

## Shape Matching

### Goal:

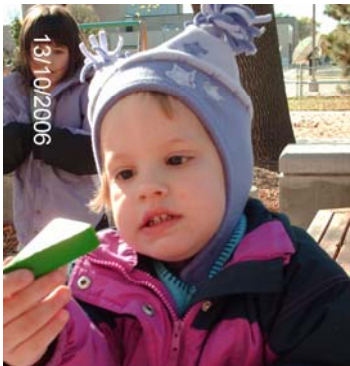
Analyze characteristics and properties of two and three-dimensional geometric shapes and develop mathematical argument about geometrical relationships.

- Recognize, name, build, draw, compare, and sort two and three-dimensional shapes.
- Describe attributes and parts of two and three-dimensional shapes.
- Investigate and predict results of putting together and taking apart two and three-dimensional shapes. [Cognitive/Math/Geometry Objective #8]

### Objectives:

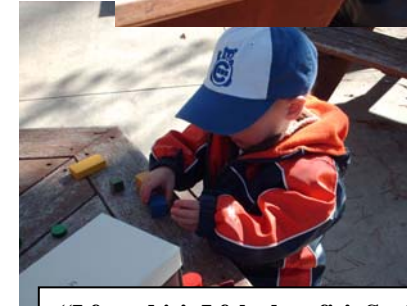
Given a variety of shape blocks, children will do the following:

- Explore the shapes and the feely box.
- Match a given shape to another of the same shape, using an open box.
- Study a given shape, then reach into a feely box and pull out a shape that matches.
- Describe in words why the shapes match.
- Reach into feely box and pull out a shape that has been asked for (i.e. teacher asks for a square, child pulls out a square).



**"I found a triangle. It has three sides!  
Same shape, too."  
"Look, big, little, biggest. They match!"**  
- Nora

**"These match. This in shape, these all in color."  
"Oh, and big to little."**  
- T.



**"I found it! I felt they fit! See?"**  
- Palmer



**"How do you know they match?"  
"I can build a tower. So they match!"**  
- Fabiola

The children have been observing and representing different buildings and structures on campus. In these representations, most children have been pointing out the shapes that they see in these objects. Some children know the names of the shapes and others can pick out certain shapes when asked. For this activity, I chose to do shape matching because I felt it fit in well with the classroom work.

The children who participated gained experience in matching shapes. They also learned about the attributes of shapes that one uses to determine what matches. During this activity, children also showed me that they understand that there are many different attributes of the blocks, besides shapes, that you can use to match. Some children matched by color, then were able to match by shape when specifically asked. Matching by color is not something I had accounted for in my explanation of the activity. Many children pointed out the differences in sizes that they noticed.

- Rachel Unick 10/20/2006