Students will:

- Ask your child to put things into groups. When you do the laundry, let your child separate items of clothing: all the socks in one pile, all the shirts in another pile, and all the pants in another pile.

- Make a pattern of sounds by clapping, snapping, and/or tapping your feet, such as; clap, clap, tap, clap, tap. Ask your child to repeat the pattern. Reverse roles.

- Draw a picture with your child; discuss how a circle is used to draw a head, a rectangle or square is used to draw a body, 4 rectangles are used to draw arms and legs.

- Play the game "Positions." Call out a position such as beside, below, in front of, behind, inside, and outside. Have your child move their favorite stuffed animal into these positions.

Terminology:

- **Triangle**: a polygon with three sides
- **Rectangle**: a parallelogram with four right angles
- **Square**: a rectangle with four equal sides
- **Circle**: the set of all points in a plane that are the same distance from a fixed point
- **Pattern**: a combination of qualities that form a consistent arrangement
- **Graph**: a diagram that represents connections among 2 or more items

Book’em:

- **The Secret Birthday Message** by Eric Carle
- **What’s Next Nina?** by Sue Kassire and Page Eastburn
- **M & M’s Brand Pattern Book** by Barbara McGrath
- **Beep, Beep, Vroom, Vroom** by Stuart Murphy
- **Caps For Sale** by Esphyr Slobodkira
- **3 Little Firefighters** by Stuart Murphy
- **Measuring Penny** by Loren Leedy
- **Bart’s Amazing Charts** by Dianne Ochiltee
- **Grandma’s Button Box** by Margarette Reid

Related Files:

- www.ceismc.gatech.edu/csi

**Further investigations:**

Ask your child to put things into groups. When you do the laundry, let your child separate items of clothing: all the socks in one pile, all the shirts in another pile, and all the pants in another pile.

Make a pattern of sounds by clapping, snapping, and/or tapping your feet, such as: clap, clap, tap, clap, tap. Ask your child to repeat the pattern. Reverse roles.

Draw a picture with your child; discuss how a circle is used to draw a head, a rectangle or square is used to draw a body, 4 rectangles are used to draw arms and legs.

Play the game "Positions." Call out a position such as beside, below, in front of, behind, inside, and outside. Have your child move their favorite stuffed animal into these positions.

**Shapes, Shapes, and More Shapes**

**Students will:**

- Identify the name of a pattern and determine the shape missing in a pattern
- Count objects and show the quantity by drawing pictures
- Sort shapes into groups made up of members sharing the same attributes
- Find and name shapes in the environment
- Use shapes to create items in the environment
- Compose and decompose shapes
- Use a graph to represent information about themselves and their classmates
- Describe and name basic spatial positions and relationships

**Classroom Cases:**

1. Describe the patterns below.

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   **Case Closed - Evidence:**

   - Set 1: ABAB pattern or square, circle, square, circle, square, circle
   - Set 2: ABB pattern or triangle, square, square, triangle, square, square
   - Set 3: AABB pattern or square, square, circle, circle, square, square, circle
   - Set 4: ABC pattern or triangle, circle, square, triangle, circle, square

2. What characteristic is used for sorting in each set?

   - Set A: Shape
   - Set B: Color
   - Set C: Size

   **Case Closed - Evidence:**

   - A. The shapes are sorted by shape.
   - B. The shapes are sorted by color.
   - C. The shapes are sorted by size.

3. In the picture at right, what shape was used to make
   - a. the roof?  b. the window?  c. the door?  d. the house?

   **Case Closed - Evidence:**

   - a. A triangle was used to make the roof.
   - b. A square was used to make the window.
   - c. A rectangle was used to make the door.
   - d. A square was used to make the house.