



GKIDS Readiness Check

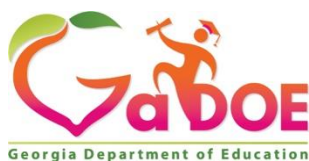
Next Steps Guide

The GKIDS Readiness Check is a component of the Georgia Kindergarten Inventory of Developing Skills (GKIDS 2.0) and is designed to provide teachers with important information about children’s learning and development as they enter kindergarten. As part of GKIDS 2.0, the GKIDS Readiness Check offers an early assessment window to support teachers in designing individualized instruction. The GKIDS Readiness Check is designed to be developmentally appropriate and will be used primarily for planning and instructional purposes.

This guide provides suggested next steps for students once they complete activities in the GKIDS Readiness Check, both for support and extension of learning. For each GKIDS Readiness Check activity, recommended next step activities for teachers to consider when planning instruction are provided.

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Foundations of School Success

The domain, Foundations of School Success, was clearly identified by Georgia kindergarten teachers as encompassing some of the most critical skills for early school success and includes elements of cognitive, social, and motor development.

The ability of children to stay focused, interested, and engaged in activities supports a range of positive outcomes, including cognitive, language, and social and emotional development. These skills allow children to acquire new knowledge, learn new skills, and set and achieve goals for themselves. Initiative, curiosity, persistence, attention, and cooperation also contribute greatly to student success. Concepts of inquiry and process, such as making observations, exploring the world and using senses, show how children think and understand the world around them.

Research indicates development in physical and motor development has a direct relationship to later student success in the academic areas of mathematics and reading. A clear connection between fine-motor skills and cognition has been documented. Physical and motor skills involve three types of cognitive processes – motor coordination, executive function (attention, planning, and use of working memory) and the use of visual-spatial skills. These three processes are often integrated as students demonstrate proficiency on many of the tasks.

| Activity | Support | Extension |
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| <p>Foundations of School Success Activity 1</p> <p>Makes statements and appropriately answers questions about how objects/materials can be used to solve problems.</p> | <p>Students who do not make statements, or use non-verbal responses, to explain how objects or materials can be used to solve problems, may benefit from modeling of these skills from the teacher, imitating more adept peers, being paired with other students who engage in verbal responses, or being asked simple questions about how to use different materials to solve real world problems.</p> <p>Students can practice skills such as</p> <ul style="list-style-type: none"> – understanding that some tasks require multiple parts by engaging in “chunked” components of tasks with materials that foster engagement – engaging with predictable materials with verbal supports from the teacher – using symbol or sign systems to communicate their needs – substituting one object for another with guided prompts to solve problems – receiving support for the utterances that are made with teacher extension and support | <p>Students who make appropriate verbal statements to explain how objects or materials can be used to solve problems may benefit from opportunities to plan more complex problems, and describe strategies used to come to a solution.</p> <p>Students can practice skills such as</p> <ul style="list-style-type: none"> – predicting outcomes of simple experiments – assisting peers by modeling and encouraging language use in the classroom – testing theories or hypotheses – conducting observations about the physical world by describing, comparing, and sorting items according to how those objects might be used to solve problems |

| Activity | Support | Extension |
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| <p>Foundations of School Success Activity 2</p> <p>Engages in independent activities & continues tasks over a period of time.</p> | <p>Students who do not engage in activities, or who engage only with continuous redirection, may benefit from additional support working on meaningful activities for short periods of time or reduced steps within a complex task</p> <p>Students independently can practice skills such as</p> <ul style="list-style-type: none"> – working with classroom materials for short periods of time to achieve a goal (e.g., creating an art project) – using guided behavior charts with visual pictures to self-monitor progress – working with more adept peers who can monitor task progress, problem solve for next steps, and redirect attention to the task – engaging with teacher’s visual system clues [Picture Exchange Communication System (PECS cards)], timers for activities, or reminders for transitions or length of time remaining within an activity period – receiving support from adults in the classroom in small group or individual sessions with explanation from adults as child engages in a process or task – creating a book and working on it daily with small goals for daily completion | <p>Students who generally engage in activities independently and work on tasks over a period of time may benefit from opportunities to make decisions independently.</p> <p>Students can practice skills such as</p> <ul style="list-style-type: none"> – selecting activities, materials, etc. independently – making decisions in play and learning with peers – serving in leadership or organizing roles for small group or classroom activities – engaging in activities that combine multiple domains or academic areas within the classroom – planning activities, organizing projects, collecting materials with classmates |

