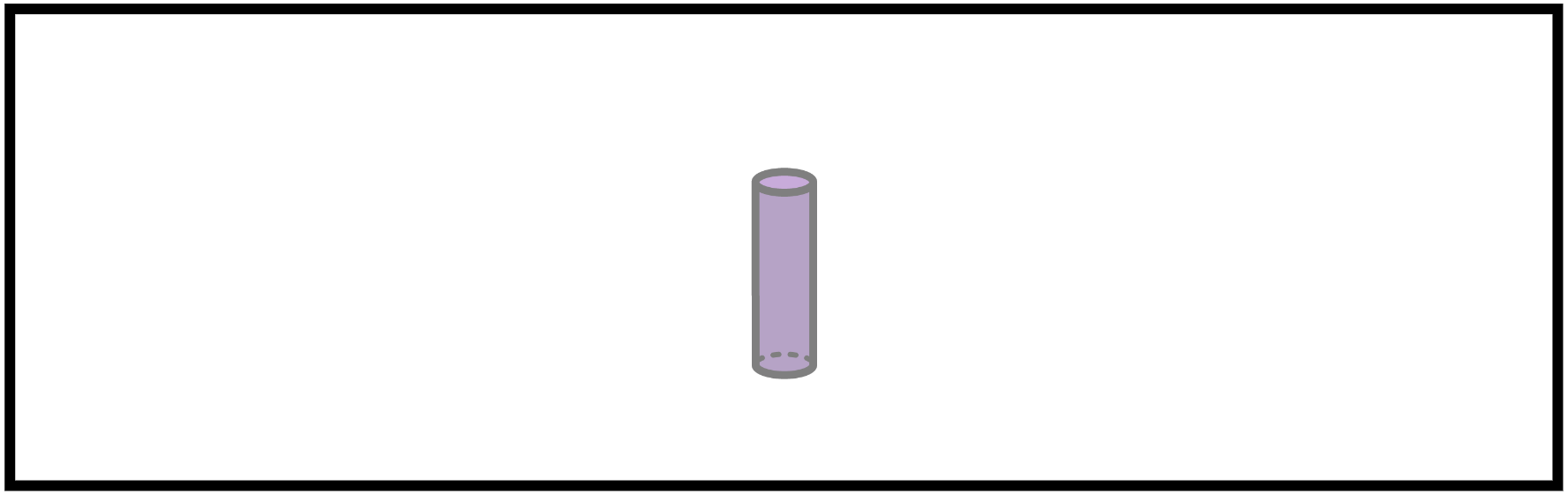


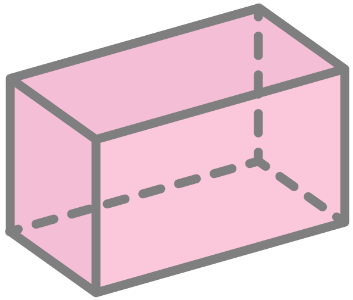















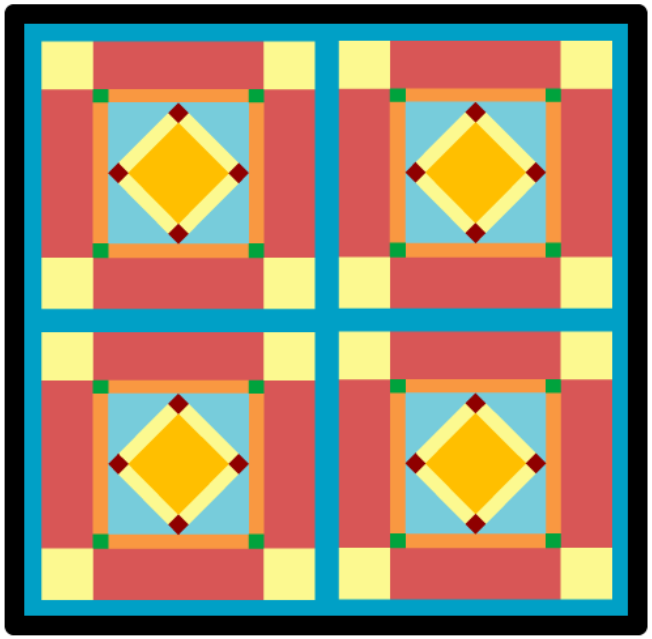




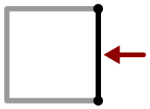
# Geometry Story 1

Paige is looking at items from the past. She sees a quilt.

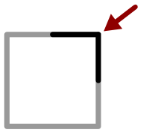
Pick a shape and put it over the quilt.



How many sides?



How many corners?

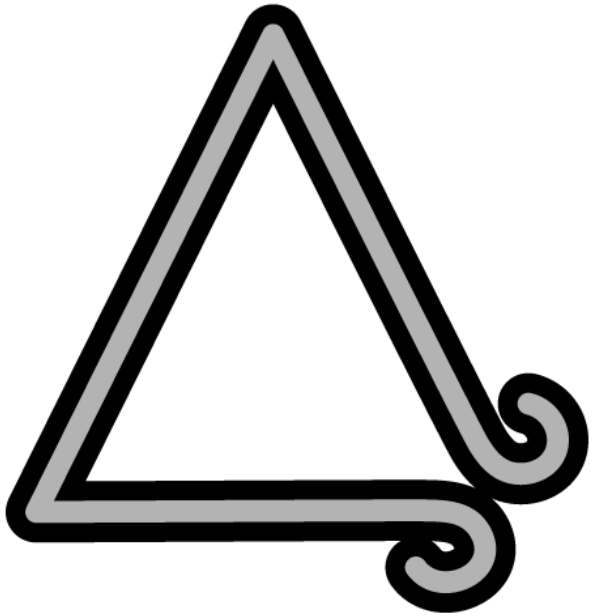


What is the shape?

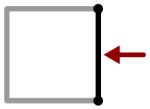
# Geometry Story 2

Drew is looking at things pioneers used. He sees a dinner bell.

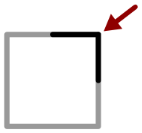
Pick a shape and put it over the dinner bell.



How many sides?



How many corners?

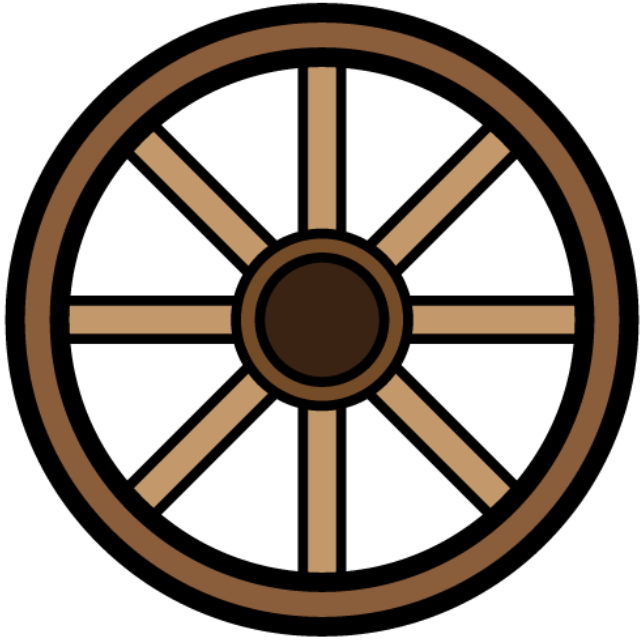


What is the shape?

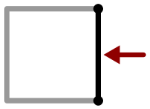
# Geometry Story 3

Shantel is looking at things pioneers used. She sees a wagon wheel.

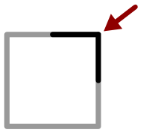
Pick a shape and put it over the wagon wheel.



How many sides?



How many corners?

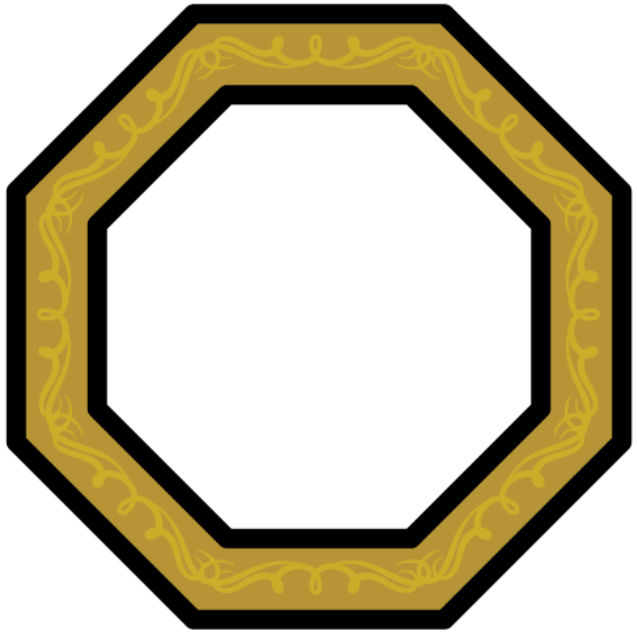


What is the shape?

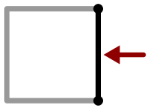
# Geometry Story 4

Kyle is looking at pictures from the past. He sees a picture frame.

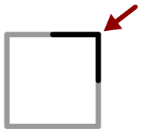
Pick a shape and put it over the picture frame.



How many sides?



How many corners?

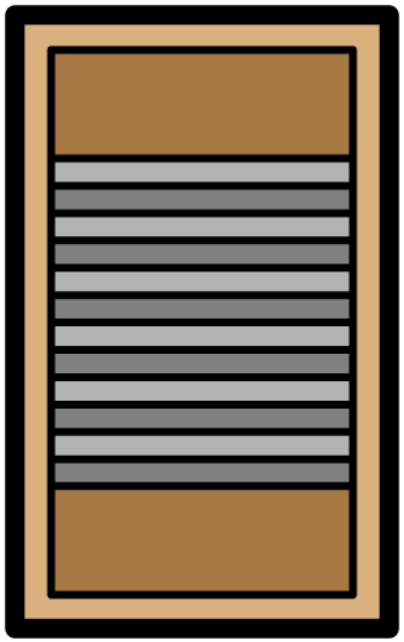


What is the shape?

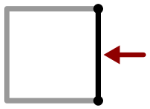
# Geometry Story 5

Paige is looking at tools from the past. She sees a washboard.

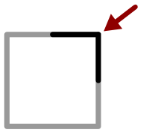
Pick a shape and put it over the washboard.



How many sides?

