

## Instructional Strategies

### Compose Two-and Three-Dimensional Shapes: Distinguishing Between Attributes

Create a chart with attributes of each object. Use appropriate manipulatives (e.g., pattern blocks, building blocks) to allow for exploration and construction of new shapes. Provide experiences with shapes in different orientations and opportunities to identify and name the properties of two- and three-dimensional shapes using plane figures and geometric solids. Use real objects as examples of geometric solids. Provide practice of mathematical communications skills as students participate in mathematical discussions. Encourage students to explain their own thinking by listening to others' explanations and deciding if the explanations make sense. [Reference](#)

## Assessment Strategies

### Goal Sheets

Elementary students enter the classroom with varying skill levels. Assessments are a way to get information quickly. Students should set goals to know what skills they need to improve. Creating goal sheets are a great way to track student progress and stay organized. A goal sheet can be something as simple as a table with unit or lesson goals that asks students to check off the goals they need to reach. Using kid-friendly graphs allows students to set goals based on the data is an excellent method to get a snapshot of where students stands and allows to see progress. Keeping students involved in assessments is a great way to help them stay involved in the learning process.



## Standards of Mathematical Practices

### Look for and Express Regularity in Repeated Reasoning

Notice repetitive actions in counting and computation, etc. Having multiple opportunities to add and subtract “ten” and multiples of “ten”, they notice the pattern and gain a better understanding of place value. Look for patterns. For instance, they adopt mental math strategies based on patterns (making ten, fact families, doubles). Continually check their work by asking themselves, “Does this make sense?” [Standards for Mathematical Practice Grade Level Emphasis\\*](#)

## Classroom / Time Management Strategies

### Demonstrate Knowledge of How Social Norms Affect Decision Making and Behavior

Discuss expectations of differing environments. (e.g., library, restroom, cafeteria, classroom, outside). Discuss expectations of a new or unfamiliar environment or situation. (e.g., field trip, classroom visitor). Model appropriate behavior. Provide consistent rules and expectations in classroom environment.

[Pennsylvania Early Childhood Education Standards for First Grade](#)