| Activity | Support | Extension |
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| <p>Foundations of School Success Activity 3</p> <p>Uses senses to observe, classify, and learn about objects and environment.</p> | <p>Students who do not use their senses, or who are minimally able to classify, observe, and learn about their environment, may benefit from additional practice observing objects and the environment and communicating their experiences.</p> <p>Students can benefit from opportunities to practice</p> <ul style="list-style-type: none"> – exploring different sensory materials during center time or recess with prompting and supports by teacher (e.g., how is this one different than this one? Which one of these is heavier?) – engaging in conversations with teachers throughout the school environment (e.g., I wonder how this flower smells? These leaves sound very crunchy when we walk on them) – comparing and contrasting objects within the environment (e.g., there are more blocks in this pile, my tower of cubes is higher than yours, this crayon is shorter than the one from the new box) – building both the vocabulary to describe and the experience to communicate. This can be enhanced by teacher modeling of diverse words as substitutes for routine vocabulary (e.g., Child: this is big; Teacher: Yes, I see that it is very large, gigantic, enormous) – communicating likes and dislikes (e.g., apple versus grape juice in taste, different ending to a story) | <p>Students who use senses to observe, classify, and learn about objects may benefit from beginning to learn about the important features of the process of scientific inquiry.</p> <p>Students can practice skills such as</p> <ul style="list-style-type: none"> – working with a team on a project – sharing findings with others – understanding that tools can often give more information than can be obtained by only observation – describing how their observations are linked to other areas of the curriculum – representing their ideas in non-traditional ways (e.g., drawings, projects) |

| Activity | Support | Extension |
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| <p>Foundations of School Success Activity 4</p> <p>Performs fine-motor tasks that require small-muscle strength and control.</p> | <p>Students who demonstrate fine motor development that is below that expected of a typically developing four or five-year-old may benefit from additional practice using an appropriate grasp to manipulate tools and objects.</p> <p>Students can practice skills such as</p> <ul style="list-style-type: none"> – copying and tracing shapes – using adaptive equipment designed to support their physical needs (e.g., larger crayons, adaptive scissors) – using the sand and water table – using shaving cream to form letters or symbols – using scissors to cut squares – stringing beads – using manipulatives that support increasingly finer motor skills – working with clay or Play-Doh to strengthen finger and hand muscles – using utensils such as tongs and plastic tweezers to pick up objects of varying size | <p>Students who use fine motor skills to correctly serve his or her purpose may benefit from additional support to enhance basic manipulative skills.</p> <p>Students can practice skills such as</p> <ul style="list-style-type: none"> – using scissors to make smaller and more precise cuts (e.g., spirals, zig-zags, etc.) – using a variety of writing, drawing and art tools (e.g., markers, chalk, paint brushes) – weaving, origami, sewing, and other fine-motor art tasks |

| Activity | Support | Extension |
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| <p>Foundations of School Success Activity 5</p> <p>Effectively uses words, sentences, and actions to communicate needs, ideas, opinions, and preferences.</p> | <p>Students who might not speak or might not use words, sentences, or actions that are appropriate for communication may benefit from additional support building their utterances, physical representations of needs (e.g., signing, PECS cards), and ultimately shorter words to express individual needs.</p> <p>Students can benefit from opportunities to practice</p> <ul style="list-style-type: none"> – using words or physical actions (e.g., sign language) to express immediate needs (illness, hunger, etc.) – stating their opinions of a book read or activity completed in class with visual symbols (e.g., thumbs up, smiling/frowning faces, drawing pictures, acting out parts of the text) – communicating with peers about preferences such as likes and dislikes, favorite colors, etc. – communicating personal experiences such as vacations, their pets, etc. – role playing situations where help must be elicited from others | <p>Students who effectively use words, sentences, and actions to communicate needs, ideas, opinions, and preferences may benefit from additional support using both verbal and non-verbal responses for self-expression and to express feelings about peers.</p> <p>Students can benefit from opportunities to practice</p> <ul style="list-style-type: none"> – using verbal and nonverbal expressions such as giving a ‘thumbs up’ to signal enjoyment – congratulating peers when others are successful – expressing positive feelings when participating in small groups and playing at recess – serving as a mediator, if appropriate, between friends to resolve a conflict |

