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For Handouts:



http://goo.gl/Iyb6uX

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Moving Students from Level 0 to Level 1:	Moving Students from Level 1 to Level 2:
Ask questions such as: "Can you draw a triangle that does not have a right angle?" "Let's see if that is true for other rectangles."	Ask questions such as: "If the sides of a four-sided shape are all congruent, will you always have a square?" "Can you find a counterexample?"
Students should be able to <u>draw, build, compose</u> (put together), <u>decompose</u> (take apart) shapes (both two- dimensional and three-dimensional).	"Do you think that will work all of the time?" Encourage students to test their conjectures.
Focus on the <u>properties</u> rather than simple identification.	Use Informal Deduction language such as <i>ifthen</i> and <i>what if</i> . Engage students in attempting informal proofs or
Make sure to apply ideas it entire classes of shapes not just one figure. So, basically allow students to make conjectures based on several shapes in the same class.	making sense of their peers' informal proofs.

Adapted from: Van de Walle, John, Karen Karp, and Jenniger Bay-Williams. Elementary and Middle School Mathematics: Teaching Developmentally. 8th. New Jersey: Pearson, 2013. Print.



Sometimes, Always, Never Statements

Directions: Place an "x" in the column with the appropriate word for each statement. If you chose **<u>sometimes</u>**, try to think of an example that makes the statement true and an example that makes the statement false. Then, come up with a statement of your own.

	Sometimes	Always	Never	True/False Examples
1. A square is a rectangle.				
2. A rectangle is a square.				
3. A triangle is a rectangle.				
4. A circle is a polygon.				
5.				















