

## COG: MATH 6: Shapes

Child shows an increasing knowledge of shapes and their characteristics



### Mark the latest developmental level the child has mastered:

Building			Integrating		
Earlier <input type="radio"/>	Middle <input type="radio"/>	Later <input type="radio"/>	Earlier <input type="radio"/>	Middle <input type="radio"/>	Later <input type="radio"/>
<p><b>Matches similar shapes and distinguishes them from dissimilar shapes without necessarily naming them</b></p> <p><b>Possible Examples</b></p> <ul style="list-style-type: none"> <li>▶ Places different-shaped blocks on shelves labeled with matching shapes.</li> <li>▶ Uses ink stamps to make a row of circles and a row of squares.</li> <li>▶ Chooses blocks of the same shape to build a tower with a peer.</li> </ul>	<p><b>Identifies or names several shapes in the environment (e.g., circles, squares, triangles)</b></p> <ul style="list-style-type: none"> <li>▶ Communicates, "Next, I'll do the triangle," after placing a square in a puzzle.</li> <li>▶ Points to a clock in the room when asked to find a circle during an "I Spy a Shape" game.</li> <li>▶ Communicates, "My sandwich is a square," while holding up a sandwich at lunch.</li> <li>▶ Names "square," "circle," and "triangle" after exploring each shape piece with hands.</li> </ul>	<p><b>Recognizes shapes when they are presented in different orientations or as parts of other objects</b></p> <ul style="list-style-type: none"> <li>▶ Finds embedded shapes in a picture book such as <i>Bear in a Square</i>.</li> <li>▶ Communicates that the face in a figure drawing is a circle.</li> <li>▶ Communicates, "It's an upside-down triangle," after noticing a yield sign.</li> </ul>	<p><b>Describes several shapes and the differences between them</b></p> <ul style="list-style-type: none"> <li>▶ Communicates, "This one has a pointy part. This one is curvy," when examining a triangle and a circle.</li> <li>▶ Communicates that a triangle has three sides and a square has four sides.</li> <li>▶ Communicates that two sides of a rectangle are longer, but the sides of a square are all the same.</li> </ul>	<p><b>Names, describes and compares a variety of two-dimensional shapes in different sizes and orientations (including rectangle and hexagon), and some three-dimensional shapes (e.g., cylinder, cubes)</b></p> <ul style="list-style-type: none"> <li>▶ Communicates, "This triangle has three sides and this hexagon has one, two, three, four, five sides," after a group activity comparing different shapes.</li> <li>▶ Points to the door and then to a rectangle block laying on its side and communicates, "The door is a big rectangle and the block is a small rectangle," while playing a shape-finding game.</li> <li>▶ Communicates to the adult, "I put two cylinders on the bottom and a rectangle on top to make the bridge."</li> <li>▶ Points to the pyramid and communicates that the pyramid has a triangle on each side, in response to adult asking, "What shape do you see in a pyramid?"</li> </ul>	<p><b>Identifies or distinguishes shapes using defining attributes (e.g., number of sides, angles);</b></p> <p style="text-align: center;"><i>and</i></p> <p><b>Creates representations of shapes based on knowledge of defining attributes</b></p> <ul style="list-style-type: none"> <li>▶ Communicates, "This is still a triangle because it has three sides and three corners," while pointing to a very narrow triangle that has two long sides and one short side.</li> <li>▶ Sorts ovals from circles and communicates, "These are round, but they are not circles because here it is long and here it is short."</li> <li>▶ Constructs an accurate rectangle out of straws and communicates, "I needed two long straws and two short straws to make a rectangle."</li> <li>▶ Communicates, "They both have four sides, but they are not the same shape," and then lays the parallelogram shape on top of the rectangle to show the difference.</li> </ul>

- Child is emerging to the next developmental level
- Unable to rate this measure due to extended absence