



BRIGHTPENCIL KIDS

Grade 1 | Ages 5-7 | 12-page learning pack

Shape & Space Builders

LEARNING GOAL

Describe, sort, compose and decompose common shapes using properties and spatial language.

Study -> Practise -> Talk -> Make -> Reflect

Designed for short adult-supported sessions and independent return practice.

Purpose

Describe, sort, compose and decompose common shapes using properties and spatial language.

Suggested rhythm

Use 10-15 minutes. Model one example, let the child try, ask how they know, then stop while attention is still positive.

Feedback

Praise the strategy, careful observation or explanation. If an answer is wrong, ask the child to show their thinking before correcting it.

Transfer

Use the hands-on task before or after the printable page so the skill connects to real objects, talk and movement.

Safety & independence

Adult supervision is expected for cutting, small objects, outdoor exploration, water, torches or elastic bands. Adapt materials to the child.

Say the words, use them in conversation, then return to them during the activities.

Side

Use it in your own sentence or explanation.

Corner

Use it in your own sentence or explanation.

Face

Use it in your own sentence or explanation.

Edge

Use it in your own sentence or explanation.

Position

Use it in your own sentence or explanation.

Talk prompt

Which of these words feels newest? Explain what you think it means and give an example connected to 2-d/3-d shape and spatial reasoning.

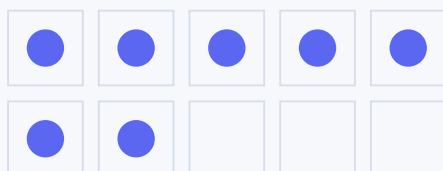
1

Shapes can be sorted by properties, not just by colour or size.

2

Two smaller shapes can sometimes compose a larger shape.

SHOW IT ANOTHER WAY



Use counters, drawings, words and symbols. Strong maths moves between representations.

Adult: model the first item. Child: explain what you notice or how you know.

1 Name a shape with 3 straight sides.

2 Sort shapes by number of sides.

3 Which 3-D object can roll? Why?

4 Describe where an object is using above, below, beside or between.

Work carefully. Draw, mark, build or write when that helps your thinking.

1 Name a shape with 3 straight sides.

2 Sort shapes by number of sides.

3 Which 3-D object can roll? Why?

4 Describe where an object is using above, below, beside or between.

5 Can a square be called a rectangle? Discuss using properties.

SHOW YOUR THINKING

Work carefully. Draw, mark, build or write when that helps your thinking.

- 1 Which 3-D object can roll? Why?
- 2 Describe where an object is using above, below, beside or between.
- 3 Can a square be called a rectangle? Discuss using properties.
- 4 Find two ways to make a larger rectangle from smaller shapes.
- 5 Name a shape with 3 straight sides.

SHOW YOUR THINKING

Talk 1 Can a square be called a rectangle? Discuss using properties.

Talk 2 Find two ways to make a larger rectangle from smaller shapes.

Talk 3 What strategy, clue or observation helped you most with 2-d/3-d shape and spatial reasoning?

Talk 4 What mistake might someone make here? How could you help them notice it?

A complete explanation is more valuable than a fast one-word answer.

DO SOMETHING REAL

Build pictures from paper triangles, rectangles and squares. Then take the picture apart and count each shape used.

RECORD WHAT HAPPENED

What I did

What I noticed

What I would try next

CREATE CHALLENGE

Design a playground using at least four different 2-D shapes and label them.

Use this space to draw, label, plan or draft.

Independent challenge

MATHEMATICS

Try without help first. Then explain or check your work with a grown-up.

- 1 Can a square be called a rectangle? Discuss using properties.
- 2 Find two ways to make a larger rectangle from smaller shapes.
- 3 Create one new example that would help another Grade 1 learner practise 2-d/3-d shape and spatial reasoning.

MY CHECK

☐ I tried a strategy ☐ I checked it ☐ I can explain one idea

ANSWER / REVIEW NOTES

- A square satisfies the definition of a rectangle with four right angles; terminology depends on classification convention, so accept reasoned explanation.

LEARNER REFLECTION

One thing I understand better now:

One thing I want to practise again:

One real-life example I can think of:

Review status: original BrightPencil draft. Educational and rights review required before public publication.