50 Leveled Math Problems

150 Problems Total

Level 1

Linda Dacey

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Introduction

Leveled Problem-Solving Lessons

Operations and Algebraic Thinking

Number and Operations in Base Ten

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What Shape Am I?

Standards

- Understands basic properties of simple geometric shapes and similarities and differences between simple geometric shapes
- Uses the names of simple geometric shapes to represent and describe real-world situations

Overview

Students are given pictures of shapes and clues about one of the shapes. The students use the clues to identify one of the shapes.

Problem-Solving Strategy

Use logical reasoning

Materials

- *What Shape Am I?* (page 117; shapeam.pdf)
- *Student Response Form* (page 130; studentresponse.pdf) *(optional)*

Activate

1. Ask students what they can tell you about a triangle.

2. Draw a picture of a triangle, square, and a rectangle. Tell students that you are thinking of one of these shapes and that you will give them clues to help them determine which one it is. Tell them that the figure has four sides. Have students tell what they know about your shape from the clue. Model crossing off the triangle to show that it is no longer a possibility. Then, say *All of my sides have the same length.* Again, have students tell you what they know and model crossing off the rectangle. Emphasize the importance of checking their thinking. Say *Let's check the square with the two clues. Does it have four sides? Do each of its sides have the same length?*

Solve

1. Distribute copies of *What Shape Am I?* to students. Have students work alone or in pairs.

2. As students work ask them to identify each shape in the problem. Listen to the language they use to describe the figures that are not in traditional positions. For example, rather than a *triangle*, some students refer to an *upside-down triangle* when the base is not parallel to the bottom of the page. In the third problem, how do they talk about the pentagon or trapezoid?

Debrief

1. Which shape did you identify?

2. How did you keep track of what you learned from the clues?

3. How did you check your work?

Differentiate ◯ ▢ △ ☆

Whenever possible, pair readers who will need some help with those who are more independent in their reading. You may want some emerging readers to work with you in a small group so that you can help them read the clues.
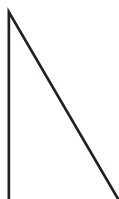
What Shape Am I? ◯
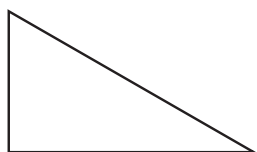
I have three sides.

All of my sides have the same length.

What shape am I? Write the letter of the shape.

A B C
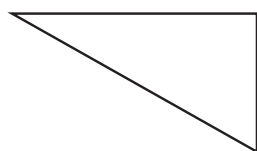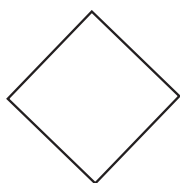
_____

What Shape Am I? ▢

I am not a triangle.

All of my sides are not the same length.

What shape am I? Write the letter of the shape.
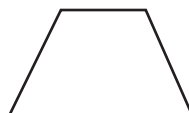
A B C D

_____

What Shape Am I? ◁

I have four sides.

I am not a square.

What shape am I? Write the letter of the shape.

A B C D

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