

# Shape Sleuths

Students ask a shape question, use shape outlines as sources, and record facts.

**K.R** "The student will conduct research and listen to a series of conceptually related texts on selected topics to build knowledge on grade-level topics or solve problems using available resources..."

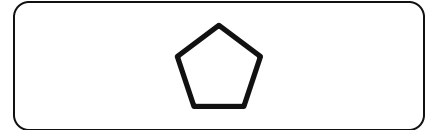
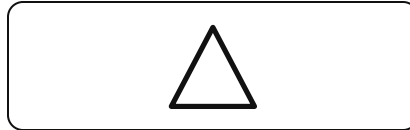
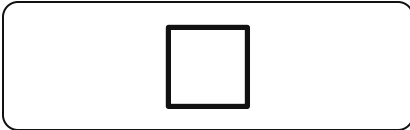
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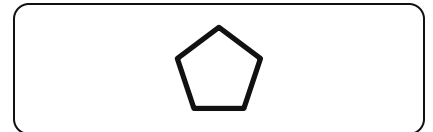
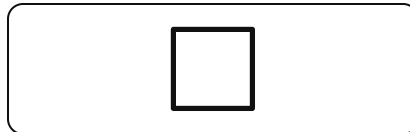
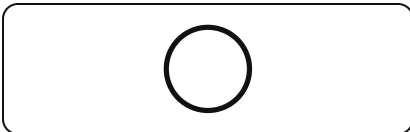
Teacher: this page is run aloud. The script and answers are on the guide page.

## 1 ASK IT \_\_\_\_\_

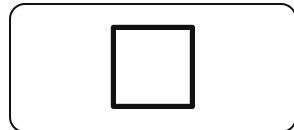
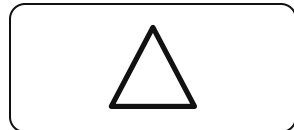
a



b



## 2 RECORD FACTS \_\_\_\_\_



**HOW TO RUN THIS PAGE**

Before the sheet, share two brief, related sources about shapes, such as pages from a shape book and a shape-outline chart. Invite children to say a wonder question about shapes, then read the prompts aloud. Their circles and written numerals show information they found from the shape sources.

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

**PART 1 • ASK IT**

**SAY** “Look at the shapes. What do you wonder about shapes? Listen to each class question, then circle the shape that can help answer it.”

| ROW | SAY                                                                                   | STUDENTS CIRCLE |
|-----|---------------------------------------------------------------------------------------|-----------------|
| a   | Which shape has three sides? Can you circle the shape that helps answer our question? | <b>triangle</b> |
| b   | Which shape has four sides? Can you circle the shape that helps answer our question?  | <b>square</b>   |

**PART 2 • RECORD FACTS**

**SAY** “Use the shapes you circled as your sources. How many sides does the triangle have? What number can you write in the first box? How many sides does the square have? What number can you write in the second box?”

- Box 1 (beside triangle): **3**
- Box 2 (beside square): **4**

**WHAT TO ACCEPT**

Part 1 circles should be triangle, then square. Accept correctly formed or recognizable numerals 3 and 4 in Part 2, and scribe the numerals if a student dictates them correctly.