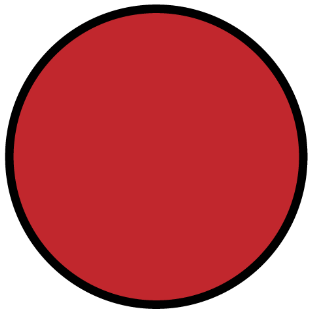
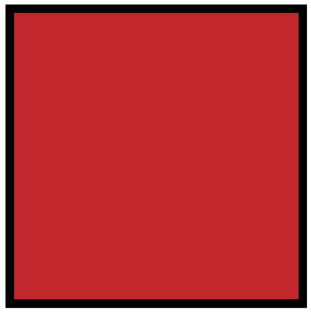
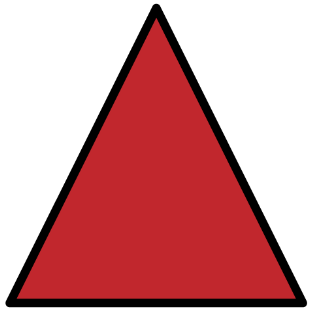
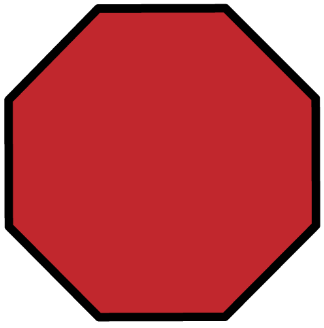


How many corners?



What is the shape?

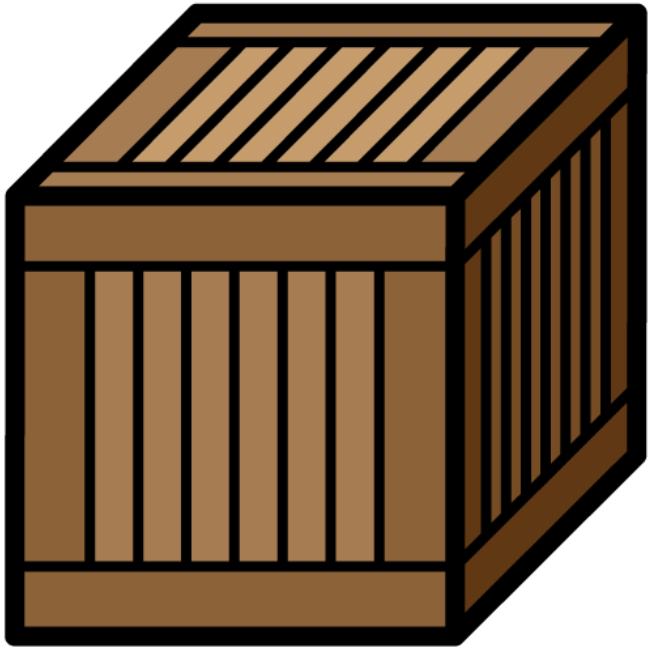
## 2-D Shape Sorting Chart

| | |
|---|---|
|  | |
|  | |
|  | |
|  | |
|  | |

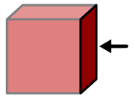
# Geometry Story 6

Drew is looking at things people used in the past. He sees a wooden box.

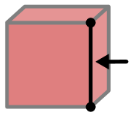
Pick a shape and put it over the wooden box.



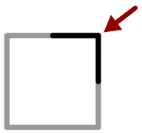
How many faces?



How many edges?



How many corners?



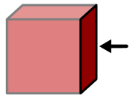
What is the shape?

# Geometry Story 7

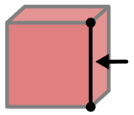
Shantel is looking at things pioneers used. She sees a glass jar.

Pick a shape and put it over the glass jar.

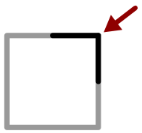
How many faces?



How many edges?



How many corners?

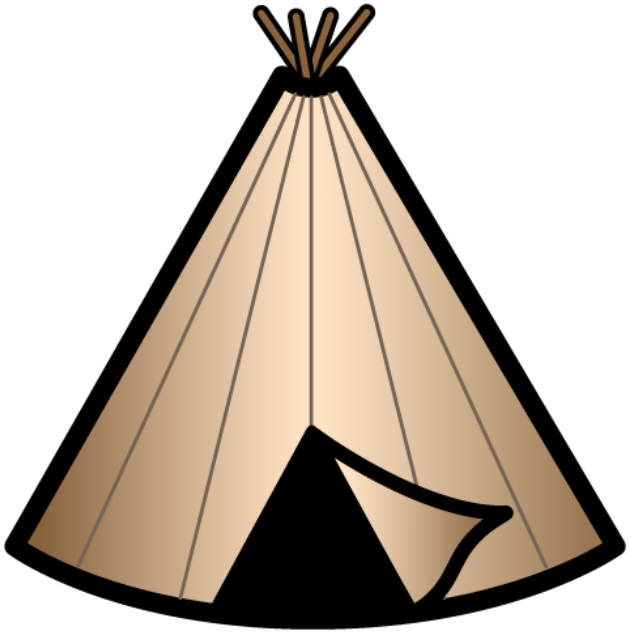


What is the shape?

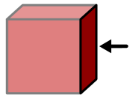
# Geometry Story 8

Kyle is looking at homes from the past. He sees a teepee.

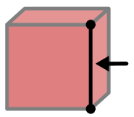
Pick a shape and put it over the teepee.



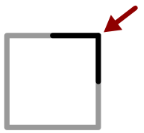
How many faces?



How many edges?



How many corners?

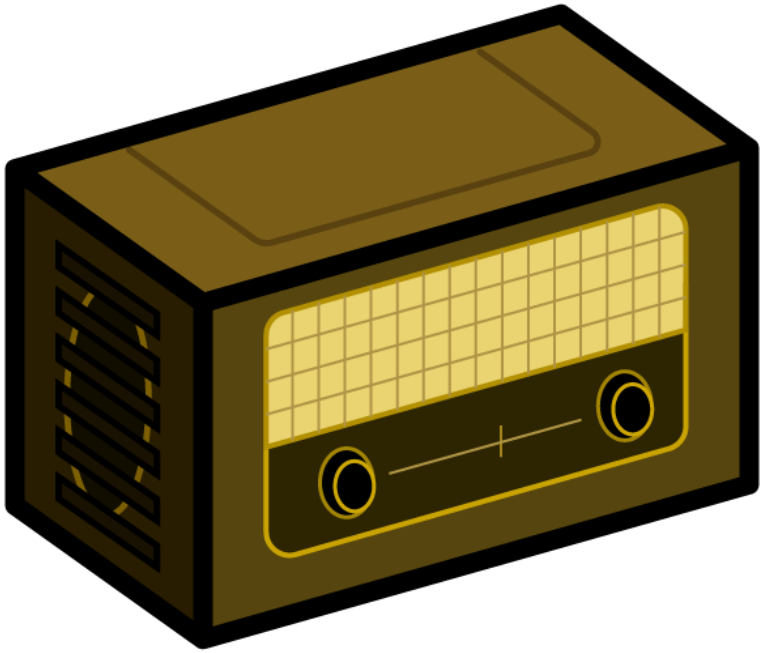


What is the shape?

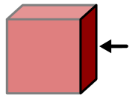
# Geometry Story 9

Paige is looking at items from the past. She sees an old radio.

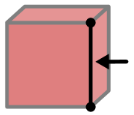
Pick a shape and put it over the radio.



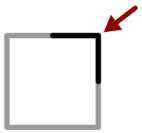
How many faces?



How many edges?



How many corners?

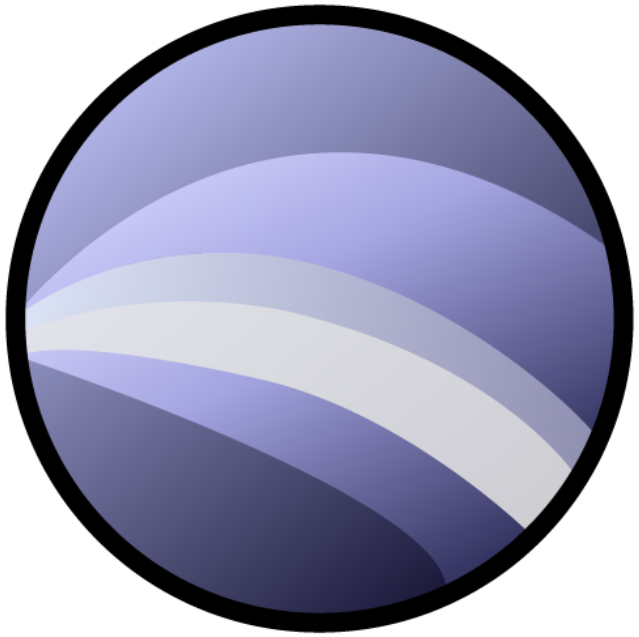


What is the shape?

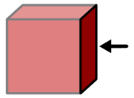
# Geometry Story 10

Drew is looking at games from the past. He sees a marble.

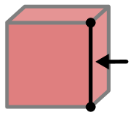
Pick a shape and put it over the marble.



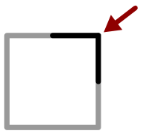
How many faces?



How many edges?

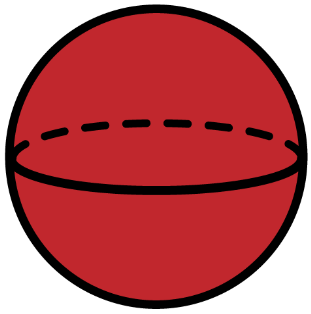
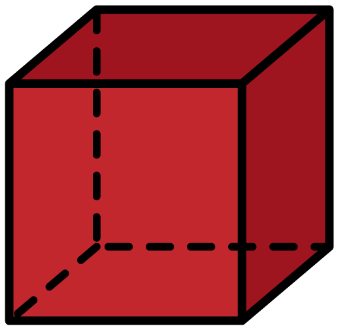
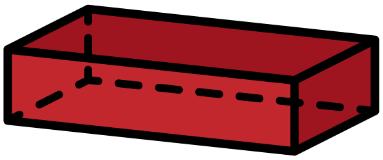
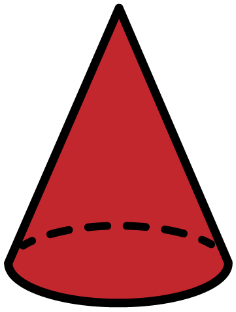
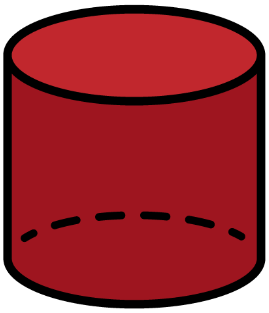


How many corners?



What is the shape?

