

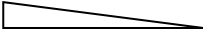


| Child's Name   | Trajectory Level | Comments/ Reflections:    |
|----------------|------------------|---------------------------|
|                | 9<br>17          |                           |
|                | 9<br>17          |                           |
|                | 9<br>17          |                           |
|                | 9<br>17          |                           |
| Needs Support: | Challenged:      | Enhancements/Enrichments: |

|   |   |
|---|---|
| <p><b><u>Objectives</u></b></p> <ul style="list-style-type: none"> <li>To compose shapes to make pictures and designs</li> <li>To make shapes from their parts</li> <li>To describe shapes in terms of their attributes.</li> </ul> | <p style="text-align: center;"><b><u>Learning Trajectories</u></b></p> <p><b>9: Constructor of Shapes from parts/looks like:</b> represents a shape by making a shape “look like” a goal shape... For example, when asked to make a triangle with sticks, the child may create the following: </p> <p><b>17: Constructor of shapes from parts/exact:</b> can represent a shape with completely correct construction, based on knowledge of components and relationships. For example, when asked to make a triangle with sticks, the child may create the following: </p> |
|---|---|

| Child's Name   | Trajectory Level | Comments/ Reflections:    |
|----------------|------------------|---------------------------|
|                | 14<br>16<br>18   |                           |
|                | 14<br>16<br>18   |                           |
|                | 14<br>16<br>18   |                           |
|                | 14<br>16<br>18   |                           |
| Needs Support: | Challenged:      | Enhancements/Enrichments: |

| <u>Objectives</u>   | <u>Learning Trajectories</u>   |
|---|--|
| <ul style="list-style-type: none"> <li>To compose shapes to make pictures and designs</li> <li>To make shapes from their parts</li> <li>To describe shapes in terms of their attributes.</li> </ul> | <p><b>14:Shape Identifier</b>-can match angles concretely. For example can identify shapes given several triangles, the child may find 2 with the same angles by laying the angles on top of one another.</p> <p><b>16:Parts of Shape Identifier:</b> Can identify shapes by components.<br/>Example: child may say, this is still a triangle even though it is skinny because it has 3 sides and 3 angles: </p> <p><b>18: Shape Class Identifier</b>-they begin to use class membership (for example, to sort) not explicitly based on properties. For example, a student at this level may say, "I put the triangles over here, and the quadrilaterals, including squares, rectangles, rhombi, and trapezoids, over there."</p> |