

**KINDERGARTEN / PRACTICE**

SHAPES AFTER TURNS AND SIZE CHANGES

Draw, build, point or tell.



One or two activities are enough for one sitting. An adult reads the words. The child may draw, build with counters, point or speak.

- Look at the worked examples together.
- Keep the two tool pages uncut until an adult helps.
- Use counters, blocks or fingers. An adult may record the child's own words.
- Try Mild first. Other peppers invite more thinking when ready.

Color supports meaning. The labels and positions still work in black-and-white copies. There is no timer.



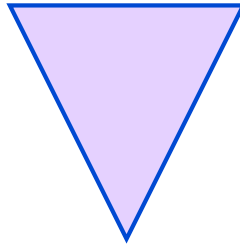
KINDERGARTEN / WORKED EXAMPLE 1

SHAPES AFTER TURNS AND SIZE CHANGES

Draw, build, point or tell.



A triangle can point down



Trace, turn or build a real example

1 • START: Trace three straight sides.

2 • TRY: Check that they meet.

3 • TELL: The direction does not change the name.

It is still a triangle.



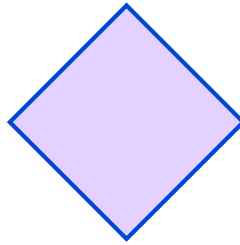
KINDERGARTEN / WORKED EXAMPLE 2

SHAPES AFTER TURNS AND SIZE CHANGES

Draw, build, point or tell.



A square can rest on a corner



Trace, turn or build a real example

1 • START: Check four equal sides.

2 • TRY: Check four square corners.

3 • TELL: A turn keeps those features.

It is still a square.



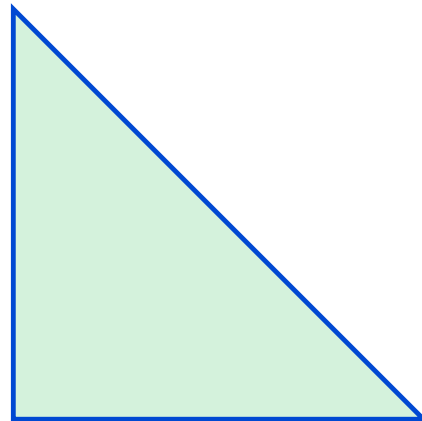
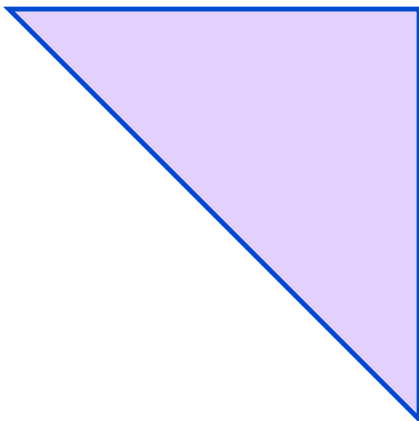
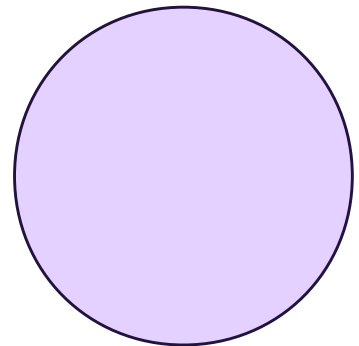
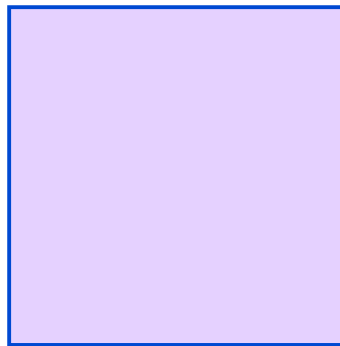
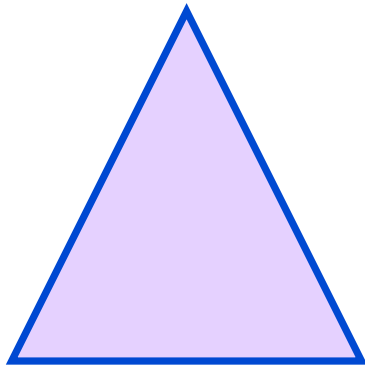
KINDERGARTEN / KEEP THIS TOOL

SHAPES AFTER TURNS AND SIZE CHANGES

Draw, build, point or tell.



An adult cuts pieces only when needed. The lower two triangles match. Use real solids for depth and real objects for position.