| Activity | Support | Extension |
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| <p>Foundations of School Success Activity 6</p> <p>Independently follows rules and routines.</p> | <p>Students who might not independently follow rules and routines might also need additional support practicing appropriate behaviors for various social situations.</p> <p>Students can benefit from opportunities to practice</p> <ul style="list-style-type: none"> – following simple rules and routines such as walking instead of running down the hall – partnering with a peer who has mastered the skill, and working together – using social stories to follow directions and communicate needs to teachers and adults – receiving redirection when off task and positive reinforcement when skills are performed successfully – independently selecting a book during centers and communicating that choice to the teacher – with teacher support and guidance, learning social norms and appropriate behaviors in various social situations – with teacher support and guidance, giving examples of a plan to follow a rule or routine | <p>Students who independently follow rules and routines on a consistent basis may benefit from continued opportunities to increase self-control and self-reliance.</p> <p>Students can practice skills such as</p> <ul style="list-style-type: none"> – independently playing board games with peers – making choices by weighing consequences – resolving conflicts with adult intervention and guidance <p>In addition, students may find connections to this skill in other content areas. Suggested activities might include:</p> <ul style="list-style-type: none"> – creating a story/book about following rules in the classroom/lunchroom/school – engaging in a teacher-created reward system for the class when students receive compliments from other adults/teachers in the building |

| Activity | Support | Extension |
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| <p>Foundations of School Success Activity 7</p> <p>Plays cooperatively with a few peers for a sustained period of time.</p> | <p>Students who do not play cooperatively with a few peers may benefit from additional opportunities to engage in mutual/cooperative play with other students.</p> <p>Students can benefit from opportunities to practice</p> <ul style="list-style-type: none"> – conversation skills (speaking clearly, listening, turn-taking) as they begin cooperating with peers – working with another peer to complete a task, reach a goal or play a game (e.g., pair students to pass out/clean up materials, complete a puzzle) – engaging in small group games such as Simon Says and simple board games – completing races or games during recess where two students work together (balloon or ball toss, relay race, etc.) | <p>Students who play cooperatively with peers for a sustained period of time may benefit from learning to work with a partner or small group, sharing space and equipment and taking turns.</p> <p>Students can practice skills such as</p> <ul style="list-style-type: none"> – playing a game over time that requires taking turns – working with peers regardless of personal differences – collaborating with a partner or small group to complete a task or reach a common goal over time |

English Language Arts

The domain of English Language Arts encompasses speaking, listening, reading, writing and associated skills and concepts. Language and literacy develop concurrently rather than in isolation. What children learn from listening and talking contributes to their ability to read and write. Comprehension, both when listening and when reading, is dependent on students' understanding of both the structure and meaning of language and its use. Phonemic awareness, the ability to hear, identify and manipulate individual sounds or phonemes is essential for learning to read and write. An awareness of how sounds "work" in words or phonological awareness and the connections between the sounds and letters is often the first step towards the act of reading.

Activities in this domain of school readiness include recognition of letters, early writing skills such as copying and the use of invented spellings, foundational concepts about print and the use of oral language to effectively communicate.

| Activity | Support | Extension |
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| <p>English Language Arts Activity 1</p> <p>Listens and differentiates between sounds that are the same and different.</p> | <p>Students who do not accurately differentiate between the same and different sounds in any or few of the ten sets of sounds may benefit from additional support to differentiate sounds.</p> <p>Students can benefit from opportunities to practice phonological awareness, including</p> <ul style="list-style-type: none"> – with teacher modeling, thinking aloud about the different common sounds heard in the environment (e.g., doorbell, phone ringing, knocking) or in words – recognizing sounds that are the same and different such as a bell and a horn – answering questions about sounds in the environment (i.e., asking “What did you hear?”) – listening to and reciting nursery rhymes and songs – listening to stories with rhyme, repetition and repeated sounds – clapping the “beat” or syllables heard in words – singing songs and identifying words ending in similar sounds | <p>Students who accurately differentiate between same and different sounds, may benefit from beginning to learn how to apply grade-level phonics skills to decode words.</p> <p>Students can practice skills such as</p> <ul style="list-style-type: none"> – isolating sounds in a word and naming/identifying the associated letters – producing the primary or most common sounds for each consonant – creating a collection of words with a similar attribute or feature – CVC, beginning or ending sound, etc. – associating long and short sounds for major vowels. – identifying the sounds of the letters that are different between words that are similarly spelled |

