Shape Build Lab

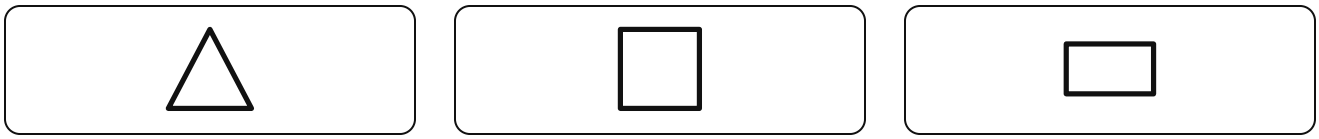
Listen to shape stories, then build and rearrange shapes.

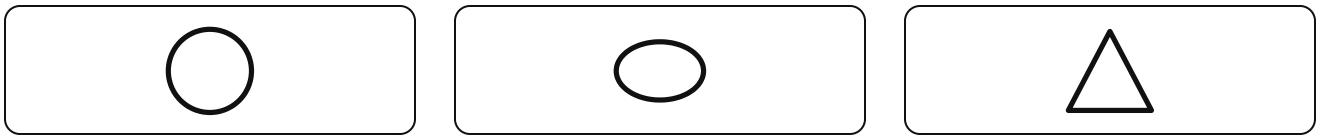
NY-1.G.2 "Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones..."

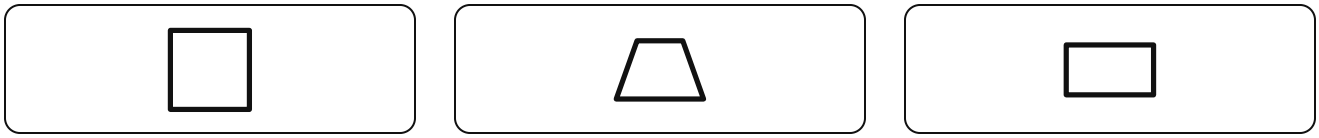
NAME _____ DATE _____

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

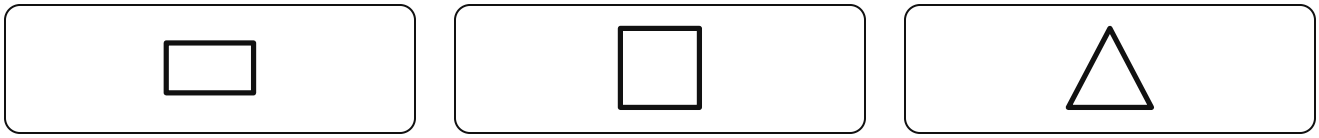
1 BUILD IT

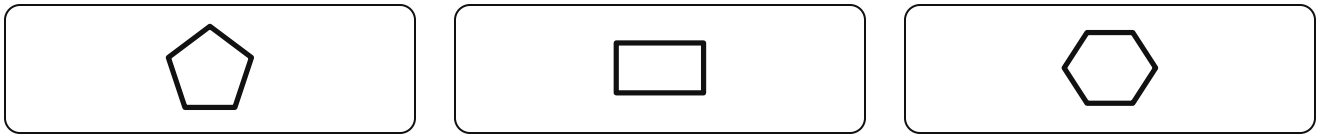
a 

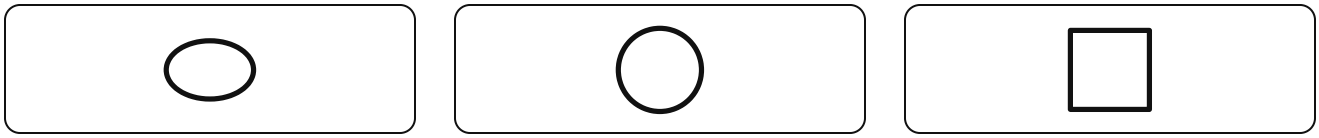
b 

c 

2 MORE BUILDS

a 

b 

c 

ANSWER KEY

Shape Build Lab

GRADE 1 · NY-1.G.2

HOW TO RUN THIS PAGE

Read each build story slowly, then read the three shape choices in that row. Students circle the shape made when the smaller shapes are put together, using the stories to think about how shapes can join to make a composite shape. Before class, cut one paper square diagonally to give each child two matching right-triangle pieces, and provide blank paper and a pencil. After the six circle rows, run the hands-on task below; observe each child moving both pieces.

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

PART 1 · BUILD IT

SAY "Listen to each shape-building story. I will read the three shape choices. Which shape did I make? Circle it."

ROW	SAY	STUDENTS CIRCLE
a	A square was cut from one corner to the opposite corner. I put the two matching triangle pieces back together. Do the choices say triangle, square, or rectangle? Which shape did I make? Circle it.	**square**
b	I put two matching half-circles together with their straight sides touching. Do the choices say circle, oval, or triangle? Which shape did I make? Circle it.	**circle**
c	A rectangle was cut in half from top to bottom. I put the two pieces side by side again. Do the choices say square, trapezoid, or rectangle? Which shape did I make? Circle it.	**rectangle**

PART 2 · MORE BUILDS

SAY "Listen as I tell each new building story. I will read the three shape choices. Which new shape did I make? Circle it. After the rows, say: Put your two triangle pieces together with their longest sides touching to make a square. Trace the outside outline on your blank paper and name it. Now pull the pieces apart and rearrange them with one matching short side touching to make a larger triangle. Trace that outside outline beside the first and name it. Show me how the same two pieces made both shapes. Help children rotate or flip pieces; do not build for them."

ROW	SAY	STUDENTS CIRCLE
a	I put two same-size squares side by side so their edges touched. Do the choices say rectangle, square, or triangle? Which shape did I make? Circle it.	**rectangle**
b	I put two matching trapezoids together at their short sides. The outside edge has six sides. Do the choices say pentagon, rectangle, or hexagon? Which shape did I make? Circle it.	**hexagon**
c	I put four matching quarter-circles together with their straight sides inside. Do the choices say oval, circle, or square? Which shape did I make? Circle it.	**circle**

WHAT TO ACCEPT

Part 1 answers are square, circle, rectangle. Part 2 answers are rectangle, hexagon, circle. Accept one clear circle around the correct shape in each row. Hands-on check: require each child to compose a square from both triangles, then rearrange the same pieces into a larger triangle with no overlap or gaps. Observe the actual two builds and check the two traced outlines and names (spoken names or adult-scribed labels accepted). Both builds use all pieces; picture recognition alone is not the hands-on response.