## 3-D Shape Sorting Chart

| | |
|---|---|
|  | |
|  | |
|  | |
|  | |
|  | |

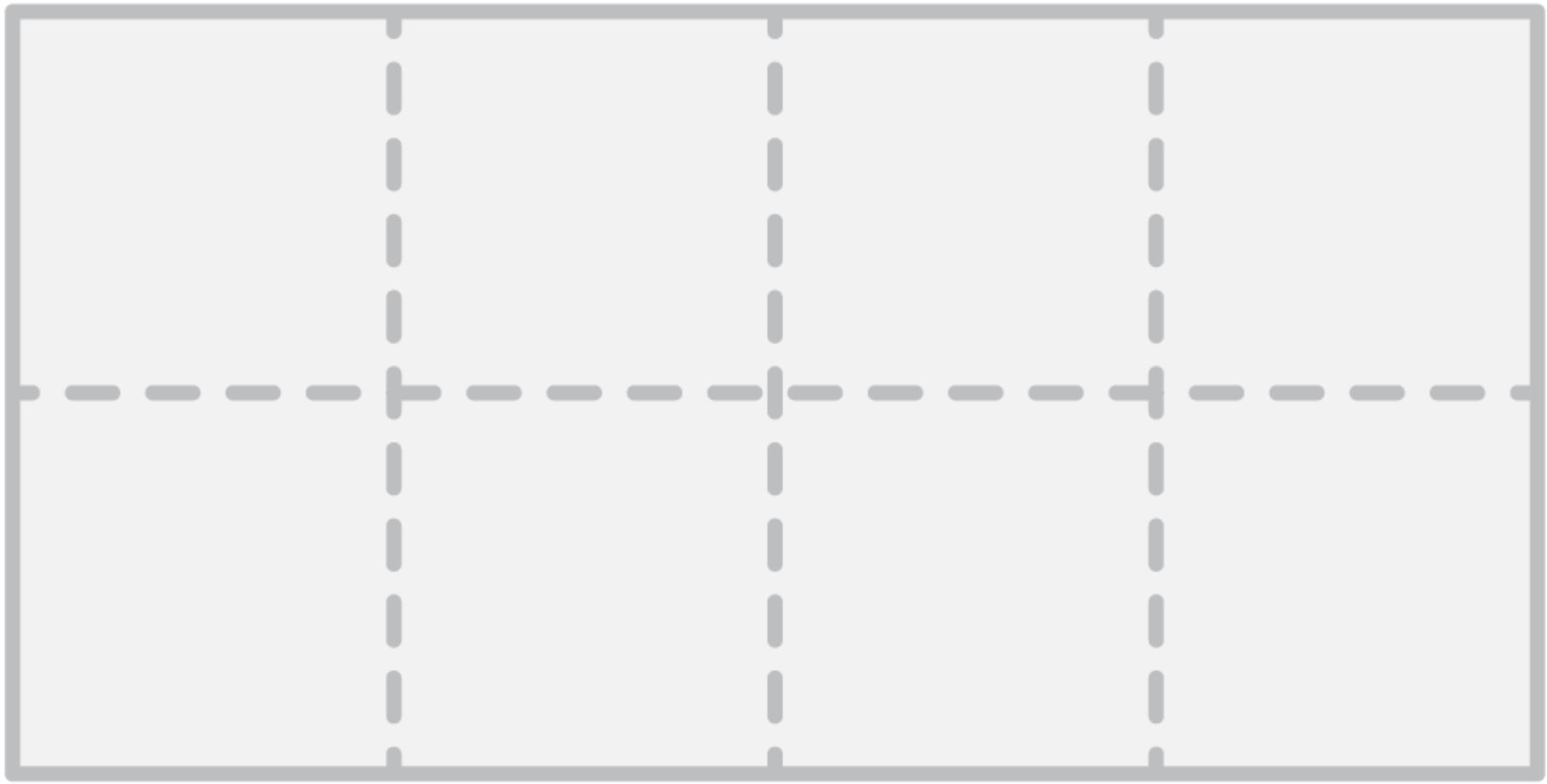
## Shape Puzzle

**Shape Building Mat 1**
**Level 3**

Shantel has squares.  She wants to make a big rectangle.  Help Shantel build a big rectangle.

**Shape Building Mat 1**
**Level 1 & 2**

Shantel has squares.  She wants to make a big rectangle.  Help Shantel build a big rectangle.

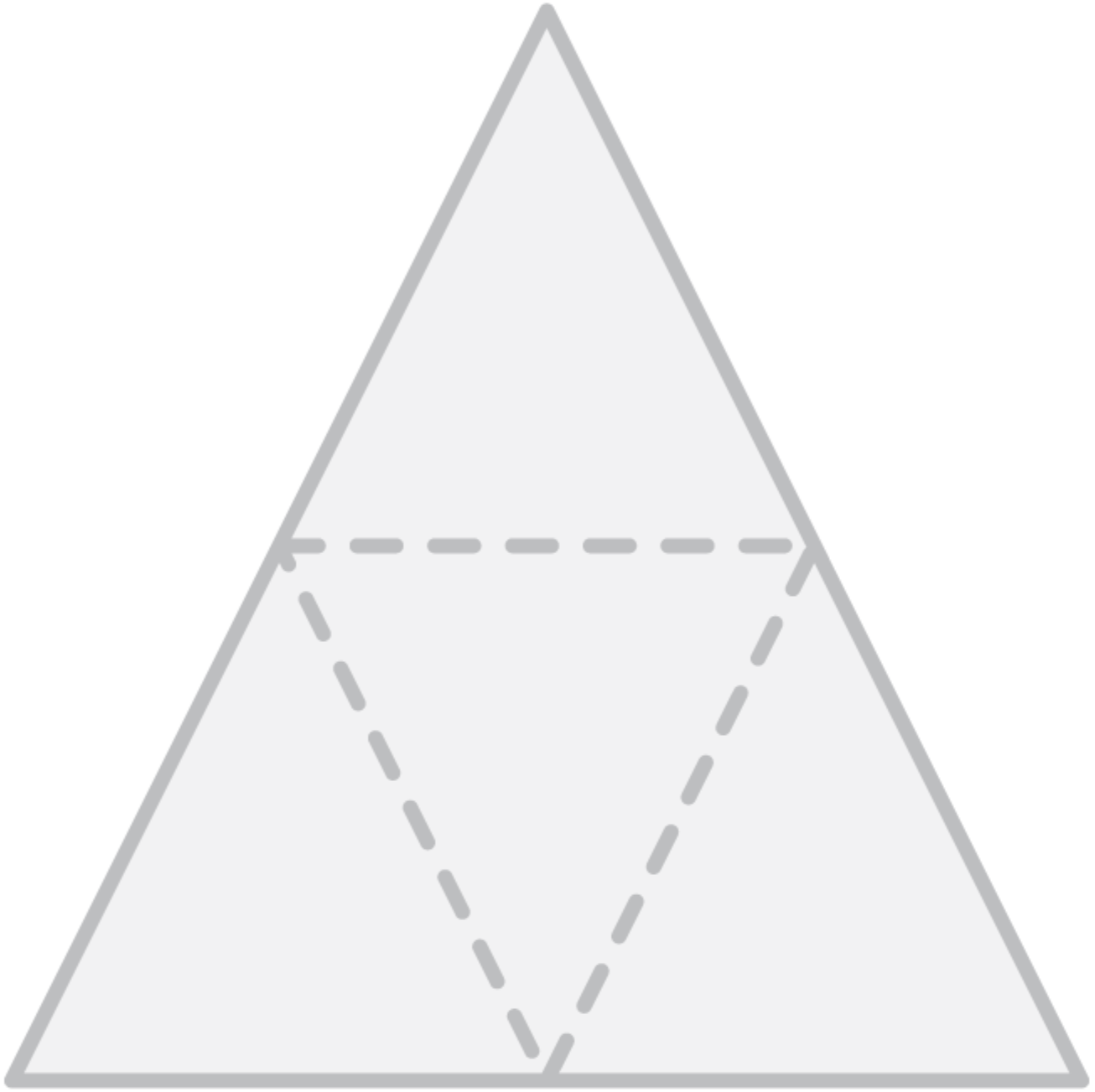


**Shape Building Mat 2**
**Level 3**

Kyle has triangles.  He wants to make a big triangle.  Help Kyle build a big triangle.

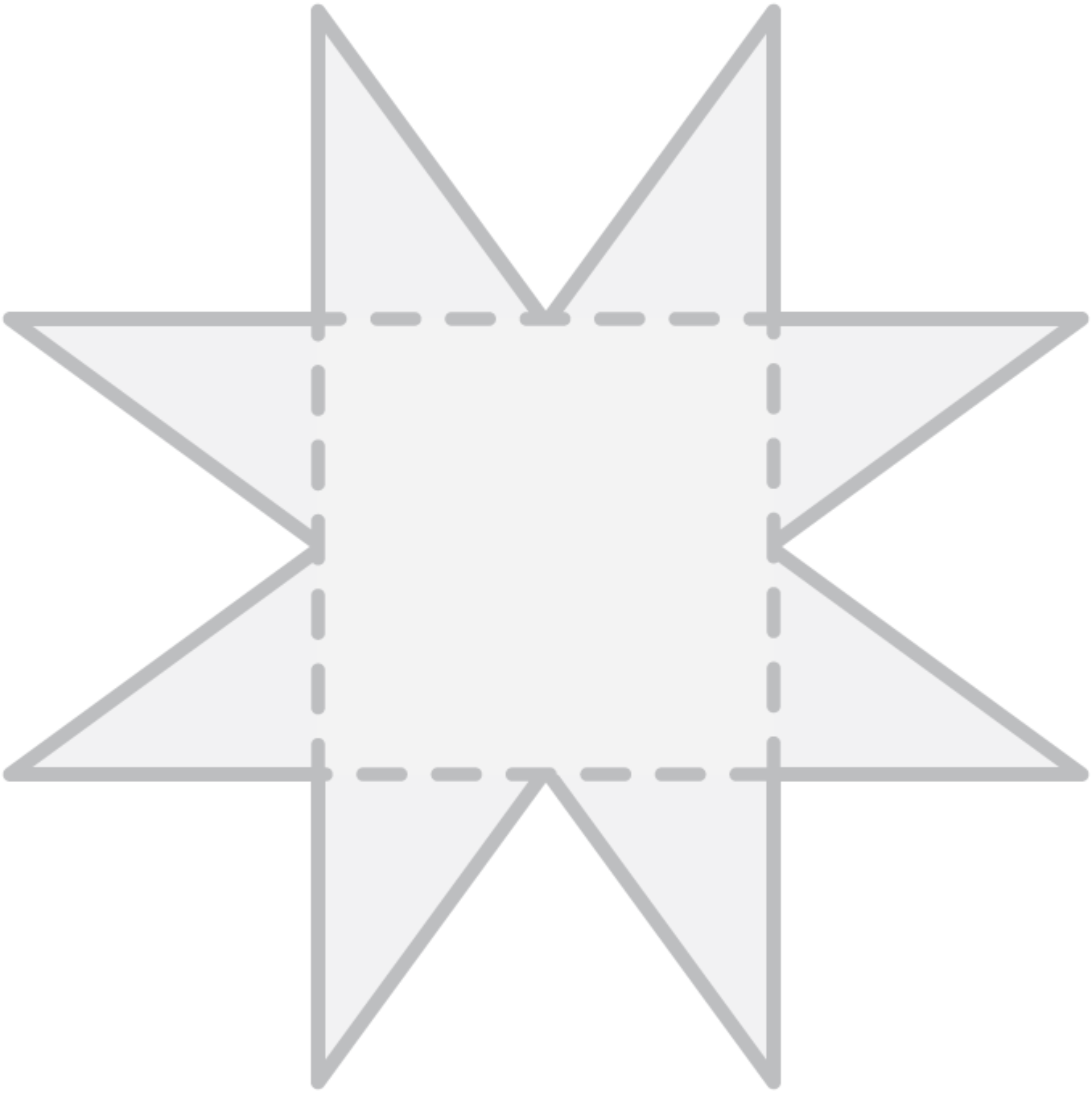
**Shape Building Mat 2**
**Level 1 & 2**

Kyle has triangles. He wants to make a big triangle. Help Kyle build a big triangle.

