# Shape activities: name, sort and investigate

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 a door or a book cover, or the picture on this card.
2. Ask: “What shape is this?” Do not say any shape names.
3. Write down the name the child says.



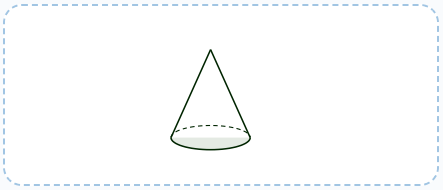
**Look for:** Says “rectangle”.

**Not yet:** For an everyday word (“ball”, “box”), ask once: “What shape is it?” Another shape's name.

**What the child did and said:** _____

## Activity 2 Name a solid

1. Show the child a traffic cone or an ice cream cone, or the picture on this card.
2. Ask: “What shape is this?” Do not say any shape names.
3. Write down the name the child says.



**Look for:** Says “cone”.

**Not yet:** For an everyday word (“ball”, “box”), ask once: “What shape is it?” Another shape's name.

**What the child did and said:** _____

## Activity 3 Sort flat shapes and solids

1. Put out a block, a traffic cone, a paper circle, a paper square. No paper shapes? Cut out the ones on this card; the solids are real objects.
2. Say: “Put the flat ones together, and the solid ones together.”
3. Then ask: “How do you know?”

**Look for:** Puts a block and a traffic cone together as solid, and a paper circle and a paper square together as flat, and says why in their own words: a solid takes up space and can be held all round, a flat shape lies flat like paper.

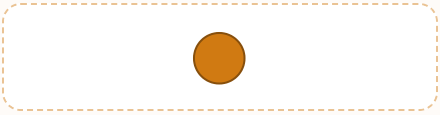
**Not yet:** Sorting by colour or size, or calling a paper square a cube.

**What the child did and said:** _____

# Shape activities: name, sort and investigate

## Activity 4 Tell me about this shape

1. Show the child the circle on this card, or one cut from paper.
2. Ask: “What can you tell me about this shape?” Let the child touch it and answer in their own words.
3. If the child talks only about its colour or size, say: “Tell me more about its sides.”
4. Write down the words the child uses.



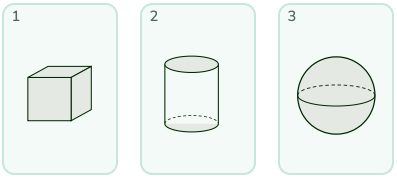
**Look for:** Describes the circle in their own words with a word such as flat, curved, straight or round: for example, it is round or curved, or it has no straight sides. Words like face, edge or corner are not needed. The feature must be true of the actual shape shown; using an incorrect shape word is not sufficient.

**Not yet:** Only saying the shape's name, or describing its colour or size.

**What the child did and said:** _____

## Activity 5 Roll, stack and slide

1. Put out a block, a can with its lid on and a ball on a flat table, with a second block and can ready for stacking.
2. Say: “Try to roll each one. What happens?” Let the child try the can on its side and standing up.
3. Say: “Now try to stack them.” Try a block on a block, a can on a can, then the ball on a block.
4. Say: “Now try to slide each one.” Do not show what happens first.
5. Ask: “Why does the ball roll? Why does the block stay put?”




Use the real block, can and ball your teacher gives you.

**Look for:** Tries every object for each action and links what happens to a flat or curved part, such as “the ball rolls because it is round all over” or “the blocks stack because they are flat”.

**Not yet:** Saying what will happen without trying, or saying what happened with no link to the shape.

**What rolled, stacked and slid, and why:** _____

## Activity 6 Shapes in an artist’s work

1. Before the lesson, find the stonecut print Building an Igloo (1973) by Agnes Nanogak, an artist from Ulukhaktok in the Inuvialuit Settlement Region, in a museum's online collection, and read about the artist.
2. Show the print. Say the artist's name, the title and where she lived.
3. Ask: “What do you notice? What shapes can you find?” Let the child point and use their own words.
4. Ask: “How did the people use snow from the land to build? How do the pieces fit?”

**Look for:** Points to parts of the picture and describes their shapes in their own words, such as the round wall or the blocks, and talks about how the snow blocks fit together.

**Not yet:** This is a conversation, not a test: note what the child notices, and do not mark it Not yet.

**Shapes and ideas the child noticed:** _____

# Shape activities: name, sort and investigate: 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 flat shapes and solids | 4 Tell me about this shape | 5 Roll, stack and slide | 6 Shapes in an artist's work |
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