



Building Shapes

Grade K

Introduction

This is one of our favorite team building activities. Students work together using a rope to create 2-D shapes. The teacher plays the role of the skeptic and asks students to justify how they know their shape satisfies its defined characteristics. You can ask students to work in small groups to build the shapes or you can use a big rope and have the class work together to build the shapes.

Agenda for the activity

Activity	Time	Description	Materials
Mindset Message	5 min	Play the mindset video.	Mindset Video
Open the activity	5 min	<ol style="list-style-type: none"> 1. Explain the activity. 2. Display the shapes and discuss the names and features of some of them. 	
Building Shapes	30 min	<ol style="list-style-type: none"> 1. Teams build shapes with the rope and then call the teacher over when they are ready to share. 2. Discuss strategies for convincing each other. 	<ul style="list-style-type: none"> • Building Shapes Handouts (pg 3-4) • 7-8 feet of masonry line, yarn or rope tied in a loop
Debrief Mindset Message	5 min	Debrief the mindset messages in this activity.	



Activity

We let students know they are going to work together to build shapes and there are four rules to follow.

1. Everyone in the group must have at least one hand on the rope at all times.
2. You cannot untie the rope.
3. You must use all of the rope for each shape.
4. Convince the teacher that your shape is accurate.

Students may ask what order they should build the shapes. We let students decide their order.

Introduce the Skeptic framework by telling students they need to be convincing. A wonderful teacher named Cathy Humphries uses this framework¹. In mathematics we must always be convincing. The first level of convincing is when you convince yourself. The second level of convincing is when you convince a friend. The third and most challenging level is when you try to convince the skeptic.

After students complete a shape they should work through convincing each other that the shape is accurate. When they have convinced each other they should call over the skeptic for the final stage of convincing.

Today, you the teacher are going to model the role of the skeptic. When a group calls you over to confirm their shape is accurate you can begin by asking them questions like,

- What are the characteristics of the shape you built?
- How do you know it's a "_____".
- How can you know those two sides are equal?
- How do you know the angles are equal?

Ask students to reflect on the importance of believing in themselves. Ask for some volunteers to share a time when they believed in themselves during the activity or a time when they surprised themselves in what they could do during the activity!

Extensions

- Give a second set of shapes that teams can build if they build all on the handout (see Building Shapes Extension Handout).

¹ See Cathy Humphreys use this strategy in Boaler & Humphreys, 2005



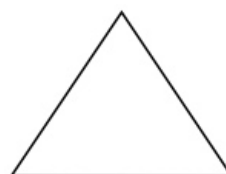
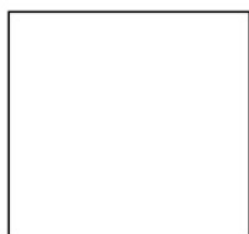
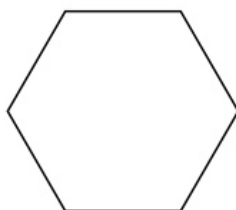
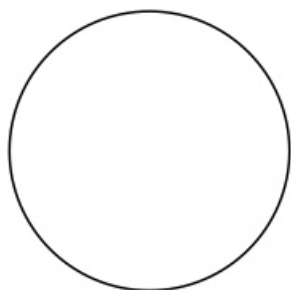
Building Shapes Handout

Each group has a 7-8 foot piece of rope that is tied securely in a loop. You will work together to make the following shapes: square, rectangle, circle, triangle, and hexagon.

Rules:

- All group members must have at least one hand on the rope.
- You cannot untie the rope
- You must use all of the rope

Groups must check in with the teacher before making the next shape. You can make the shapes in any order.





Building Shapes Extension Handout

Each group has a 7-8 foot piece of rope that is tied securely in a loop. You will work together to make the following shapes: 5 pointed star, square pyramid, tetrahedron, and cube.

Rules:

- All group members must have at least one hand on the rope.
- You cannot untie the rope
- You must use all of the rope

Groups must check in with the teacher before making the next shape. You can make the shapes in any order.