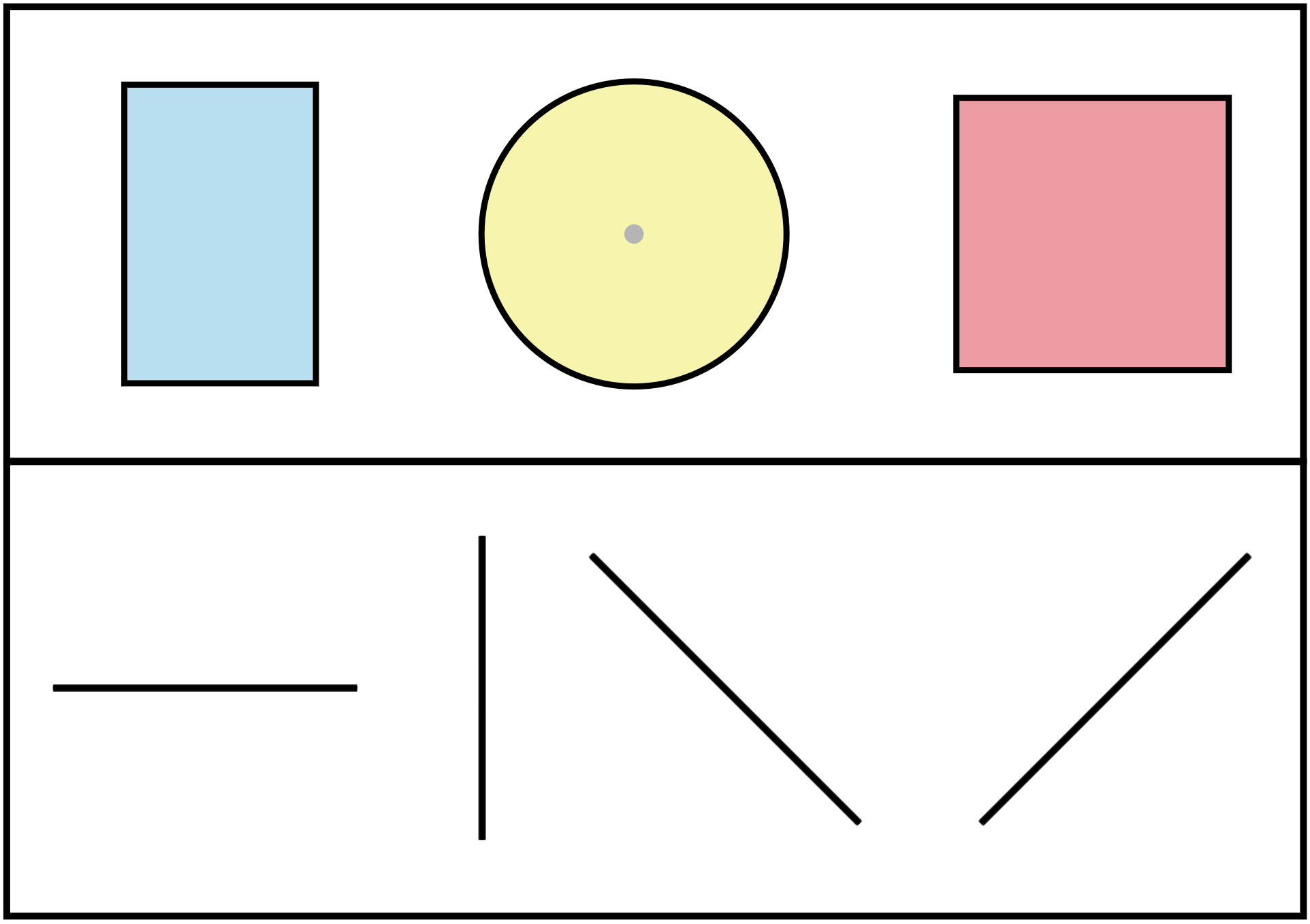


Paige and Drew are looking at quilts from the past.
Use shapes to make a quilt star.

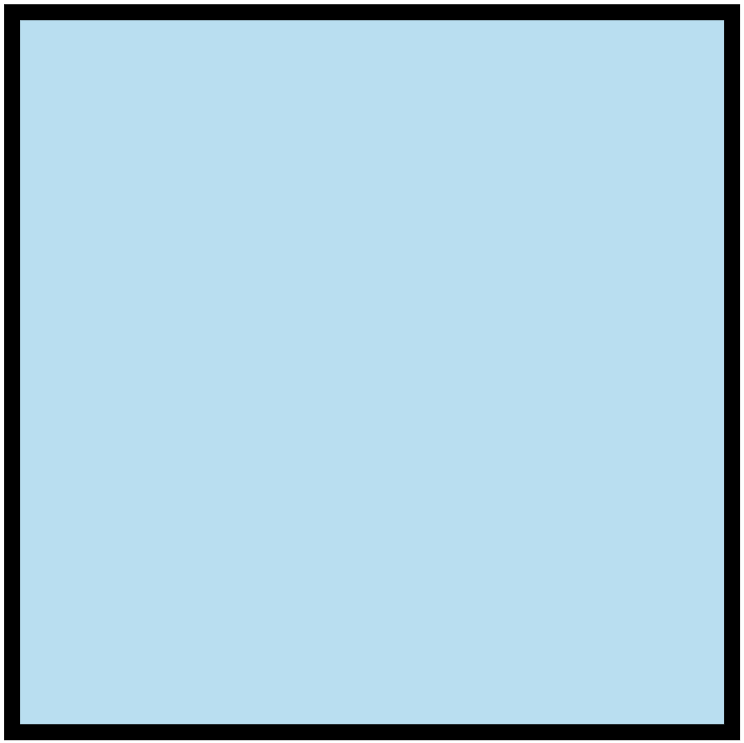
Paige and Drew are looking at quilts from the past.
Use shapes to make a quilt star.



Practice Mat



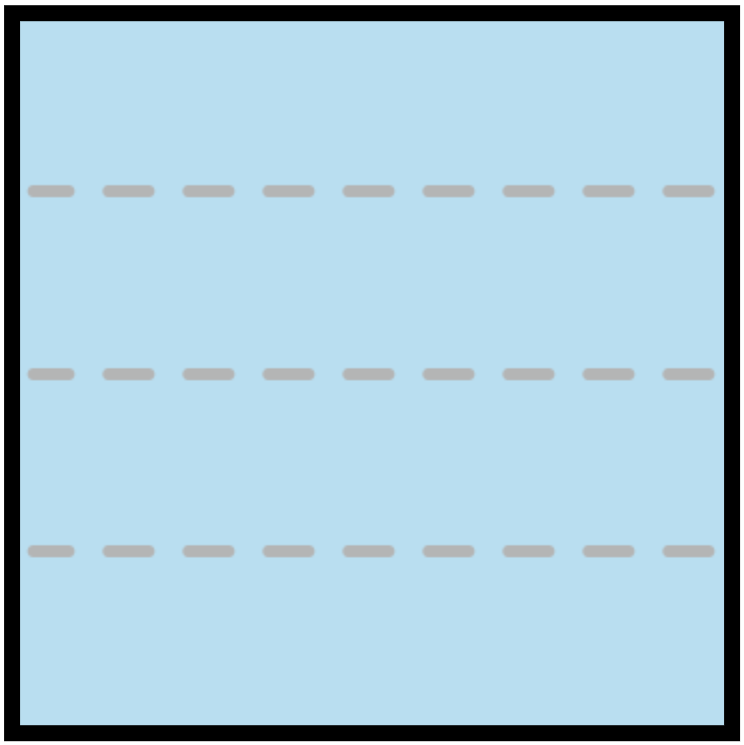
Shantel has a square. She wants to cut the square into four equal parts.
Show Shantel where to cut the square.



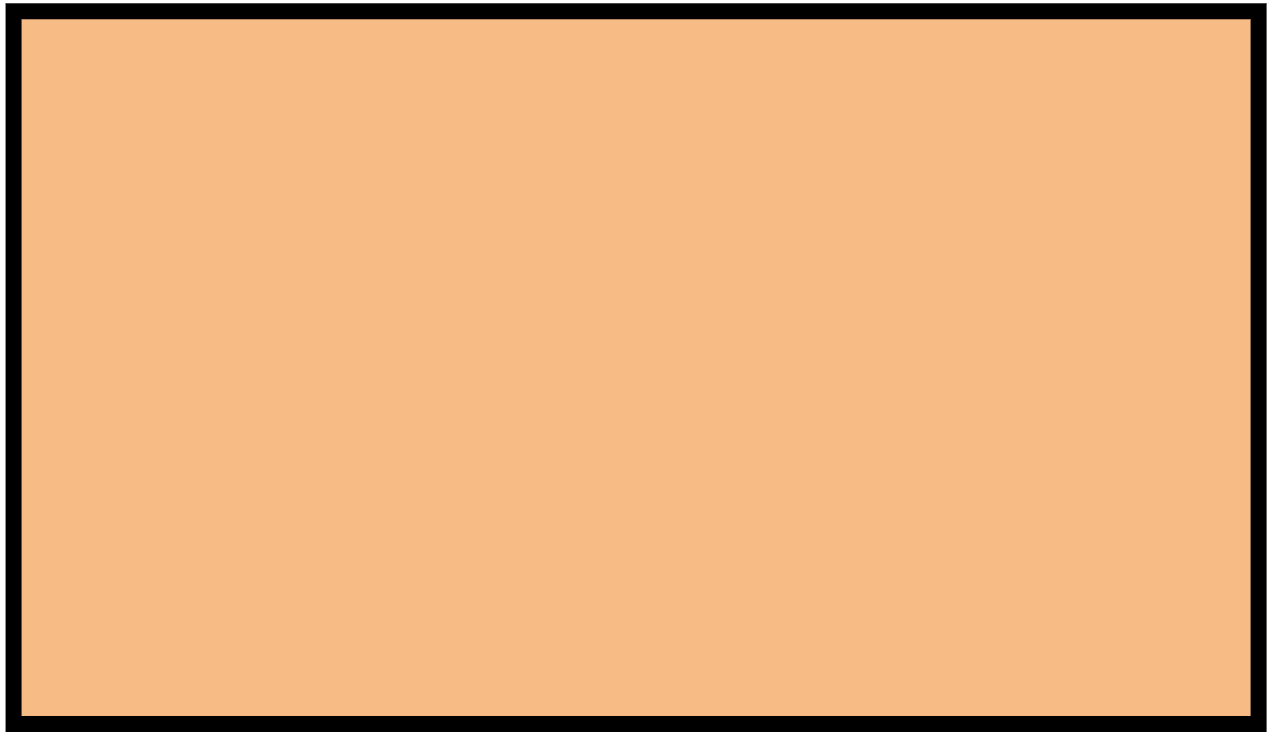
Shantel cut her square into _____ .

