

## 2D AND 3D SHAPES

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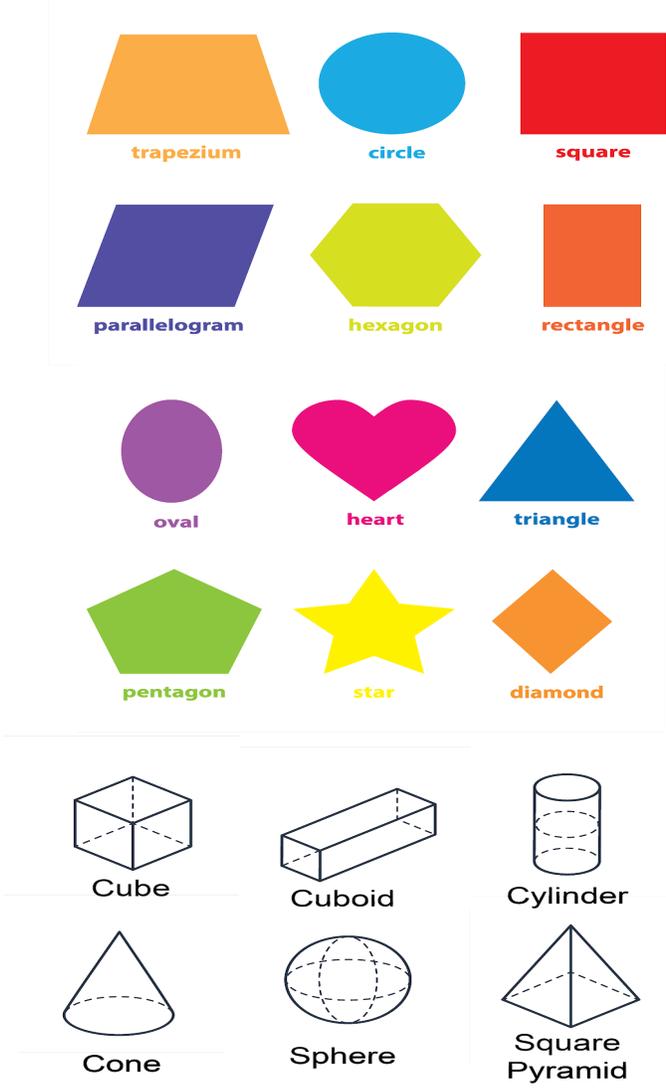
<b>Level</b>	1 (Age group 6 – 7)
<b>Resources Required</b>	Pencil and paper Shape Cards
<b>Alternate Options for the Resources</b>	Ribbons, string, clay and toothpicks, or any other medium that basic shapes could be made out of can be used instead.  If these materials are not available, students can use pencil and paper to draw shapes.  To make Shape Cards <ol style="list-style-type: none"> <li>1. Cut out pieces of paper the size of your palm.</li> <li>2. Draw 2D and 3D shapes on the cards and include the name of the shape (see Images/Illustrations for examples).</li> </ol>
<b>Strand Covered</b>	Shapes & Measurements
<b>Targeted Skills</b>	Analyze and compare 2 and 3-dimensional shapes in different sizes and orientations,
<b>Inspired by</b>	<a href="#">Third space Learning</a>
<b>Total Time</b>	30 Minutes
<b>Time to prepare</b>	10 minutes
<b>Time to play</b>	20 minutes
<b>Previous Learning Required</b>	2D and 3D object names.
<b>Support Required</b>	Medium supervision

### Rules of the Game:

<b>Goal</b>	The player with the most points wins.
<b>Rules</b>	At the start of their turn, players can use 2 fingers to indicate a 2D shape or 3 fingers to indicate a 3D shape



<b>Steps</b>	<p>Step 1: Stack the Shape Cards face down at the front of the room.</p> <p>Step 2: Each round, pick one student to come to the front of the room.</p> <p>Step 3: The student picks one of the Shape Cards and tries to make that shape with their body.</p> <p>Step 4: All other students guess the shape that the student is acting out and write down their guess on their paper.</p> <p>Step 5: When all students have guessed, they raise their papers up so that the teacher can read each of their answers.</p> <p>Step 6: Each student who correctly guesses the shape gets one point. The student who acted out the shape gets a number of points equal to the number of students who correctly guessed.</p> <p>Step 7: Repeat Steps 2-6 until every student takes a turn.</p> <p>Step 8: The student with the most points at the end wins.</p>
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<p><b>Images or Illustrations</b></p>	
<p><b>Variations of the Game</b></p>	<ul style="list-style-type: none"> <li>• The game can also target the understanding of some of the properties (i.e. the idea of length, sides, corners, etc.)</li> <li>• students could use their bodies to describe these shapes</li> <li>• Students can also build the shapes with their bodies but in groups</li> </ul>
<p><b>Enrichment</b></p>	<ul style="list-style-type: none"> <li>• Use more complicated shapes, like octagons, decagons, crosses, and tetrahedron.</li> </ul>
<p><b>Simplification</b></p>	<ul style="list-style-type: none"> <li>• Use only 2D shapes.</li> <li>• Group students into teams of 2 so that they can work together to guess each shape.</li> </ul>

