Shape activities: name, sort, build and fold

One child at a time. Read the steps, watch without helping, and note what the child does. Real objects are best; each card has a picture to use when there are none.

Activity 1 Name a flat shape

1. Show the child the rectangle on this card, or one cut from paper.
2. Ask: “What is this shape called?” Do not say any shape names.
3. Write down the name the child says.

Look for: Says the shape's name. If the child gives an everyday word, such as “box” or “door”, ask once: “What shape is it?”

Not yet: Another shape's name, or only an everyday word after you ask again.

What the child did and said: _____



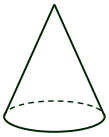
Activity 2 Name a solid

1. Show the child a model cone from a shape set, if you have one, or the picture on this card.
2. Ask: “What is this shape called?” Do not say any shape names.
3. Write down the name the child says.

Look for: Says the solid's name. If the child gives an everyday word, such as “ball” or “box”, ask once: “What shape is it?”

Not yet: Another solid's name, or only an everyday word after you ask again.

What the child did and said: _____



Activity 3 Sort shapes into two groups

1. Cut out the shapes on this card and mix them up.
2. Say: “Put the shapes into two groups, by kind of shape.”
3. Then ask: “Why do these go together?”

Look for: Makes two groups, 5 triangles and 2 squares, with every shape in its own group, and says why (“these are all triangles”, or “these have 3 sides”). A shape in the wrong group, or groups made by something else such as size, does not meet the task criteria.

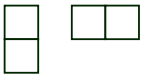
What the child did and said: _____



Shape activities: name, sort, build and fold

Activity 4 Make a rectangle from pieces

1. Cut out the 2 pieces on this card 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. Then ask: “Which smaller shapes did you use?”

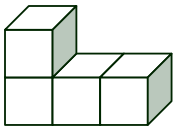


Look for: Puts both pieces edge to edge to make a square 2 squares wide and 2 squares tall, with no gaps and no overlaps. Pieces may be turned. A shape with a gap, a piece on top of another, or a piece left out, does not meet the task criteria. Identifies the smaller shapes in the completed composite by naming or pointing.

The child made: _____

Activity 5 Copy a block model

1. Give the child 8 blocks, all the same size.
2. Show the picture on this card, and leave it where the child can see it.
3. Say: “Make the same shape with your blocks.”
4. Do not help, point, or say how many blocks.



Look for: Builds the same shape with every block in the same place, counting the blocks hidden behind others. The model may face another way on the table.

Not yet: A hidden block left out, or a block in the wrong place.

Blocks used: _____

Activity 6 Fold to match

1. Cut out the rectangle on this card before you start.
2. Say: “Find a fold that makes the two parts match.” Do not show where to fold.
3. Watch the child fold and bring the edges together. Ask: “How do you know they match?”



Look for: Folds the rectangle through the middle, across either pair of sides, and checks that the two halves lie exactly on top of each other.

Not yet: A fold that leaves one part bigger, or saying they match without checking the edges.

The child did and said: _____

Shape activities: name, sort, build and fold: class record

✓ did it on their own ○ not yet – not seen yet. Write the date beside a mark to see progress over the year.

Child	1 Name a flat shape	2 Name a solid	3 Sort shapes into two groups	4 Make a rectangle from pieces	5 Copy a block model	6 Fold to match