**Partition Mat 1**
**Level 1 & 2**

Shantel has a square. She wants to cut the square into four equal parts.
Show Shantel where to cut the square.



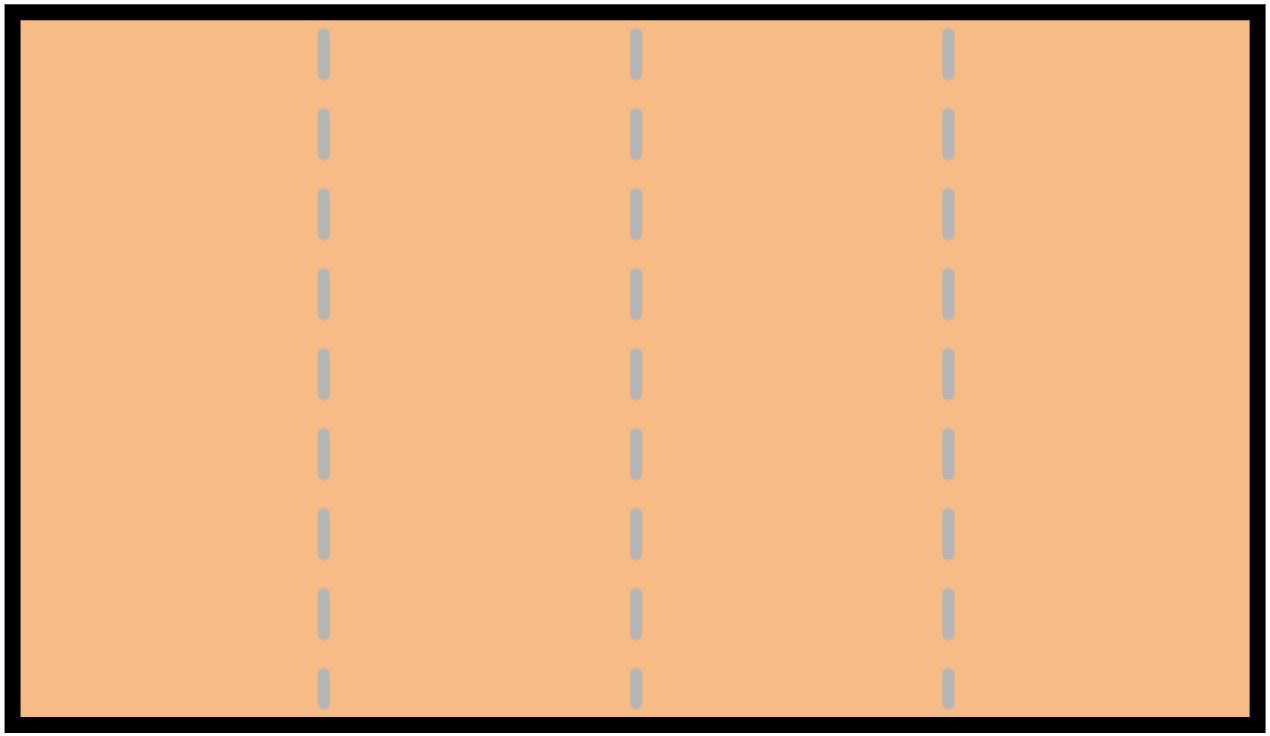
Kyle has a rectangle. He wants to cut the rectangle into four equal parts.
Show Kyle where to cut the rectangle.



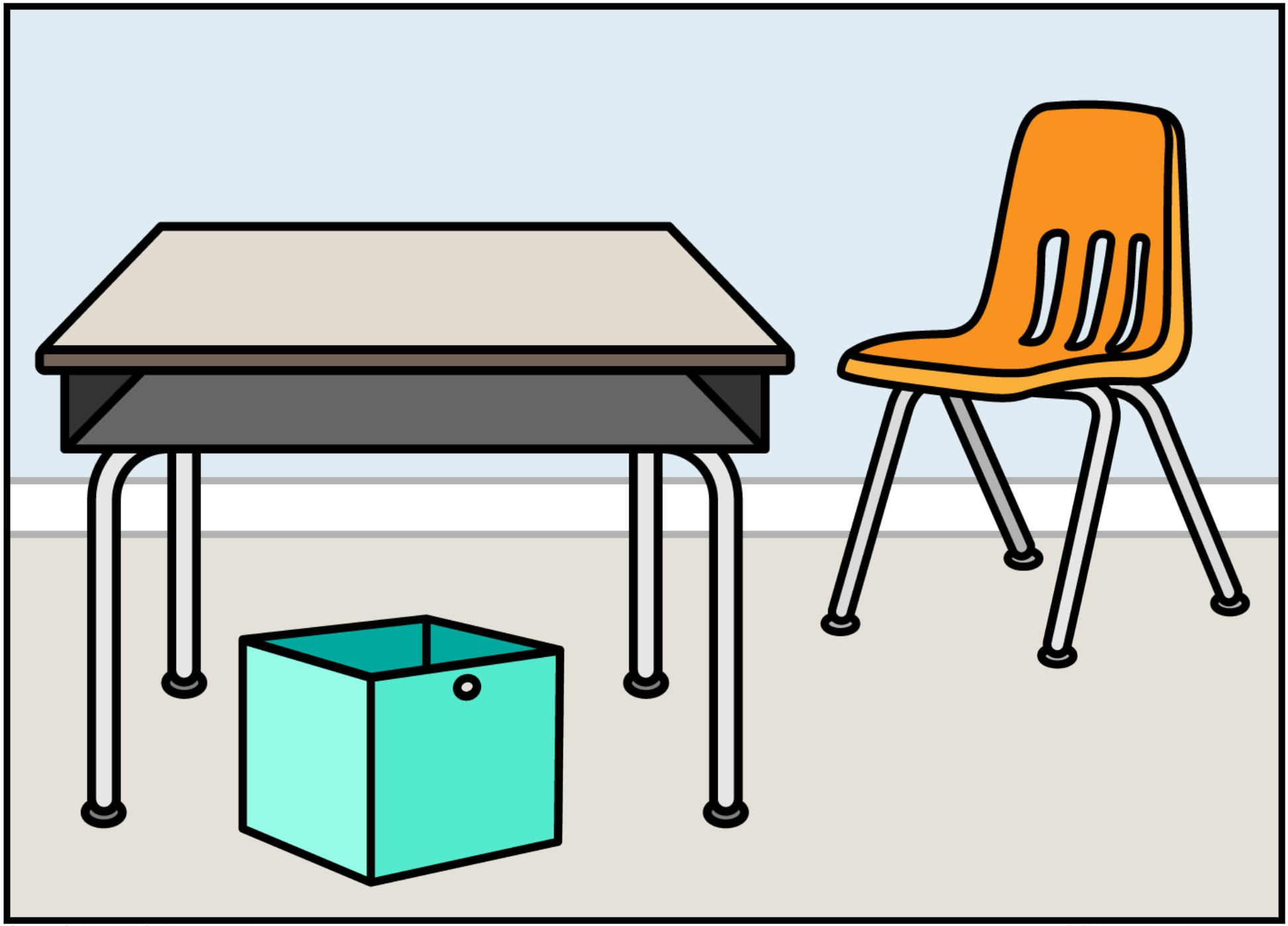
Kyle cut his rectangle into _____ .

**Partition Mat 2**
**Level 1 & 2**

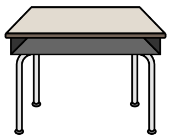
Kyle has a rectangle. He wants to cut the rectangle into four equal parts.
Show Kyle where to cut the rectangle.



**Spatial Sense Scene**

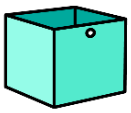


Follow the directions with these shapes.

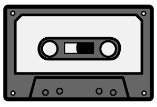


Put the cassette on the desk.

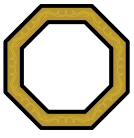
Put the washboard under the chair.



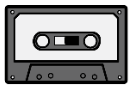
Put the arrowhead in the bin.



Put the picture frame beside the cassette.

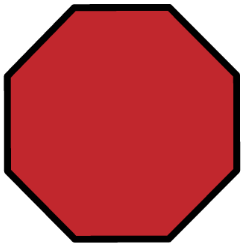
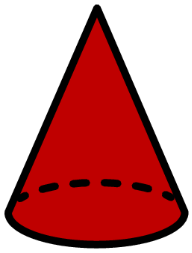


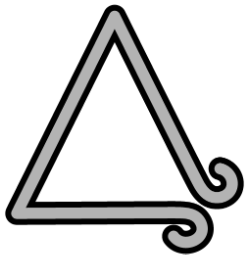
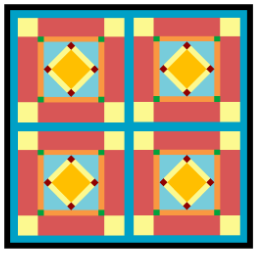
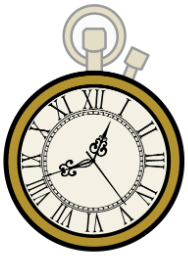
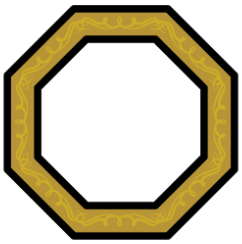
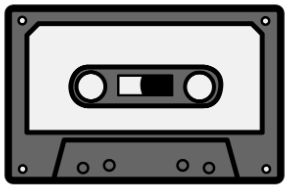
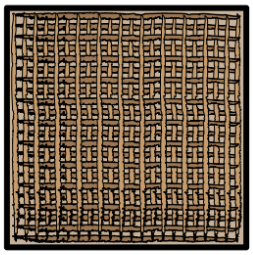
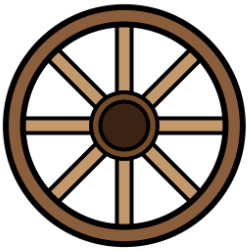
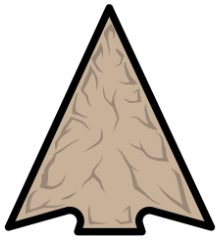
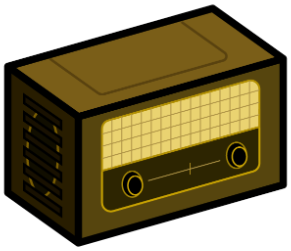
Put the candle behind the picture frame.

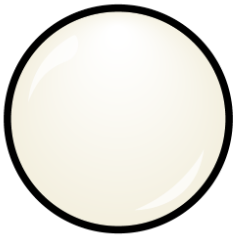


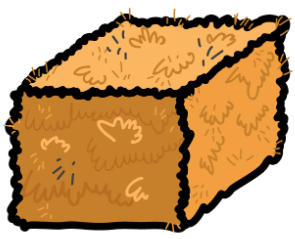
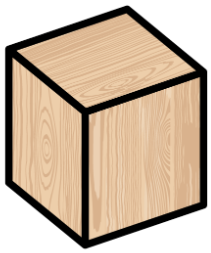
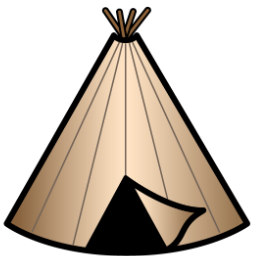
Put the radio between the cassette and picture frame.

