# Shape Change Lab

Students sort shape traits, then draw shapes at a new size.

**1.G.A.21** "Build and draw shapes which have defining attributes. a. Distinguish between defining attributes and non-defining attributes."

NAME _____ DATE _____

Teacher: this page is run aloud. The script and answers are on the guide page.

## 1 CIRCLE ONE

a

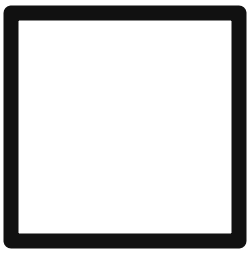
| color | sides | size |
|---|---|---|

b

| sides | corners | size |
|---|---|---|

## 2 DRAW SMALLER





**ANSWER KEY**

# Shape Change Lab

**GRADE 1 · 1.G.A.21**

## HOW TO RUN THIS PAGE

Read each question and its choices aloud while students follow the printed words. Look for students to tell which traits name a shape and which traits can change, then check their drawings for the needed sides and corners.

Students never read directions on this sheet. Read each part's script aloud, then each prompt, giving think time before students mark.

## PART 1 · CIRCLE ONE

**SAY** "Listen to each question and the words in its row. Circle one word for each question."

| ROW | SAY | STUDENTS CIRCLE |
|---|---|---|
| a | The words are color, sides, size. Which part matters for naming a triangle? | **sides** |
| b | The words are sides, corners, size. Which part can change when you draw a square and keep it a square? | **size** |

## PART 2 · DRAW SMALLER

**SAY** "Look at the shape beside each box. In the box, draw a smaller shape of the same kind. What must you keep the same so it is still that kind of shape?"

- Box 1 (beside triangle): **A smaller triangle with three straight sides and three corners.**
- Box 2 (beside square): **A smaller square with four equal straight sides and four square corners.**

## WHAT TO ACCEPT

Circle sides in the first row and size in the second. Accept smaller drawings in any orientation if each keeps the defining sides and corners of its model.