| Activity | Support | Extension |
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| <p data-bbox="167 575 435 640">English Language Arts Activity 2</p> <p data-bbox="167 663 456 762">Recognizes and names some upper case letters of the alphabet.</p> <p data-bbox="167 837 435 903">English Language Arts Activity 3</p> <p data-bbox="167 926 477 1024">Recognizes and names some lowercase letters of the alphabet.</p> | <p data-bbox="500 281 964 451">Students who do not name any or few upper case and/or lowercase letters of the alphabet may benefit from additional support with letters of the alphabet.</p> <p data-bbox="500 474 915 506">Students can practice skills such as</p> <ul data-bbox="509 527 971 1318" style="list-style-type: none"> <li data-bbox="509 527 971 558">– reciting the letters of the alphabet <li data-bbox="509 579 971 678">– identifying visual differences between shapes of upper case and lowercase letters <li data-bbox="509 699 971 798">– identifying upper case and lowercase letters in their own name <li data-bbox="509 819 971 884">– using environmental print to notice letters <li data-bbox="509 905 971 1024">– playing letter/picture bingo to identify upper case and lowercase letters <li data-bbox="509 1045 971 1144">– using Play-Doh to create upper case and lowercase letters from a letter card <li data-bbox="509 1165 971 1197">– playing “I Spy” with letter names <li data-bbox="509 1218 971 1316">– recognizing letters by singing alphabet songs and pointing to letters on a chart or Smart Board | <p data-bbox="997 457 1430 630">Students who name most of the upper case and/or lowercase letters of the alphabet may benefit from additional opportunities with all letters of the alphabet.</p> <p data-bbox="997 653 1414 684">Students can practice skills such as</p> <ul data-bbox="1006 705 1463 1142" style="list-style-type: none"> <li data-bbox="1006 705 1463 770">– recognizing all upper case and lowercase letters of the alphabet <li data-bbox="1006 791 1463 856">– matching upper case and lowercase letters <li data-bbox="1006 877 1463 942">– writing upper case and lowercase letters <li data-bbox="1006 963 1463 1142">– Identifying patterns of letters that might be similar in words (e.g., “ed” at the end of words, “s” to indicate plural, upper case letters at the beginning of a sentence) |

| Activity | Support | Extension |
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| <p>English Language Arts Activity 4</p> <p>Tracks words from left to right, top to bottom, and page to page.</p> | <p>Students who do not track words in an early level text may benefit from additional prompting and support to track words in a book.</p> <p>Students can practice skills such as</p> <ul style="list-style-type: none"> – holding books upright and turning pages independently – participating in lap reading or shared reading (i.e., sitting beside teacher reading aloud and sharing about the book) – identifying parts of a book (e.g., front, back) – pointing to words in a book using left-to-right progression with guidance – identifying a letter, a word, a sentence – pointing to the individual words during a choral reading of the morning message on large chart paper – listening to books on tape to follow text being read | <p>Students who generally track words from left to right, top to bottom, and page to page in an early level text may benefit from additional reading opportunities.</p> <p>Students can practice skills such as</p> <ul style="list-style-type: none"> – following words from left to right, top to bottom, and page-by-page for a book read aloud – participating in Reader’s Theater activities – engaging in opportunities for daily independent reading of emergent reader text – reading familiar nursery rhymes, poems, and finger plays from a wide variety of genres – creating their own stories and reading them to the teacher by modeling title, author, etc. |

| Activity | Support | Extension |
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| <p>English Language Arts Activity 5</p> <p>Draws pictures and copies letters and/or numbers to communicate.</p> | <p>Students who do not or who are minimally able to draw pictures and copy letters and/or numbers to communicate may benefit from additional support using print in their environment as models.</p> <p>Students can practice skills such as</p> <ul style="list-style-type: none"> – copying letters or numbers from signs and labels in the classroom – creating lists, mail, cards, etc. while engaged in play – drawing pictures from their own experiences or as a response to literature – drawing pictures and using word cards to label objects on pictures – dictating words, phrases, or sentences to communicate – tracing words written in highlighter to match a picture drawn by the student | <p>Students who draw pictures and copy letters and/or numbers to communicate may benefit from additional opportunities to practice in real-world contexts.</p> <p>Students can practice skills such as</p> <ul style="list-style-type: none"> – drawing to add details to describe a story – writing independently – drawing and writing about a personal experience, a common topic, or a story read in class |

