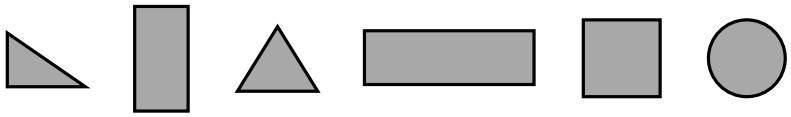
K(6) Geometry and measurement. The student applies mathematical process standards to analyze attributes of two-dimensional shapes and three-dimensional solids to develop generalizations about their properties.	**K(6)(A)** The student is expected to identify two-dimensional shapes, including circles, triangles, rectangles, and squares as special rectangles.

Materials

- A variety of two-dimensional shapes (circles, triangles, rectangles, and squares). Include different sizes of shapes and common and uncommon shapes (e.g. right triangle, equilateral triangle, etc.).



Procedure:
Show the student a shape.

What shape is this? How can it be described?

Repeat for other shapes.

Check Student's Responses:	**Check Student's Strategies:**
The student correctly identified following: □ Circles □ Triangles □ Rectangles □ Squares The student did **NOT** correctly identify the following: □ Circles □ Triangles □ Rectangles □ Squares	The student: ☐ Correctly identifies all shapes regardless of size or type ☐ Correctly identifies different sized shapes but not uncommon shapes ☐ Other:

Notes:

K(6)(A) The student is expected to identify two-dimensional shapes, including circles, triangles, rectangles, and squares as special rectangles.	**Possible interpretations, issues to follow up on, and implications for teaching**

What did you observe?

- The student **correctly identified all the shapes.** This student may be ready to describe and compare the identified shapes.

- The student **only identified geometric figures that are common or prototypical.** This student may need additional experience identifying uncommon or atypical shapes.

  A teaching strategy might include asking the student to show you a shape such as a triangle. Turn or flip the shape and ask the student, "Is this still a triangle?" Continue to turn and flip the shape until the student recognizes that it is still a triangle regardless of the orientation of the shape. Ask the student, "What makes this shape a triangle?" If the student correctly describes the triangle as having three sides, prompt the student to find all of the other shapes that have only three sides. If the student cannot describe an attribute of the triangle, explain that all triangles have three sides and three corners or vertices as you point and count the sides and vertices.