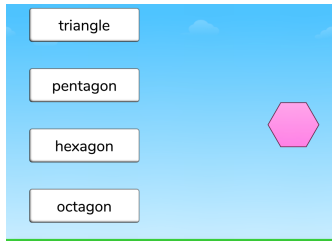


Materials

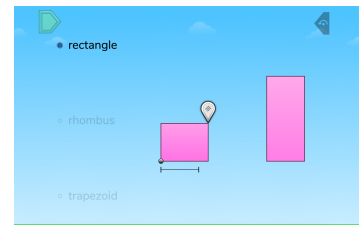
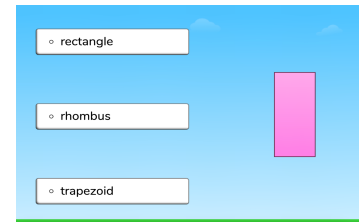
White board and markers
Pattern blocks



- Give each student a whiteboard and dry erase marker. Display the first puzzle from Level 1 and ask, “What do you see? Why do you think JiJi is showing us these four words? “ Have students discuss with a neighbor how they might solve the puzzle.
- Discuss why they chose the category they chose.
- Have students draw a different shape that would fit that category. Share some students’ shapes and discuss why that shape fits into the same category. Continue with a few more puzzles from Level 1.

Directions

- Before showing the first puzzles from Level 2, have students draw an example of a rectangle, a rhombus, and a trapezoid.
- Show the first puzzle from Level 2. Have students compare the shape on the puzzle with the shapes they drew. Solve each puzzle in Level 2, each time discussing the attributes of shapes that belong to each category.
- After you solve the last puzzle in Level 2, have students draw a quadrilateral that would not fit any of the listed categories. (e.g., rectangle, rhombus, trapezoid) Discuss why the shapes they’ve drawn belongs to the “quadrilateral” category but not the other categories.


Sample Questions

- What highlights after we select the category? (e.g., penta-) What does that tell us? (e.g., means 5)
- What attribute of this shape would fit with all three of these shapes?
- What attribute of this shape does not describe the other categories?
- Is there another name that could describe this shape?
- Is there a shape that would fit more than one of these categories? Explain.

What to look for

How does the student:

- describe the characteristics of each of the categories?
- describe attributes of shapes that are in the same category?
- compare shapes in the same category, explaining similarities and differences?
- use their understanding of the prefixes to identify the shapes?