For hands-on instruction, print, cut out and laminate.

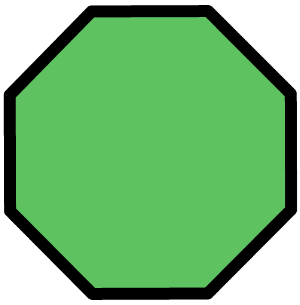



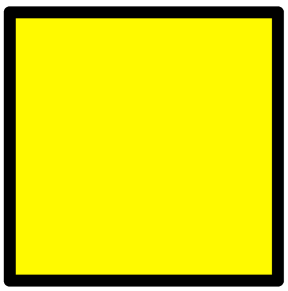










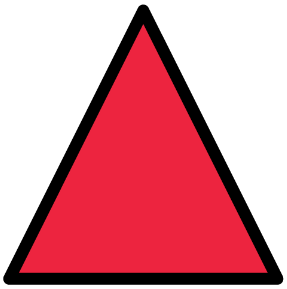


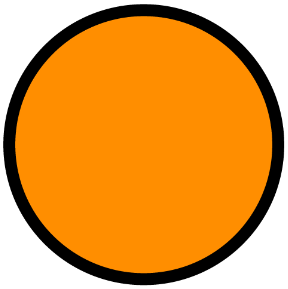





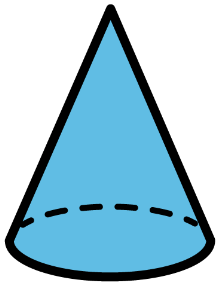

For hands-on instruction, print, cut out and laminate.

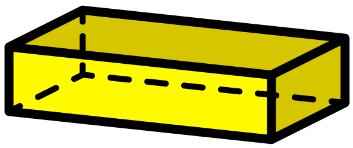


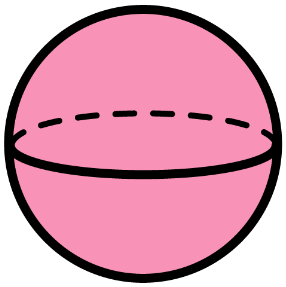


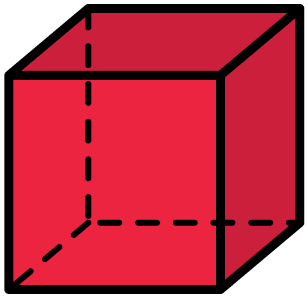


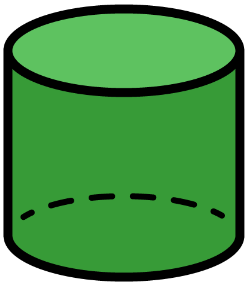






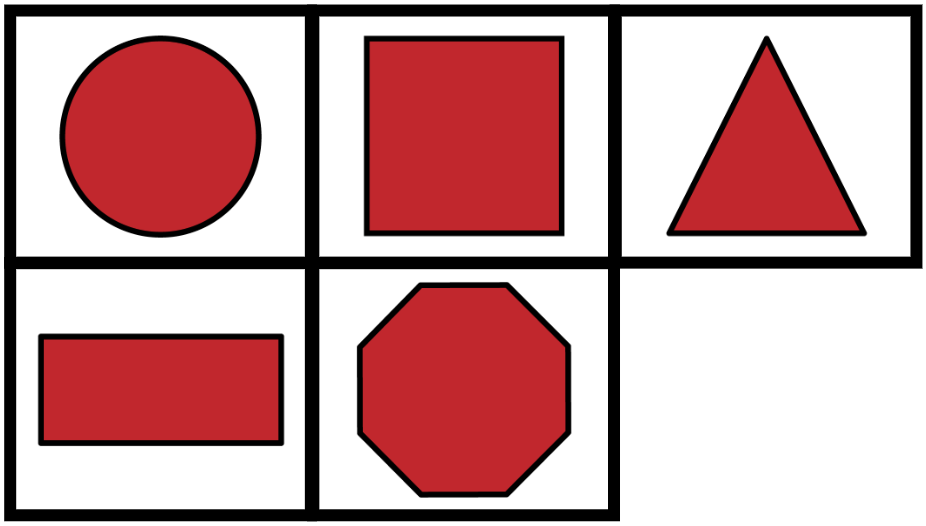


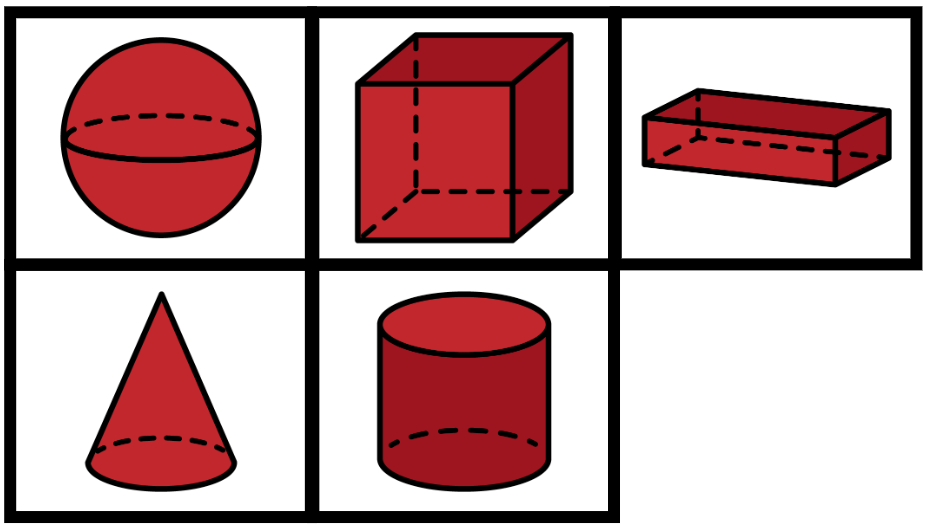




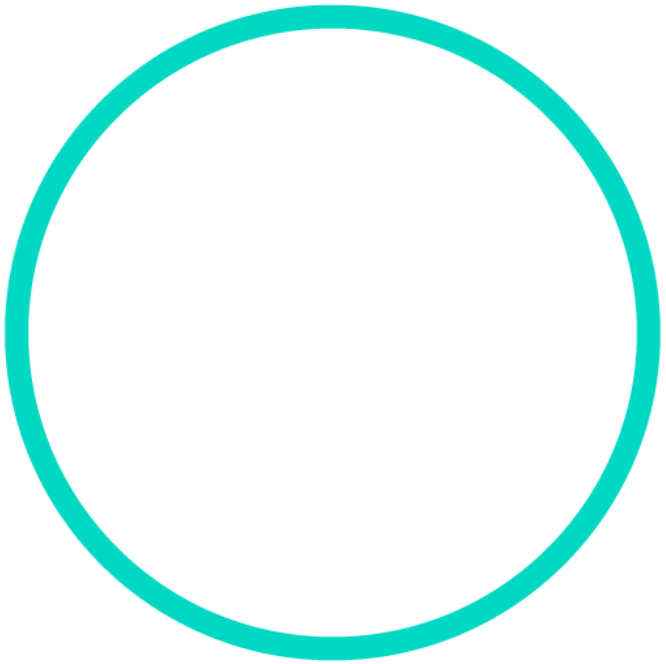
For hands-on instruction, print, cut out and laminate.

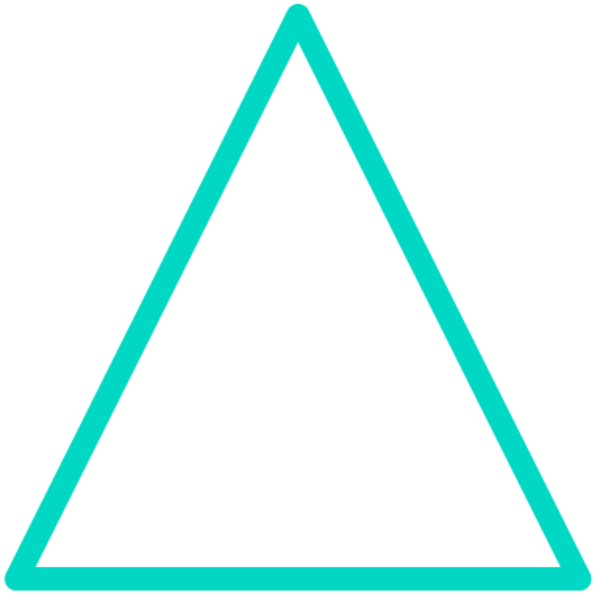
| | | | | | | |
|---|---|---|---|---|---|---|
| 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | |

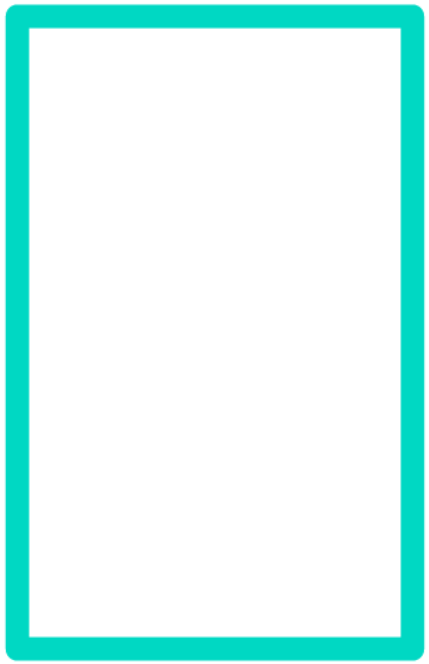


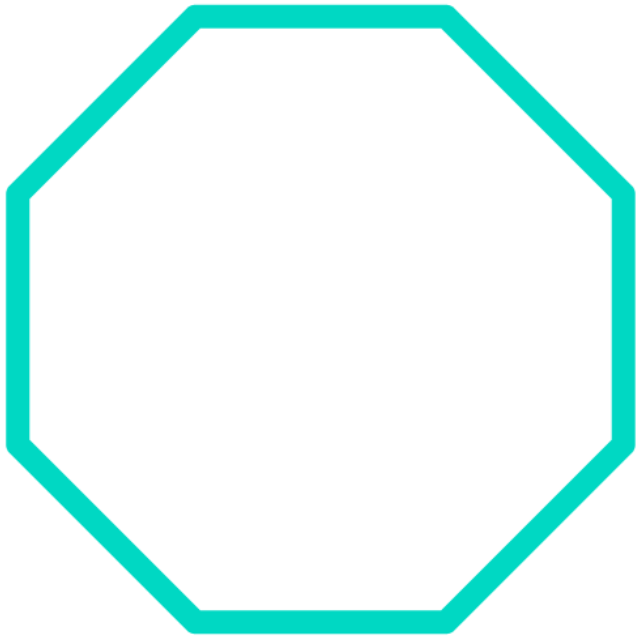


For hands-on instruction, print, cut out and laminate.

