

Geometry Sentence Frames: Set I – Describing 2D Shapes

Standard: K.G.4 Analyze and compare two and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g. number of sides and vertices/corners) and other attributes (e.g. having sides of equal length).

The math sentence frames in this pack provide opportunities for students to read sight words in context while building math vocabulary related to the names and properties of two-dimensional shapes. Each frame can be completed in several ways with support provided through pictures. This set includes cards to make the following sentence frames:

A _____ has ___ sides.

A _____ has ___ sides and ___ vertices.

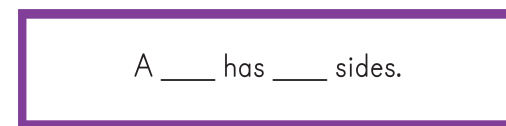
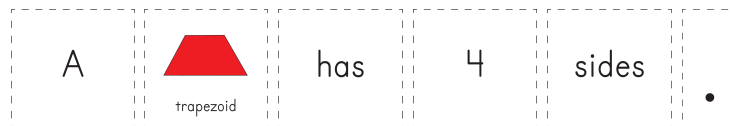
A _____ has more sides than a _____.

A _____ has ___ more sides than a _____.

Some students will benefit from repeated practice with different vocabulary using one sentence frame. After building and reading aloud several different sentences they can choose one sentence to write and illustrate. Students requiring a challenge can make a mini-book showing different variations of the sentence frames.

It is intended that these sentence frames be used in a Math Center where students have access to various 2D shapes (e.g. pattern or attribute blocks) that they can manipulate.

Print, laminate and cut apart all cards in the set. Paste a copy of each sentence frame on the outside of an envelope and place the matching word and picture cards inside. Before placing the cards in the Math Center introduce the cards and materials to students and model building sentences using a pocket chart. Once students are familiar with how to use the cards place them in the Math Center and encourage students to build, write and illustrate sentences independently.




Geometry Sentence Frames

A ____ has ____ sides.

Materials: 2D shapes, Geometry Sentence Frames Set I cards

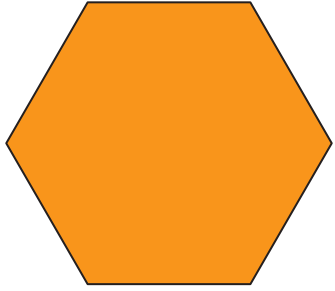
1. Use the word and picture cards to make a sentence.

A	 trapezoid	has	4	sides	.
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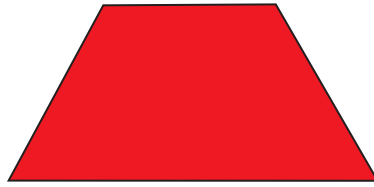
2. Read your sentence to your math partner. Does it make sense?

3. Write and illustrate your sentence.

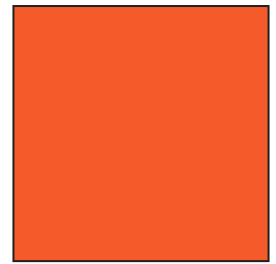
A _____ has _____ sides.



