Describe attributes after moving shapes

NAME	DATE

1 **Activity · Work with your teacher**

Look at the shapes before and after moving them. Tell what changed and what stayed the same.

Describe attributes after moving shapes

1. Accurate descriptions of the same flat and solid attributes in the changed positions, and an explanation that position/orientation changed while the shape's defining attributes did not. Record the particular shapes used; do not infer every shape family.

Teacher procedure · Question 1

1. Supply one triangle and one rectangular block. Record their actual sides/corners/faces before asking. Move the triangle to a different orientation, then turn the block onto another face.
2. Ask the child to describe the triangle's sides and corners in the new position. Record flat-features.
3. Ask the child to describe the block's faces or corners in the new position. Record solid-features.
4. Ask what moving changed and what stayed the same. Accept accurate everyday words. Record invariance; do not supply the unchanged attributes first.

Record: Record the actual materials, response, help and observation date for each action.

Describe attributes after moving shapes

Actual flat-shape attributes described

Date observed: _____

☐ Independent ☐ Not yet / help needed ☐ Not observed

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

Actual solid attributes described

Date observed: _____

☐ Independent ☐ Not yet / help needed ☐ Not observed

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

Own explanation of unchanged defining attributes

Date observed: _____

☐ Independent ☐ Not yet / help needed ☐ Not observed

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

Accurate descriptions of the same flat and solid attributes in the changed positions, and an explanation that position/orientation changed while the shape's defining attributes did not. Record the particular shapes used; do not infer every shape family.