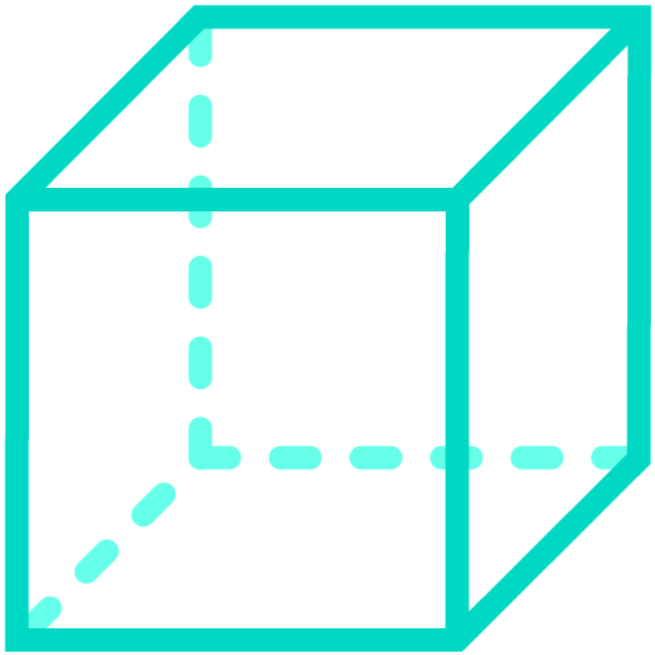


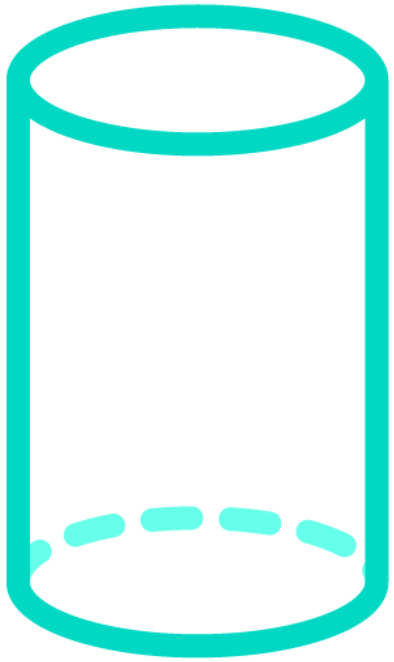


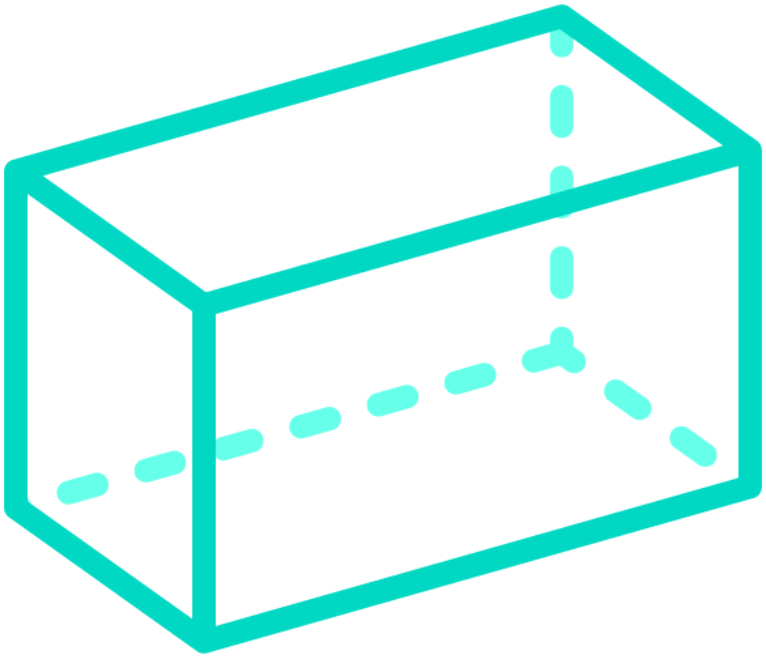


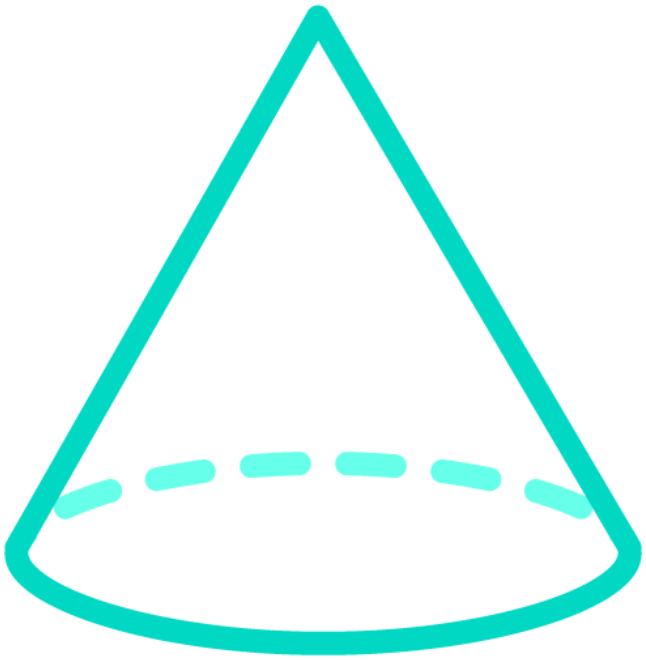


For hands-on instruction, print, cut out and laminate.