| Activity | Support | Extension |
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| <p>English Language Arts Activity 6</p> <p>Listens to and follows multi-step directions.</p> | <p>Students who make no attempt to follow the directions or complete steps with prompting may benefit from additional support remembering and following simple directions.</p> <p>Students can benefit from opportunities to practice in</p> <ul style="list-style-type: none"> – engaging in predictable activities that take place each day in the classroom (e.g., putting book bag away, taking down chair, getting early morning supplies or materials) – answering questions following each page of a read aloud following one-step simple directions, specific to a task, such as washing hands after lunch, and then building to two-, three-, and multi-step- directions. – following a series of classroom routines – those tasks that are daily expectations, with support. – Predicting what would be the next step in a given activity – playing games such as Simon Says – singing songs with associated words and actions in a sequence | <p>Students who can generally listen to and follow multi-step directions without additional prompting may benefit from additional opportunities to practice following multi-step directions in real-world contexts.</p> <p>Students can practice skills such as</p> <ul style="list-style-type: none"> – playing games with multiple steps – independently following multi-step routines such as leaving the classroom for lunch – planning activities in play with peers |

| Activity | Support | Extension |
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| <p>English Language Arts Activity 7</p> <p>Uses spoken language that can be understood with ease.</p> | <p>Students who are nonverbal, primarily communicate with gestures, or have speech that is unintelligible may benefit from additional support in using spoken language.</p> <p>Students can benefit from opportunities to practice</p> <ul style="list-style-type: none"> – acting out a personal experience or a book that was read in class – using assistive technology devices or PECS to express needs – singing familiar songs – using finger plays – repeating words or phrases used by the teacher or other children – communicating orally in controlled, small group or paired activities – playing games that require turn-taking | <p>Students who primarily use spoken language and articulate with few errors may benefit from beginning to practice speaking audibly and expressing thoughts, feelings, and ideas clearly.</p> <p>Students can practice skills such as</p> <ul style="list-style-type: none"> – sharing during “Show and Tell” – communicating messages passed from another person (i.e., playing the game “Telephone”) – sharing ideas with the class about a story or book – creating songs |
| <p>English Language Arts Activity 8</p> <p>Uses writing tools.</p> | <p>Students who do not use writing utensils to make meaningful marks may benefit from additional support in understanding how and when to use certain tools for writing.</p> <p>Students can practice skills such as</p> <ul style="list-style-type: none"> – holding writing utensils using a tripod grasp – using a variety of pencil “grippers” to aid development of tripod grasp – using finger paints to write – using a variety of writing tools | <p>Students who use writing utensils appropriately and make meaningful marks on paper may benefit from additional opportunities to write using a variety of writing tools.</p> <p>Students can practice skills such as</p> <ul style="list-style-type: none"> – writing to express ideas – using a variety of writing tools for different purposes – choosing appropriate writing tools for the task, purpose, etc. |

Mathematics

The domain of Mathematics includes foundations of numeracy concepts, such as rote counting and number awareness, sorting, classifying, comparing, patterning, and spatial relationships.

While it is tempting to define this domain in terms of discrete skills and concepts, the broader consideration of how children think critically to make judgements and solve problems has ties to many academic and social indicators of success.

| Activity | Support | Extension |
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| <p>Mathematics Activity 1</p> <p>Recites numbers up to 20 in sequence.</p> | <p>Students who do not make an attempt to recite numbers or recite numbers less than twenty in sequence may benefit from additional support.</p> <p>Students can practice skills such as</p> <ul style="list-style-type: none"> – saying the next number in sequence when a teacher says, "4, 5, 6..." – using manipulatives to assist with making concrete what the child is reciting – singing number songs – reciting numbers in order up to 10 – consistently saying numbers 11-20 in order – using dot cards/plates to play Dot Flash, Count ‘em Up, and Line ‘em Up <ul style="list-style-type: none"> ○ https://www.georgiastandards.org/Georgia-Standards/Frameworks/K-Math-Unit-1.pdf | <p>Students who recite numbers up to twenty in sequence may benefit from additional opportunities to count beyond 20.</p> <p>Students can practice skills such as</p> <ul style="list-style-type: none"> – counting to 100 by ones – counting to 100 by tens – counting collections of pennies – exploring a 100s Chart and discovering patterns |

