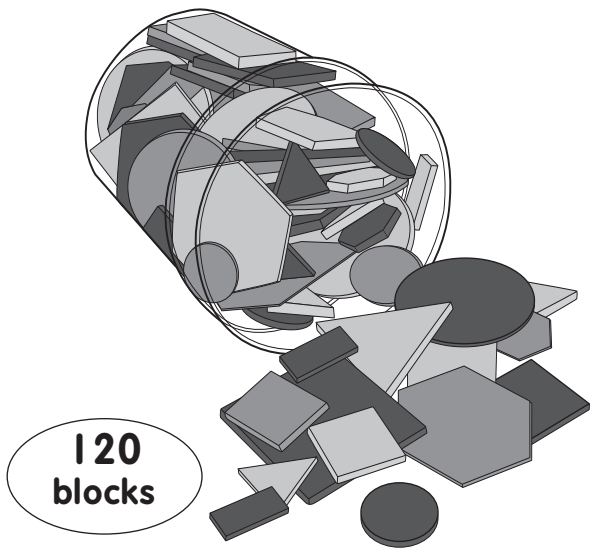


Attribute Blocks



**120
blocks**



WARNING:

CHOKING HAZARD—Small parts.
Not for children under 3 yrs.

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RA207
Ages 4+

Designed to meet these objectives:

Math

- Students will classify and sort objects by attributes.
- Students will identify and compare 2-D shapes.
- Students will recognize, build, and extend patterns.

You'll find dozens of ways to use these blocks in your classroom! The blocks come in 5 shapes, 3 colors, 2 sizes, and 2 thicknesses—so they're perfect for exploring early math concepts such as classification and shape recognition. To get started, try some of the engaging activities described in this guide.

Activities

Identifying Shapes

Use the attribute blocks to help young children learn to recognize 2-D shapes. Display one shape at a time, and discuss it with your students. To help children learn each shape's characteristics, ask questions such as: Are the triangle's sides straight or curved? How many corners does the square have? How many sides? Are all the sides the same length? Challenge students to identify shapes based on

clues such as, “I’m thinking of a shape with no straight sides. What is it?”

For older students, use the attribute blocks to introduce math vocabulary terms such as line, angle, vertex, side, and parallel. Help students find examples on the shapes and point them out.

Sorting and Classifying

Invite volunteers to sort the blocks into groups by their colors. Then, have them sort the blocks by their shapes. Ask a volunteer to find a new way to sort the blocks. When she has completed the task, have her explain the rule of her sort. (For example, she may have sorted them by size or thickness.) Who can think of other ways to sort the blocks? (Some less obvious possibilities include classifying the blocks by the number of vertices they have, or by whether or not they have any parallel sides.)

To reinforce the concept, have children take turns sorting the blocks. Then, challenge the other children to try to figure out the rule for each sort.

Next, draw a Venn diagram on a sheet of butcher paper. Label one circle “Thick” and the other “Red.” Have volunteers sort each piece into its appropriate

place. Where do the thin yellow shapes go? (Outside of both circles.) Where do the thick red shapes go? (In the intersection of the circles.)

Encourage children to think of other labels for the circles and try the activity again.

Patterning

Use the blocks to create a simple alternating pattern. Have children “read” the pattern with you, identifying each element as you point to it: “big, little, big, little,” or “thin, thick, thin, thick.” Then, ask a volunteer to extend the pattern.

When children are comfortable with AB (alternating) patterns, introduce more complex patterns such as ABB or ABC. Prompt students to create their own patterns. Have the students explain their patterns, such as, “There are two red blocks after every yellow block.” Invite other students to continue the pattern.

Check students’ understanding by having them identify matching patterns. For example, set up two different AB patterns and one ABB pattern. Can students point to the pattern that is different? (For beginners, set up patterns using the same attribute, such as color or shape.)