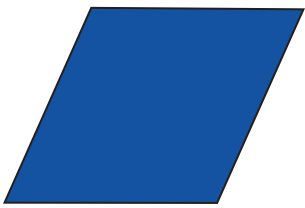
hexagon



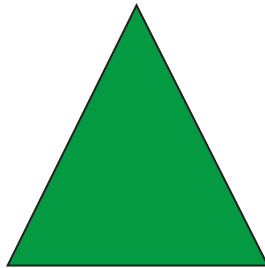
trapezoid



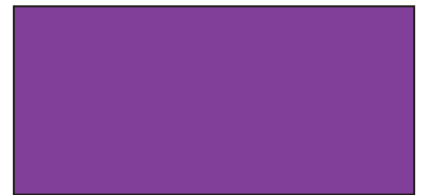
square



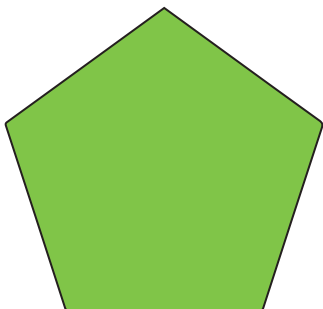
rhombus



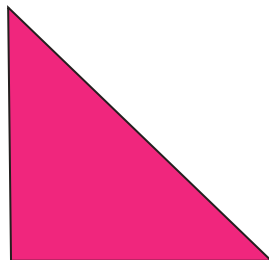
triangle



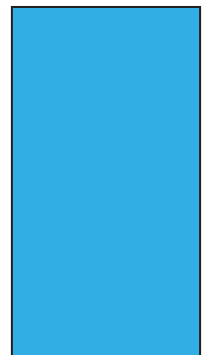
rectangle



pentagon



triangle



rectangle

A

has

3

4

5

6

sides

A

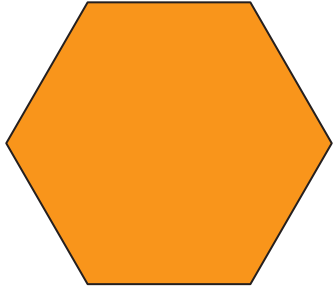
has

sides

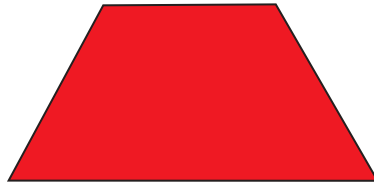
4



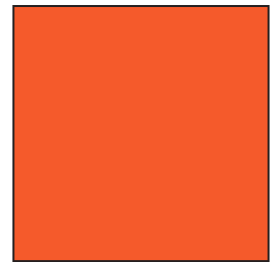
A _____ has _____ sides.



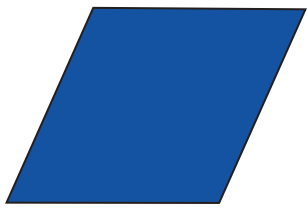
hexagon



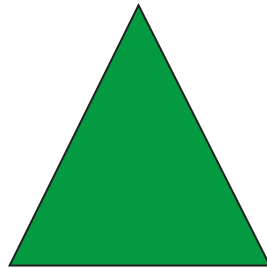
trapezoid



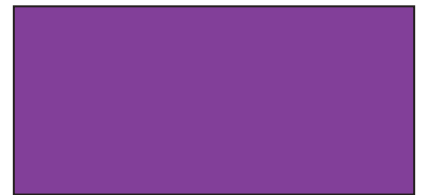
square



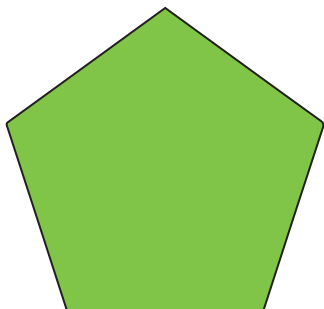
rhombus



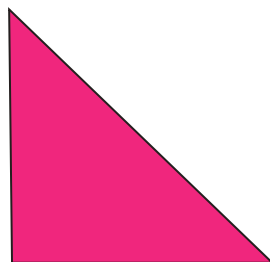
triangle



rectangle



pentagon



triangle



A

has

3

4

5

6

sides

and

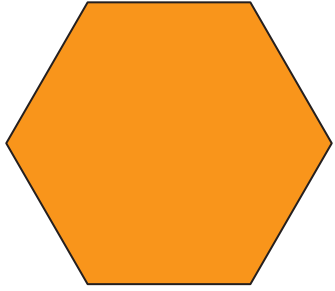
vertices

3

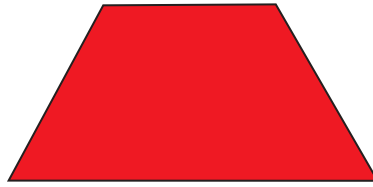
4

5

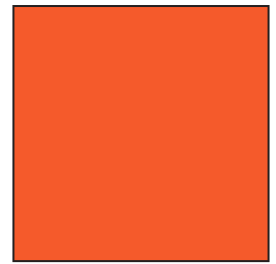
A _____ has more sides than a _____.



