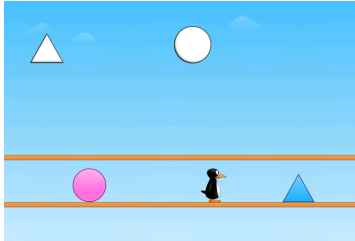


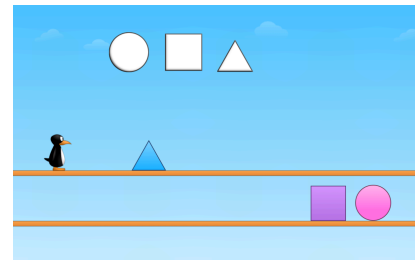
Materials

Vocabulary cards
Whiteboard and markers

Directions


- Show a puzzle from Level 1 and ask students, “What do you see? What do we need to do to clear JiJi’s path?”
- Discuss the shapes using vocabulary of triangle, circle, and square or rectangle.
- Have students describe the shape in JiJi’s path. Encourage students to talk about “sides” and “corners”.
- Have students identify attributes such as number of corners and number of sides.

- Have students draw, on their whiteboards, the shape that they will select from the shapes in the sky.
- Say to students, “Turn to a neighbor and explain to them what shape you think we should pick and why.” Share and compare answers as a whole class.
- Repeat with puzzles from Level 2.


Sample Questions

- What shape is in JiJi’s path?
- What shapes are in the sky?
- How many sides does this shape have? How many corners?
- Describe where the blue triangle is.
- How does a ____ look different from a ____?

What to look for

How does the student:

- describe the shapes? Do they use vocabulary such as “sides” or “corners”?
- name the shapes? Do they use the proper name?
- describe the location of the shapes? Do they use words like “above,” “below,” “under,” “next to,” etc.