| Activity | Support | Extension |
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| <p>Mathematics Activity 2</p> <p>Counts at least 10 objects using one-to-one correspondence.</p> | <p>Students who do not engage in the task or count few objects using one-to-one correspondence may benefit from additional practice counting at least ten objects using one-to-one correspondence with adult prompting and guidance.</p> <p>Students can practice skills such as</p> <ul style="list-style-type: none"> – imitating a peer or teacher modeling of pointing to up to five familiar objects and counting them using one-to-one correspondence (i.e., by pointing or touching each), eventually building to sets of 10 objects and beyond – counting, identifying, and forming a set of objects in the range of 1-5, building to sets of 10 and higher <ul style="list-style-type: none"> ○ Race to 20, Counting Dots, The Cardinal Cup, Feed the Elephants, How Many Cubes? ○ https://www.georgiastandards.org/Georgia-Standards/Frameworks/K-Math-Unit-1.pdf – counting up to five familiar objects using one-to-one correspondence with adult guidance – counting in every day routines (e.g., as children line up in the classroom, as a class, the teacher touches each child’s arm/shoulder and counts the students in line. The teacher asks students to count aloud as the teacher touches each child’s arm/shoulder.) | <p>Students who count at least ten objects using one-to-one correspondence may benefit from additional opportunities to count objects, saying the number names in standard order.</p> <p>Students can practice skills such as</p> <ul style="list-style-type: none"> – extending the counting sequence to 20, 50 or 100 – exploring and comparing sets that have more, less, and equal amounts of objects – counting how many objects they have in real-world contexts – counting forward from a given number – counting by 10s – beginning to subitize or “see” small quantities of objects and know how many there are without counting |

| Activity | Support | Extension |
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| <p>Mathematics Activity 3 Recognizes numerals.</p> | <p>Students who do not recognize or recognize few numerals may benefit from additional support recognizing numerals with adult prompting and guidance.</p> <p>Students can practice skills such as</p> <ul style="list-style-type: none"> – singing number songs and reinforcing by pointing to the corresponding numbers on a chart or Smart Board – recognizing numerals that are meaningful to them (age, bus number, classroom number) – reading and recognizing numerals in books – recognizing numerals in their environment – looking at numerals on a spinner and moving that number of spaces on game board | <p>Students who recognize most numerals zero through nine may benefit from additional opportunities to recognize numerals and use counting to determine quantity.</p> <p>Students can practice skills such as</p> <ul style="list-style-type: none"> – matching numerals to sets of objects – placing items into containers labeled with numerals (muffin tin with each space assigned a numeral, child places appropriate number of items in each space) – counting objects in their environment and representing quantities with a numeral – incorporating counting and numerals during play – reading, writing and representing a number of objects with a written numeral – extending the recognition and counting sequence to 20, 50 or 100 |

| Activity | Support | Extension |
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| <p>Mathematics Activity 4</p> <p>Sorts and classifies objects using one or more attributes or relationships.</p> | <p>Students who do not sort or classify objects using attributes may benefit from additional opportunities to sort and classify objects with support and guidance.</p> <p>Students can practice skills such as</p> <ul style="list-style-type: none"> – sorting objects by one attribute (e.g., color, shape, size) – modeling, classifying or grouping things in their environment – naming attributes of objects grouped together – creating class graphs based on different attributes of students (color of hair, types of shoes, boys/girls, etc.) | <p>Students who sort or classify objects using attributes may benefit from opportunities sorting and classifying objects independently and explaining their thinking.</p> <p>Students can practice skills such as</p> <ul style="list-style-type: none"> – sorting objects into categories by multiple attributes – sharing and explaining classified groups – creating or describing sorting rules while working with classroom objects and manipulatives |
| <p>Mathematics Activity 5</p> <p>Recognizes and names common two-dimensional shapes.</p> | <p>Students who do not recognize shapes or name few shapes may benefit from additional support with understanding common two-dimensional shapes.</p> <p>Students can practice skills such as</p> <ul style="list-style-type: none"> – naming common shapes in the classroom environment, while on a shape hunt – composing (building) a larger shape using only smaller shapes that have the same size and shape – forming shapes on a geoboard – exploring with pattern blocks, attribute blocks, other classroom manipulatives – singing shape songs while reinforcing by touching shapes on a chart or Smart Board – reading books that include shapes in the illustrations and descriptions in the text | <p>Students who recognize and name common two-dimensional shapes may benefit from additional opportunities to recognize and name parts and attributes of two- and three-dimensional shapes.</p> <p>Students can practice skills such as</p> <ul style="list-style-type: none"> – recognizing and naming three-dimensional shapes – naming the parts and attributes of two- and three-dimensional shapes – identifying shapes as two- or three-dimensional – comparing shapes by describing similarities and differences in their attributes – creating a composite shape and composing new shapes from the composite shape |