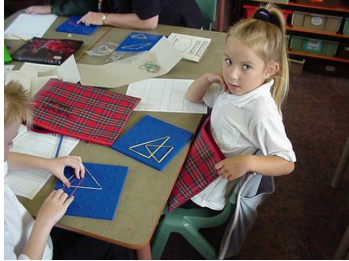


A Shape is not defined by its shape:



Spatial Sense

Geometry

Space

Shape

Spatial
visualisation

Spatial
perception

Go on a shape walk

Photographs taken by a five year old using a digital camera. He was asked to find some *interesting shapes*.

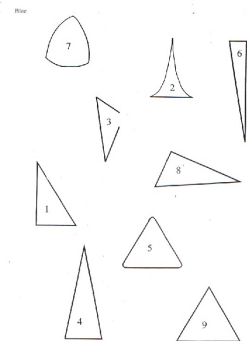


Young Children's Mathematical Thinking

- Understanding
- Assessing
- Developing

H. Properties of Shape

- Holistic recognition of shape
Can recognise resemblances and match some simple shapes, using standard "prototypes".



H. Properties of Shape

- Holistic recognition of shape
Can recognise resemblances and match some simple shapes, using standard "prototypes".
- Classification of shapes, attending to visual features
Can sort and compare shapes, using some geometrical language to describe features.
- Identification of "classes of shapes" by some properties
Uses properties of shapes to classify shapes into classes, using appropriate language

H. Properties of Shape

- Definition of shapes using properties
States and understands necessary and sufficient conditions for defining key shapes.

Sticky Labels

- Each person places a sticky label on the back of someone else who has not seen it.
- To identify the unknown shape ask each other a question that can only be answered by "yes" or "no". (one question per person)
- As you get your clues draw what you think it might be.

Sticky Labels

- Once you have identified your shape, place the sticky label on your front and continue to help others.
- What questions did you find helpful?
- What questions were not helpful?
- What did you notice about your drawing as you gained more information?
- What spatial skills and understandings is this activity assisting children to develop?

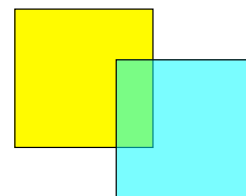
The Overlap Problem

Teaching Children Mathematics
August 2006

11

Begin with two squares – they do not have to be the same size.

Lay the two squares down so they overlap.
What shape do you get from the overlap?



• What shapes can you find?

12



- Mathematical understanding is enhanced when a child observes and explores an object; thinks about and tests an idea; and communicates findings or asks questions (Yelland, 1999).

String shapes:

15

String shapes

- Using the string, make a shape that has four sides of equal length.
- The shape cannot be a square. The sides across from each other must be parallel.
- Figure out two different ways to test whether your sides are the same length.
- If the shape does not work and you cannot do it, you are going to have to say it's impossible to do and you've got to tell me why.

16

Animated shapes

Using string, how can you change a square into a triangle? a trapezoid into a square?

- Animated shapes are shapes that a group makes with string.
- The group starts with one shape, and then one member of the group changes positions to change the shape as the rest stand still.
- First try to visualize the shape and what will happen to it, and then decide who will need to move to make the shape by moving different people, one at a time. (Several moves may be necessary.)
- Try to make the shape by moving the fewest people. Record how you made the shape with drawings or words. Include your starting positions, who moved, and where.

17

- 1: Start with a square. End up with a rhombus.
- 2: Start with a quadrilateral. End up with a triangle.
- 3: Start with a rectangle. End up with a shape that has no parallel sides.
- 4: Start with an equilateral shape that has four sides. End up with a shape in which one side is longer than one of the sides next to it.
- 5: Start with an equilateral shape with two pairs of parallel sides. It can be four-sided, but does not have to be. End up with a shape in which only one pair of sides is parallel.
- 6: Start with an equilateral shape with no parallel sides. End up with a shape in which there is only one pair of parallel sides.
- 7: Start with a shape that has two pairs of parallel sides and no sides equal. It cannot be a four-sided shape. End up with an equilateral shape that still has two pairs of parallel sides. You may change the number of sides it has.