

Introduction to Attributes

Age

6 years

Direct Aim

Introduce working with sets. Develop ability to define attributes of a certain item.

Indirect Aim

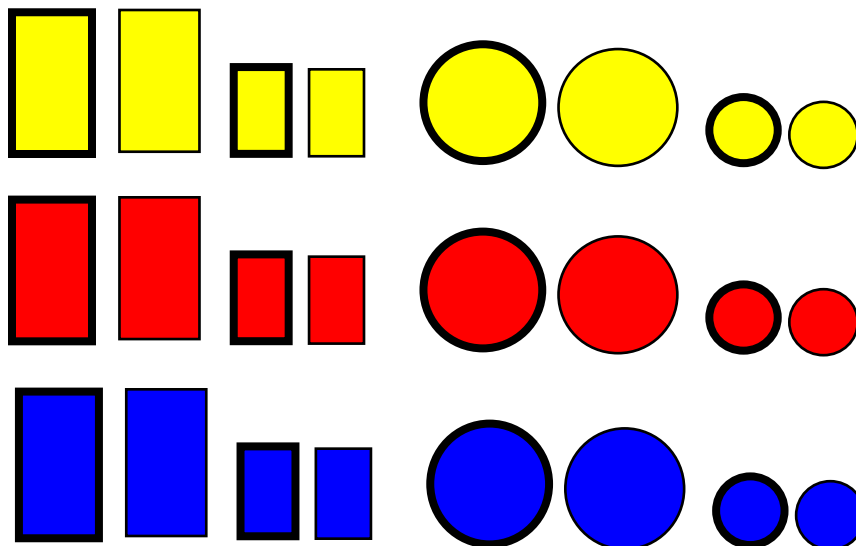
Develop logical thinking skills.

Materials

Set of Attribute blocks, prepared task cards

Procedure

1. Tell the children that today you are going to work with a new material, that you have in a closed container
2. Indicate that you would like them to guess the name of a shape. Whichever shape they name, pull that one out and completely describe that shape. A large, thin, yellow, circle for example. Place this block on the rug.
3. Ask for another shape, and pull out that block. Inform the children that they are describing the attributes of these blocks. Begin to form a matrix that organizes the blocks in a pattern.



*Note darker outlines indicate “thick” while lighter outlines indicate “thin”.

4. Allow the children to complete the matrix by organizing all of the blocks, there are 60 blocks in all.
5. Introduce the “What am I?” cards. On each card is a color, shape and thickness. If it is “not” that shape, there is a line crossed through it.
6. Ask the children to choose the block that is represented on the card. They may place either the “large”, “small” or both.

Follow Up

1. Set 2 of the “What Am I?” cards. These cards omit one shape, color, and thickness, so the child has to infer which shape it is.
2. “What Am I” cards with verbal descriptions using synonyms for the attributes. This is to be used after the children have been introduced to the function of the adjective in the grammar sequence.

Concentration Loop Cards

Age

6 years old

Direct Aim

Learn to identify a given set and name it.

Indirect Aim

Develop the ability to assess characteristics and find the common element.

Materials

Set of one loop activity cards and matching labels.

Procedure

1. Place the one loop cards and the labels out on the rug face down.
2. Turn one concentration loop card up and determine the name of that set.
3. Turn up one label card, if it is a match, the child keeps both cards and gets another turn. If it is not a match, the cards are turned over and the next player gets a turn.

Follow up

1. Ask the children to make their own sets and ask a partner to name the set.
2. Design a “not” set by making the one loop set and placing a “not” label under it. The children are to determine the name of the set by what it is “not”.

Attribute Card Game

Age

6-7 years

Direct Aim

Naming attributes of a given block

Indirect Aim

Enhance classification skills and developing ability to see multiple attributes at one time.

Materials

Game cards that have each attribute printed on them, a set of attributes

Procedure

1. The dealer shuffles the cards and deals out three cards to each player. The remaining cards are placed face down and the top card is turned up.
2. A block is selected and placed in the middle of the playing area. Agree to only use the large or the small attributes and the description should be shape, color and thickness.
3. The goal is to get all three cards that describe the block in the middle of the playing area.
4. The person to the left of the dealer goes first. If he wishes the card that is face up, he takes it and discards one card, also placed face up.
5. If the person to the left of the dealer does not want the card, they draw the top card from the face down cards and discard one card from their hand.
6. The game is over when one player shows all three cards describing the block.

Follow up

1. 20 questions game, where one person thinks of a block (they may be arranged on the rug for easier playing) and the others ask questions to guess which block the player is thinking of.

2 X 2 Mat

Age

8 years

Direct Aim

Place blocks with “one”, “two” or “three” differences.

Indirect Aim

Develop logical thinking skills, understand that there are multiple solutions, develop patterning skills.

Materials

2 X 2 mat and attribute blocks

Procedure

1. Take the 2 X 2 mat, set 1, out and place the appropriate block on the square.
2. Explain that you want to place a block next to it that is “different” in one way. For example, a large, yellow, thick, circle is the starting block and a small, yellow, thick circle could be placed next to it.
3. As the children proceed through the cards they will begin to see patterns develop. This skill becomes a tool to find solutions for further task cards.

Follow Up

1. Further sets of 2 X 2 mats and 3 X 3 mats
2. Have children design their own mats or select a “not” set.

The “H” Mat

Age

8 years old

Direct Aim

Develop ability to characterize “differences” in attributes

Indirect Aim

Develop patterning skills

Materials

An “H” mat, task cards, and a set of attributes

Procedure

1. Choose a block and place it on the “H” mat.
2. Place remaining blocks on the mat so that each block is different from it’s neighbor in one way.

Follow Up

1. Remaining task cards placing blocks with two and three differences.
2. Have students place selective blocks on the mat that follow a “two difference” rule. Have their partner fill in the missing pieces.
3. “Watch It” game.

What's Missing? Mats

Age

8 years old

Direct Aim

Find the missing attributes

Indirect Aim

Develop patterning and logical thinking skills.

Materials

What's Missing? mats and attribute blocks

Procedure

1. Place the appropriate pieces on the mat that are given.
2. Assess what the missing pieces are.