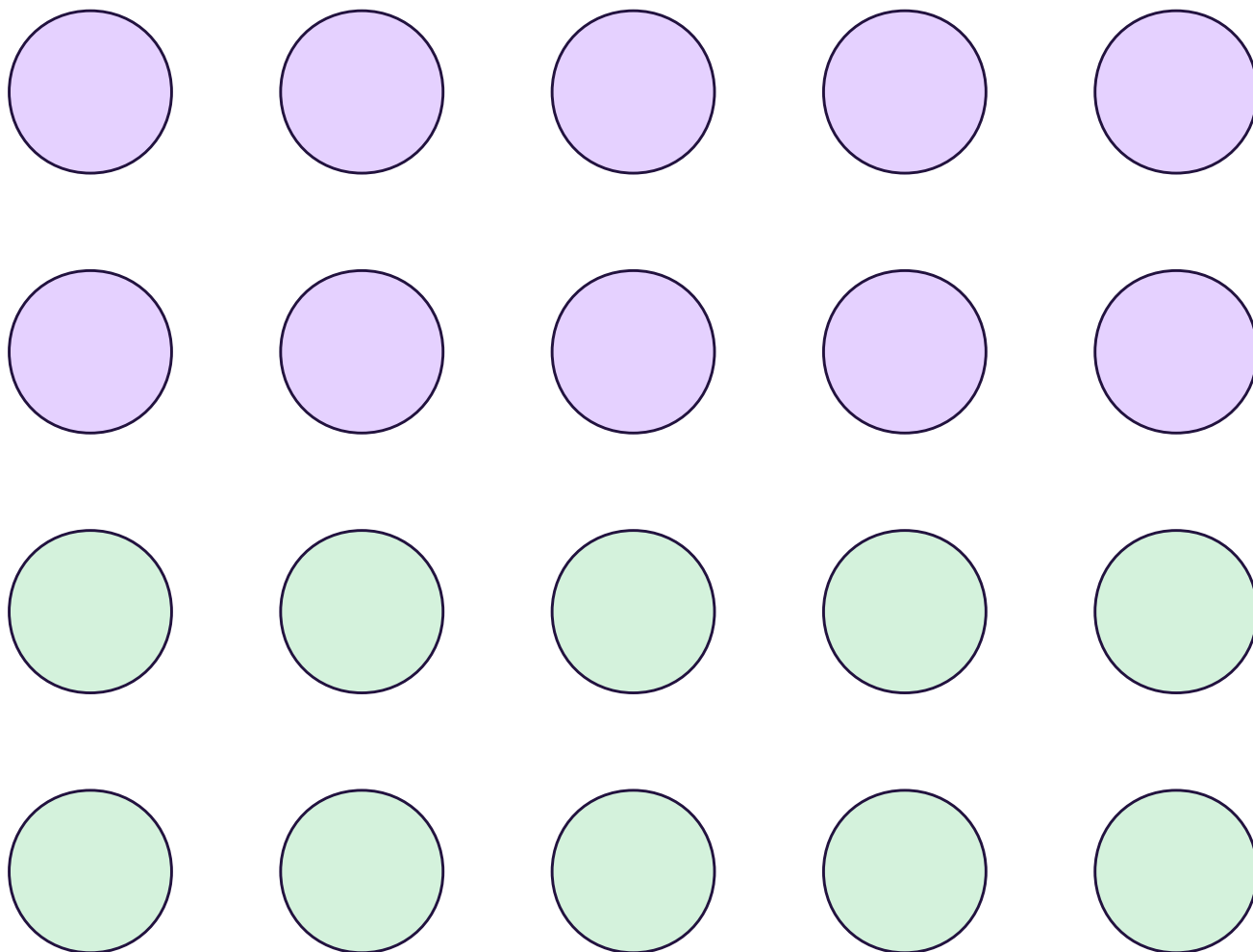
KINDERGARTEN / KEEP THIS TOOL

SHAPES AFTER TURNS AND SIZE CHANGES

Draw, build, point or tell.



An adult may cut these counters. Use whole counters for counting, matching and showing parts. Real blocks or fingers also work.





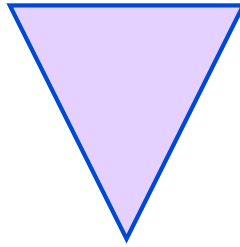
KINDERGARTEN / WORKED EXAMPLE TOGETHER

SHAPES AFTER TURNS AND SIZE CHANGES

Draw, build, point or tell.



Name the triangle after this turn. Tell which features stay.



Trace, turn or build a real example

1 • START: Trace its boundary.

2 • TRY: Check the same shape features.

3 • TELL: A turn does not add sides or corners.

It is still a triangle.



KINDERGARTEN / PRACTICE

SHAPES AFTER TURNS AND SIZE CHANGES

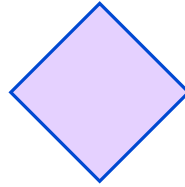
Draw, build, point or tell.



An adult may read. Draw, build, point or tell.

← MILD

2. Name the square after this turn. Tell which features stay.



Trace, turn or build a real example

My drawing, building or pointing space

My words (an adult may write): _____



KINDERGARTEN / PRACTICE

SHAPES AFTER TURNS AND SIZE CHANGES

Draw, build, point or tell.



An adult may read. Draw, build, point or tell.

← ← MEDIUM

3. Name the rectangle after this turn. Tell which features stay.



Trace, turn or build a real example

My drawing, building or pointing space

My words (an adult may write): _____



KINDERGARTEN / PRACTICE

SHAPES AFTER TURNS AND SIZE CHANGES

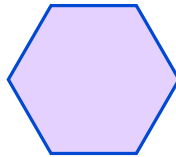
Draw, build, point or tell.



An adult may read. Draw, build, point or tell.

← MEDIUM

4. Name the hexagon after this turn. Tell which features stay.



Trace, turn or build a real example

My drawing, building or pointing space

My words (an adult may write): _____



KINDERGARTEN / PRACTICE

SHAPES AFTER TURNS AND SIZE CHANGES

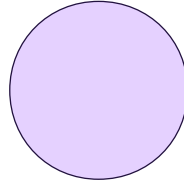
Draw, build, point or tell.



An adult may read. Draw, build, point or tell.



5. Name the circle after this turn. Tell which features stay.



Trace, turn or build a real example

My drawing, building or pointing space

A large rectangular area with a light purple border and a grid of small dots for drawing or pointing.

My words (an adult may write): _____



KINDERGARTEN / PRACTICE

SHAPES AFTER TURNS AND SIZE CHANGES

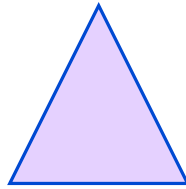
Draw, build, point or tell.



An adult may read. Draw, build, point or tell.

🔥🔥🔥 EXTRA SPICY

6. Draw a small and a large triangle. Must the names differ?



Trace, turn or build a real example

My drawing, building or pointing space

My words (an adult may write): _____