UNIT 6 WEEK 3 – Building Shapes **Activity/Materials:**
Group 1 2 3 4

Child's Name	Trajectory Level	Comments/ Reflections:
	9 17	
	9 17	
	9 17	
	9 17	
Needs Support:	Challenged:	Enhancements/Enrichments:

Objectives

- To compose shapes to make pictures and designs
- To make shapes from their parts
- To describe shapes in terms of their attributes

Learning Trajectories

9 Constructor of Shapes from parts/looks like: represents a shape by making a shape "look like" a goal shape. For example, when asked to make a square with sticks, the child may create the following: ■
17 Constructor of shapes from parts/exact: 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: △

UNIT 6 WEEK 3 – Shape Step Properties **Activity/Materials:**
Group 1 2 3 4

Child's Name	Trajectory Level	Comments/ Reflections:
	14 16 18	
	14 16 18	
	14 16 18	
	14 16 18	
Needs Support:	Challenged:	Enhancements/Enrichments:

Objectives

- To compose shapes to make pictures and designs
- To make shapes from their parts
- To describe shapes in terms of their attributes

Learning Trajectories

14 Shape Identifier: can match angles concretely. For example, child can identify shapes given several triangles, the child may find 2 with the same angles by laying the angles on top of one another.
16 Parts of Shape Identifier: can identify shapes by components (For example, child may say, "This is still a triangle even though it is skinny because it has 3 sides and 3 angles.")
18 Shape Class Identifier: child begins to use class membership (for example, to sort) not explicitly based on properties (For example, a child at this level may say, "I put the triangles over here, and the quadrilaterals, including squares, rectangles, rhombi, and trapezoids, over there.")