

Are all the sides the same length?

Does it have two right angles?

Does it have five sides?

Are two sides parallel?

2D Shape Barrier Games

You can only
answer YES or
NO!

2D Shape Barrier Games

We have put this on the site to encourage you to produce your own games and then send them to us to encourage more folk to make games and then send them to us etc etc until this becomes the biggest activity on the maths page.

You might want to provide prompt sheets or persuade the children to produce them until you build up a repertoire of shape questions.

Webaddress: www.collaborativelearning.org/2dbarrier.pdf

Last updated 13th March 2017

Our basic principles:

1. Build on prior knowledge.
2. Move from concrete to abstract.
3. Ensure everyone works with everyone else.
4. Extend social language into curriculum language.
5. Provide motivating ways to go over the same knowledge again and again.

COLLABORATIVE LEARNING PROJECT

Project Director: Stuart Scott

We support a network of teaching professionals to develop and disseminate accessible talk-for-learning activities in all subject areas and for all ages.

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BRIEF SUMMARY OF BASIC PRINCIPLES BEHIND OUR TEACHING ACTIVITIES:

The project is a teacher network, and a non-profit making educational trust. Our main aim is to develop and disseminate classroom tested examples of effective group strategies that promote talk across all phases and subjects. We hope they will inspire you to develop and use similar strategies in other topics and curriculum areas. We want to encourage you to change them and adapt them to your classroom and students. We run teacher workshops, swapshops and conferences worldwide. The project posts online many activities in all subject areas. Our online newsletter is also updated regularly.

*These activities are influenced by current thinking about the role of language in learning. They are designed to help children learn through talk and active learning in small groups. They work best in non selective classes where children in need of language or learning support are integrated. They are well suited for the development of speaking and listening . They provide teachers opportunities for assessment of speaking and listening.

*They support differentiation by placing a high value on what children can offer to each other on a particular topic, and also give children the chance to respect each other's views and formulate shared opinions which they can disseminate to peers. By helping them to take ideas and abstract concepts, discuss, paraphrase and move them about physically, they help to develop thinking skills.

*They give children the opportunity to participate in their own words and language in their own time without pressure. Many activities can be tried out in pupils' first languages and afterwards in English. A growing number of activities are available in more than one language, not translated, but mixed, so that you may need more than one language to complete the activity.

*They encourage study skills in context, and should therefore be used with a range of appropriate information books which are preferably within reach in the classroom.

*They are generally adaptable over a wide age range because children can bring their own knowledge to an activity and refer to books at an appropriate level. The activities work like catalysts.

2D Shape Barrier Games: How to Play

Two players A and B. You each have a sheet of paper with some shapes on it but some shapes are missing. Player A knows which shapes are missing on Player B's sheet and Player B know which shapes are missing on Player A's sheet. Make sure that you cannot see each other sheets by putting up a barrier between you or hiding your sheet behind the pages of a book.

Take turns to ask each other questions about the missing shapes referring to them by their number on the sheet.

e.g. Are all the sides the same length?

Does the shape no ? have four sides?

You can only receive or give YES or NO answers. If your partner get really stuck you may give a little clue to help them.

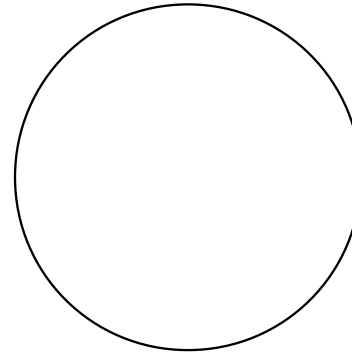
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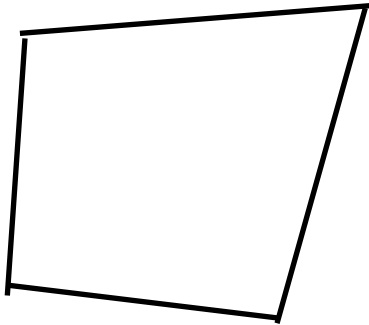
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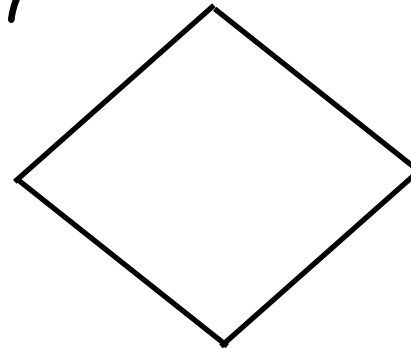
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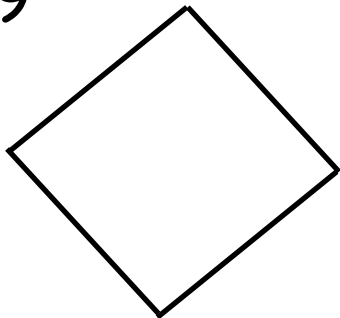
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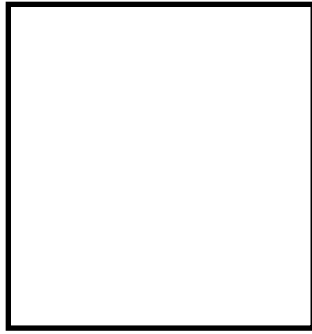


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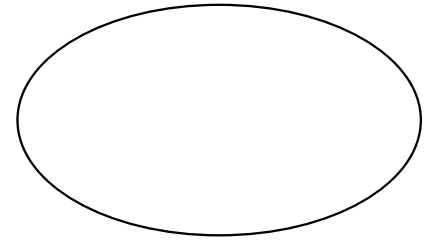
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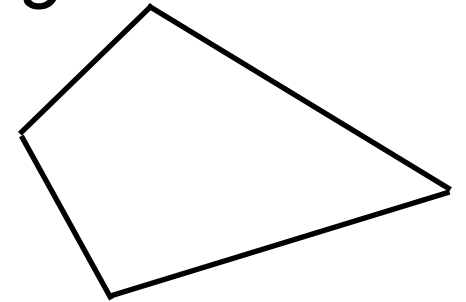
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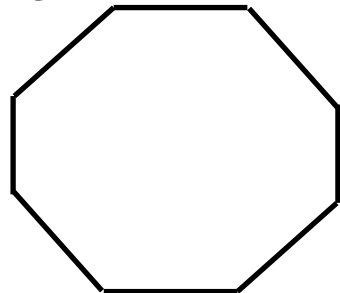
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