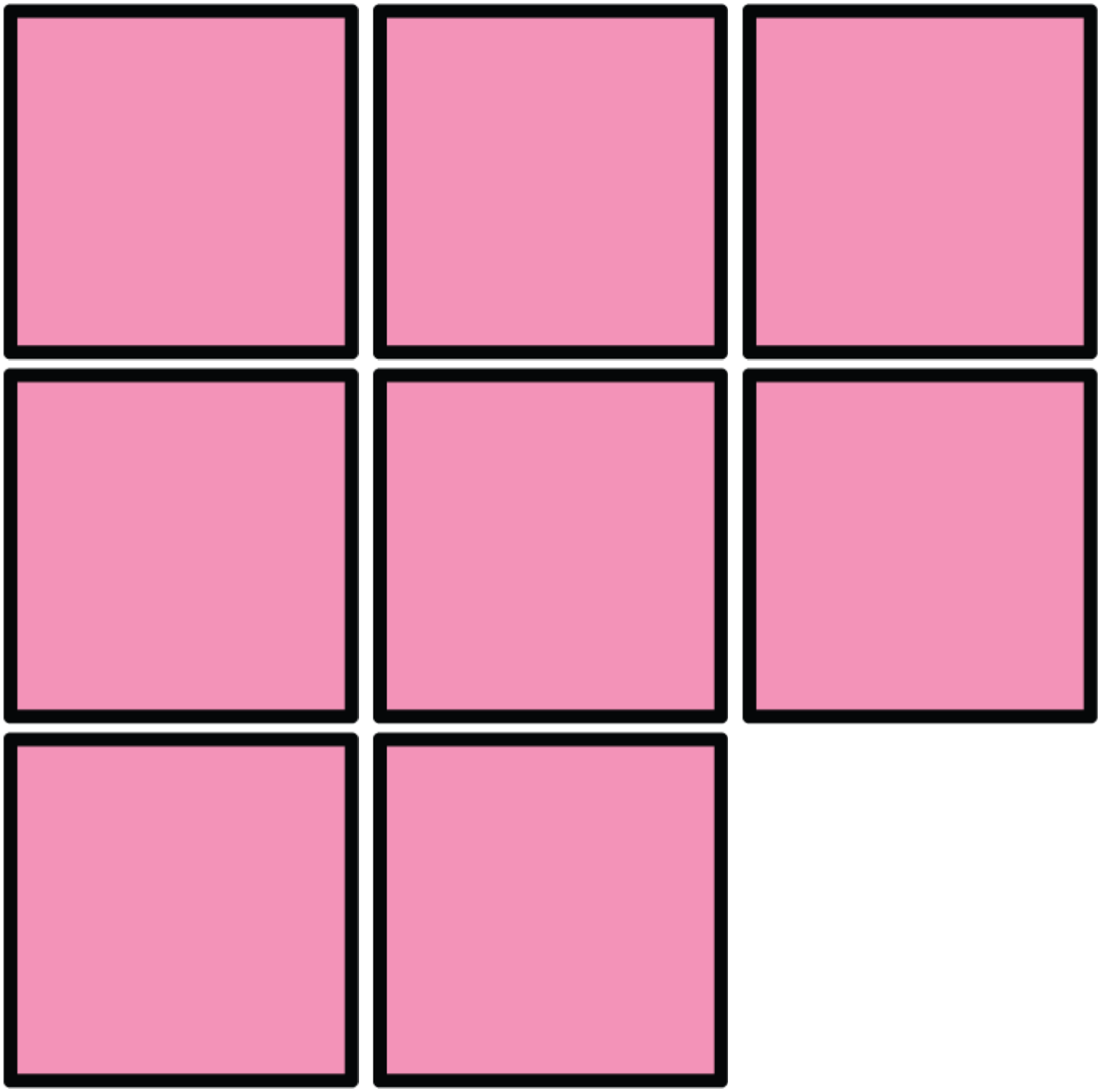




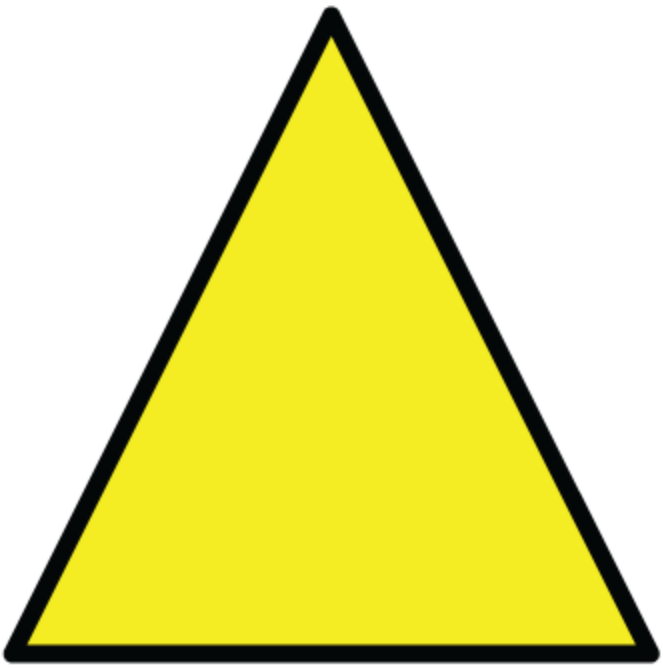


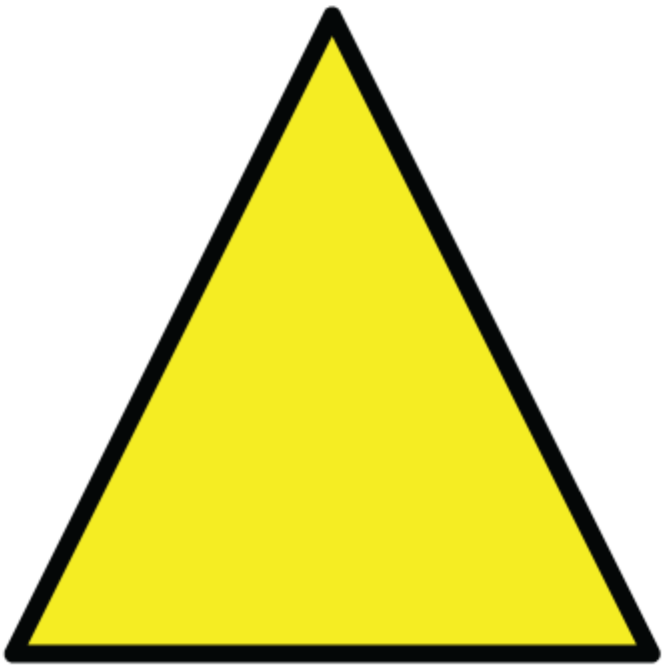


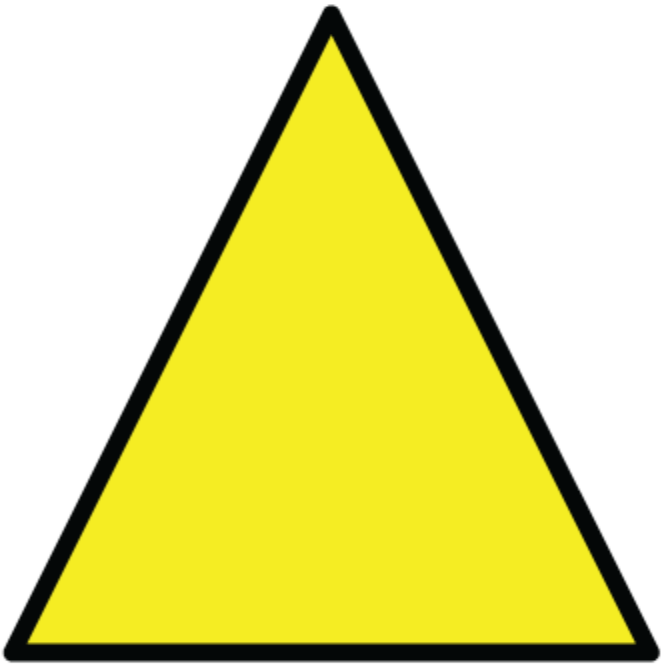
For hands-on instruction, print, cut out and laminate.



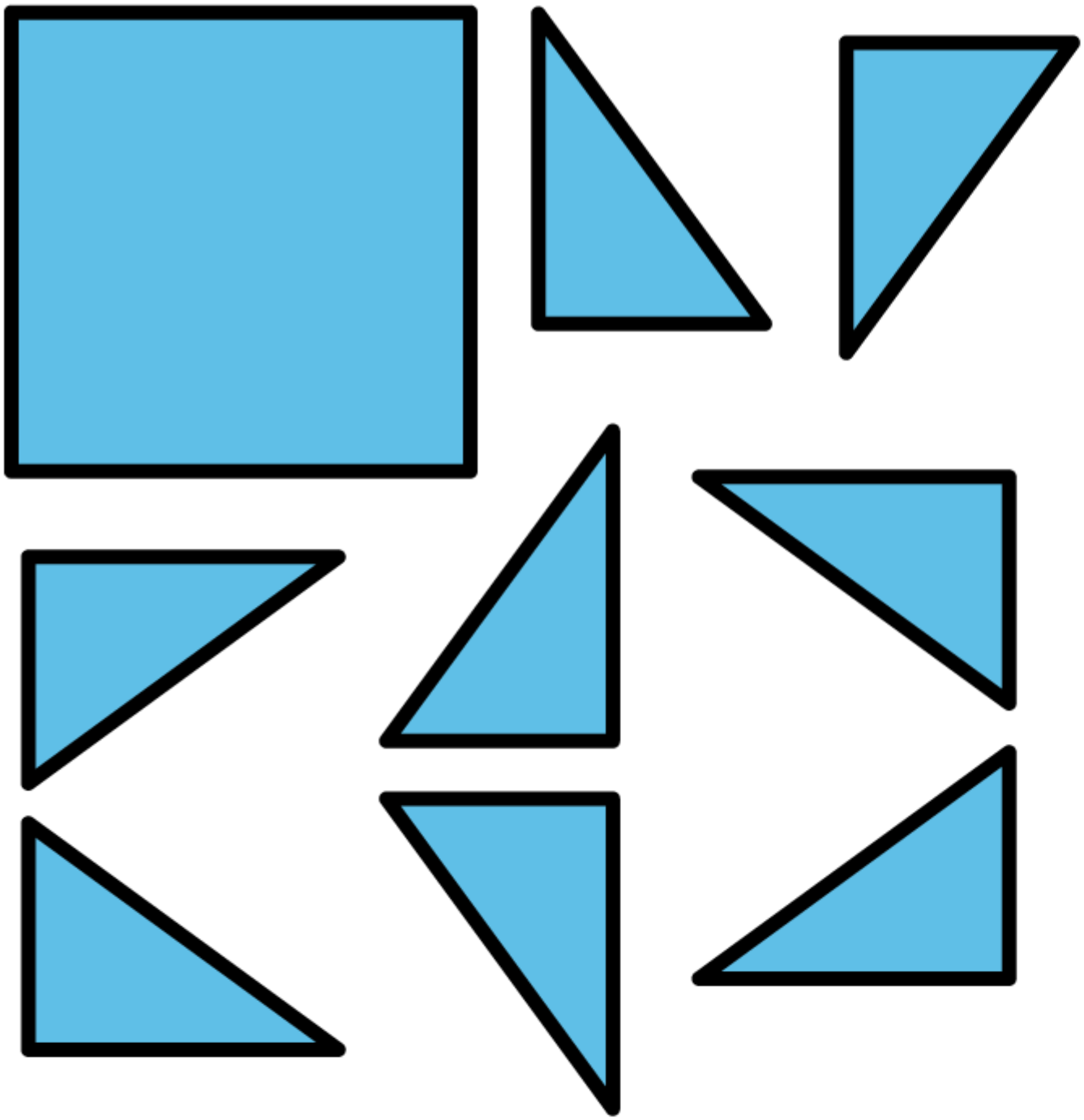
For hands-on instruction, print, cut out and laminate.







For hands-on instruction, print, cut out and laminate.



| halves | thirds | fourths |
|---|---|---|
| halves | thirds | fourths |

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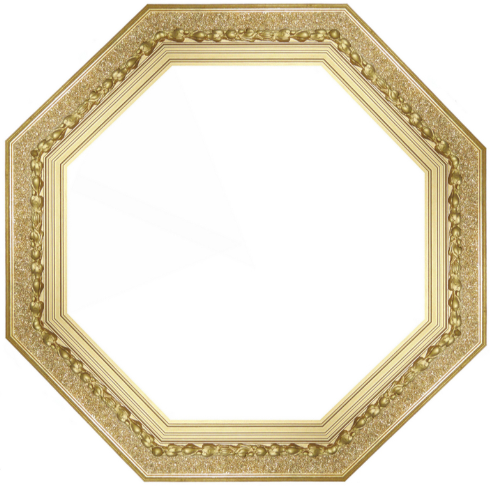

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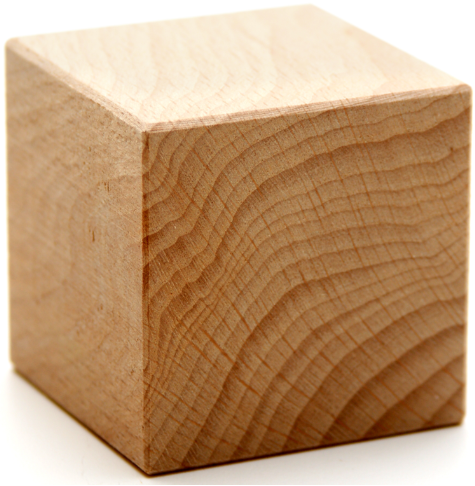

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For hands-on instruction, print, cut out and laminate.

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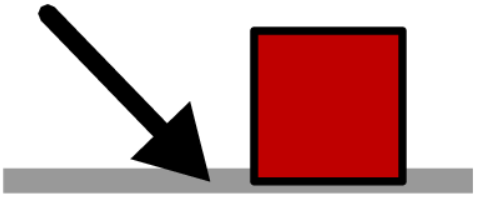
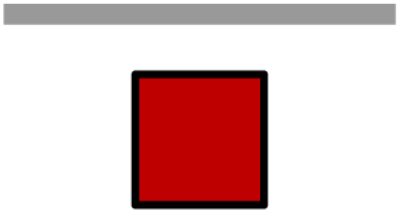
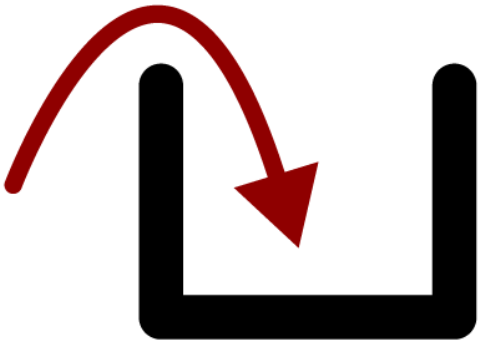
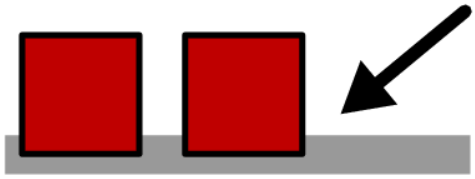
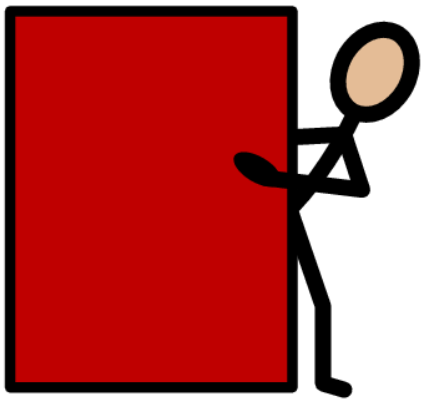
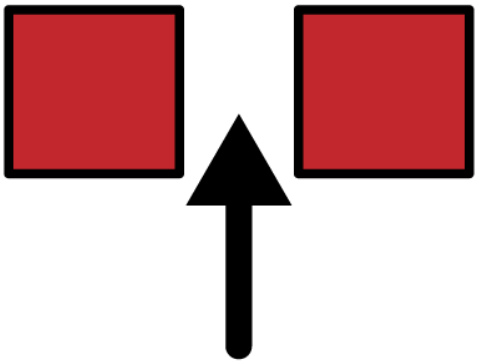
| on  | under  |
| in  | beside  |
| behind  | between  |