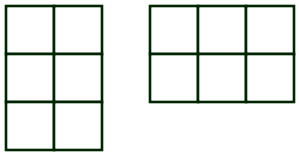
Compose a larger shape from smaller shapes · Build the shape

NAME	DATE

1 **Activity · Work with your teacher**

Make a rectangle with all the pieces, with no gaps or overlaps.



Compose a larger shape from smaller shapes · Build the shape

1. Puts both pieces edge to edge to make a rectangle with no gaps and no overlaps, such as one 3 squares by 4 squares. Any rectangle made with all the pieces counts, and pieces may be turned. A shape with a gap, a piece on top of another, or a piece left out, is Not yet. Identifies the smaller shapes in the completed composite by naming or pointing.

Curriculum applications this task can record: Alberta Grade 1: Combine the supplied pieces into the named larger shape; Use the pieces with no gaps or overlaps | Alberta Grade 1: Identify the smaller shapes in the actual composite model. Record the actual independent response and any separate actions; this does not establish the whole broader skill.

Broader skill evidence: Produces the bounded action in the linked statement; a single example does not certify the full outcome.

Teacher procedure · Question 1

1. Cut out the 2 pieces below and mix them up in front of the child.
2. Say: “Put these pieces together to make a rectangle. No gaps and no overlaps.”
3. Watch. Do not help or show where a piece goes.
4. After construction ask: “Which smaller shapes did you use? Show me each one.” Accept naming or unambiguous pointing. Record composite-parts separately; the loose printed pieces alone are not a composite model.

Record: The child made

Compose a larger shape from smaller shapes · Build the shape

Composes the model

Date observed: _____

☐ Independent ☐ Not yet / help needed ☐ Not observed

What the child said or did; prompts or self-correction:

Parts fit without unintended gaps/overlaps

Date observed: _____

☐ Independent ☐ Not yet / help needed ☐ Not observed

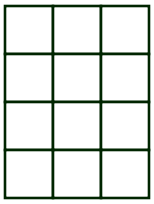
What the child said or did; prompts or self-correction:

Identifies the smaller shapes in the actual composite

Date observed: _____

☐ Independent ☐ Not yet / help needed ☐ Not observed

What the child said or did; prompts or self-correction:



Puts both pieces edge to edge to make a rectangle with no gaps and no overlaps, such as one 3 squares by 4 squares. Any rectangle made with all the pieces counts, and pieces may be turned. A shape with a gap, a piece on top of another, or a piece left out, is Not yet. Identifies the smaller shapes in the completed composite by naming or pointing.