Shape Turnaround

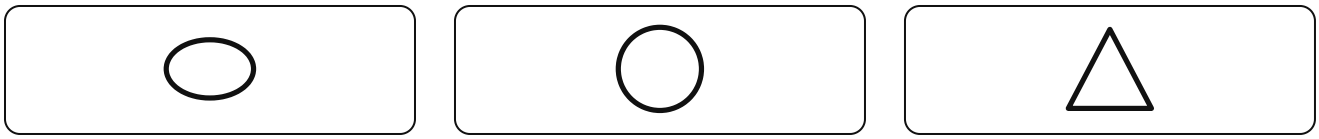
Students identify and match four shapes, even when the paper turns.

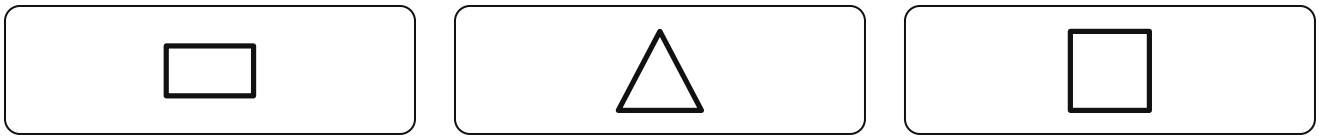
1.MG.2.d "Identify, name, and describe representations of circles, squares, rectangles, and triangles, regardless of orientation, in different environments and explain reasoning."

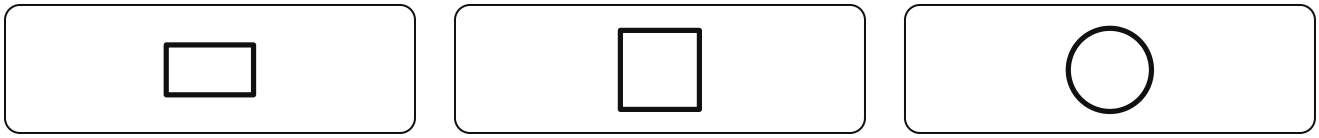
NAME _____ DATE _____

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

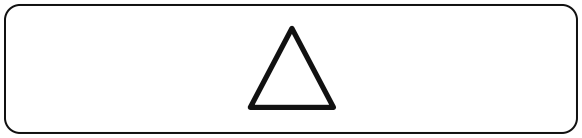
1 CIRCLE IT

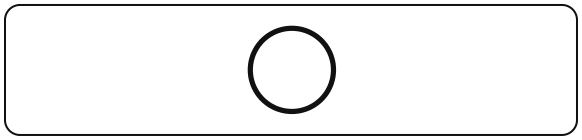
a 

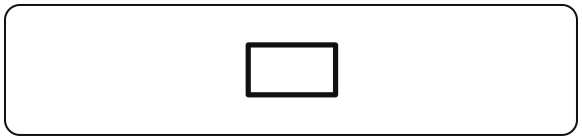
b 

c 

2 MATCH SHAPES







- circle
- rectangle
- triangle

ANSWER KEY

Shape Turnaround

GRADE 1 · 1.MG.2.d

HOW TO RUN THIS PAGE

Read each prompt aloud and give students time to mark their page. Have students turn the paper slightly before beginning, then ask them to explain their choices by talking about corners, straight sides, or a curved edge. Listen for students to keep the same shape name after the page is turned. A square is also a rectangle because it has four right angles; row c asks for the rectangle that is NOT a square.

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 IT

SAY "Shapes can keep the same name when you turn your paper. For each row, listen to my question, circle one shape, and then tell how its sides, corners, or curved edge helped you know."

ROW	SAY	STUDENTS CIRCLE
a	Which shape is a circle? Circle it. What do you notice about its edge?	**circle**
b	Which shape is a square? Circle it. How many corners do you see?	**square**
c	Which shape is a rectangle that is NOT a square? Circle it. What do you notice about its sides?	**rectangle**

PART 2 · MATCH SHAPES

SAY "Look at the shapes on the left. I will read the shape words on the right. Draw a line from each shape to its name. How do the sides and corners help you decide?"

- **triangle** matches **triangle**
- **circle** matches **circle**
- **rectangle** matches **rectangle**

WHAT TO ACCEPT

Accept the marked circle row answers as circle, square, and rectangle in that order. For matching, accept triangle to triangle, circle to circle, and rectangle to rectangle; accept oral reasoning that mentions corners, straight sides, or a curved edge. Row c specifically accepts the non-square rectangle. Explain that both the square and non-square rectangle have four right angles, but only the non-square rectangle has unequal adjacent side lengths.