1(6) Geometry and measurement. The student applies mathematical process standards to analyze attributes of two-dimensional shapes and three-dimensional solids to develop generalizations about their properties.	**1(6)(A)** The student is expected to classify and sort regular and irregular two-dimensional shapes based on attributes using informal geometric language.

Materials
- Two-dimensional shapes including regular and irregular shapes.

Procedure:
Place shapes on table. Ask the questions below based on the two-dimensional shapes displayed.

1. **Place all the shapes that have straight sides in one group and the ones without straight sides in another.**
    How could you describe the shapes in each group?

2. **Find all of the shapes that have four sides.**
    From this set, find all of these shapes that have four sides that are the same size.
    What name could we give these shapes?

3. **Find all of the shapes that have less than four vertices.**
    What name could we give these shapes?

Check Student's Responses:

1. The student sorted the shapes by: _____

    □ Correctly sorted the shapes   □ Incorrectly sorted the shapes

    The student described the group(s) as: _____

2. The student sorted the shapes by: _____

    □ Correctly sorted the shapes   □ Incorrectly sorted the shapes

    The student described the group(s) as: _____

3. The student sorted the shapes by: _____

    □ Correctly sorted the shapes   □ Incorrectly sorted the shapes

    The student described the group(s) as: _____

Notes:

1(6)(A) The student is expected to classify and sort regular and irregular two-dimensional shapes based on attributes using informal geometric language.	**Possible interpretations, issues to follow up on, and implications for teaching**

What did you observe?

- The student **sorted the figures into two groups; straight sides and shapes with without straight sides**. The student may be ready to classify shapes according to the number of sides.

- The student **sorted correctly and identified the shapes correctly.** This student seems to be able to count the number of sides so this student may be ready to discuss how these figures are alike and different using more formal language.

  A teaching strategy might include asking students to draw several figures with certain given attributes such as straight sides, a certain number of sides, or a certain number of vertices, then discuss how the figures are alike and how they are different.

- The student **incorrectly sorted the figures.** The student may need additional support in understanding vocabulary such as straight, side, vertex, etc.

  A teaching strategy might include placing one or two shapes that belong in each group before the student sorts. Next, prompt the student to find shapes similar to the ones you placed in each group.

- The student **incorrectly identified the shapes as squares and/or triangles.** The student may need additional support in identifying shapes and understanding the attributes of the shape.

  A teaching strategy might include asking students to identify shapes. Review the attributes of the shapes by identifying and counting the sides and vertices with the student.