

Week 5- Straw Shapes

Group 1 2 3 4

Activity/Materials:

Child's Name	Trajectory Level	Comments
	5 13	
	5 13	
	5 13	
	5 13	
Needs support:	Challenged:	Enhancements/Enrichments:
<p>Objectives</p> <ul style="list-style-type: none"> • To locate, name, and build familiar two-dimensional shapes, including circles, squares, and rectangles • To distinguish between visually similar non-examples of familiar two-dimensional shapes. 		<p>Trajectories</p> <p>5. Constructor of Shapes from Parts- <u>Looks-like Representing</u>- A significant sign of development is when a child represents a shape by making a shape "look like" a goal shape.</p> <p>13: Constructor of Shapes from Parts—<u>Exact Representing</u>- A significant step is when the child can represent a shape with completely correct construction, based on knowledge of components and relationships.</p>



Week 5- Is It or Not?

Group 1 2 3 4

Activity/Materials:

Child's Name	Trajectory Level	Comments/Reflections:
	6 9 10	
	6 9 10	
	6 9 10	
	6 9 10	
Needs support:	Challenged:	Adaptions/Modifications:

<p>Objectives</p> <ul style="list-style-type: none"> • To distinguish between visually similar non-examples of familiar two-dimensional shapes. 	<p>Trajectories</p> <p>6: Shape Recognizer: All Rectangles- As children develop understanding of shape, they recognize more rectangles sizes, shapes, and orientations of rectangles.</p> <p>9: Shape Recognizer: More Shapes- As children develop, they are able to recognize most basic shapes and prototype examples of other shapes, such as hexagon, rhombus, and trapezoid.</p> <p>10: Shape Identifier- Can name most common shapes, including rhombi, <u>without</u> making mistakes such as calling ovals, circles. A child at this level implicitly recognizes right angles, so distinguishes between a rectangle and a parallelogram without right angles.</p>
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