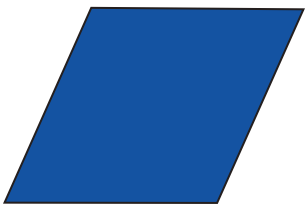
hexagon



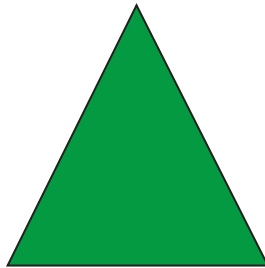
trapezoid



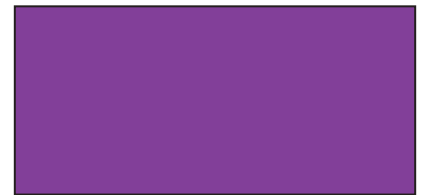
square



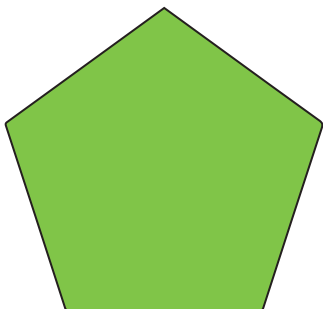
rhombus



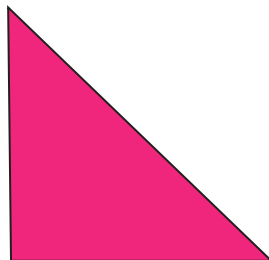
triangle



rectangle



pentagon



triangle



A

has

more

sides

than

a

A

has

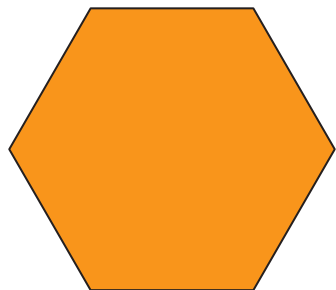
more

sides

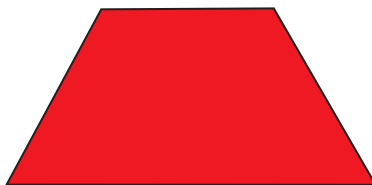
than

a

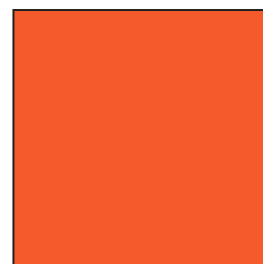
A _____ has _____ more side(s) than a _____.



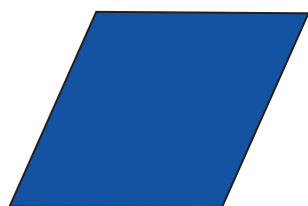
hexagon



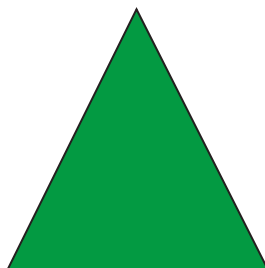
trapezoid



square



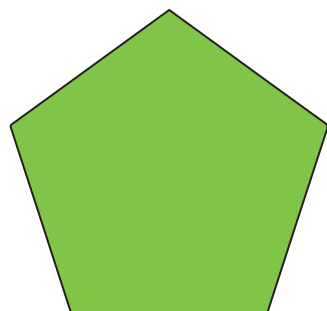
rhombus



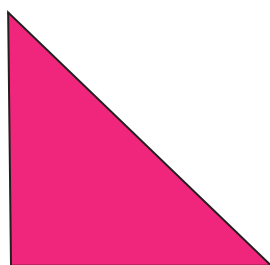
triangle



rectangle



pentagon



triangle



A

has

2

3

more

sides

than

a

1

more

side

than