Lesson Title: Guess Who
Grade: 5th

Content Standard: 5.G.3
Understanding the attributes belonging to a category of 2-dimensional figures also belong to all subcategories of that category.

Materials: 4 sets of shapes (that include equilateral triangle, isosceles acute triangle, isos. obtuse triangle, isos. right triangle, scalene acute triangle, scalene obtuse triangle, scalene right triangle, square, rectangle, parallelogram, trapezoid and rhombus); 1 set with magnets to post on the whiteboard, shape chart, yes/no stick, index cards

Shared Experience and procedure details:

1) Students will be put into 4 groups
2) They will then be given a set of shapes and they have to brainstorm yes/no questions that would be able to identify and categorize each shape; questions will be put on index cards (the shapes will have a letter assigned to them for their name)

"Come up with some yes/no questions that will help to identify (tell) each shape (apart) by its characteristics."

3) Group 1 will start the battle of Guess Who by going behind the divider and picking a shape; Group 2 will then use the questions that they brainstormed to identify and categorize the mystery shape; Group 1 will use the yes/no stick to answer Group 2; as Group 1 answers Group 2 will use the shapes on the whiteboard to eliminate shapes
4) As Group 1 and Group 2 are battling it out Groups 3 & 4 will be filling out the shape chart by writing down the questions asked and put a check mark on the shapes with that attribute
5) The process will be repeated until every group has a chance to battle it out

Possible Picture: divider with yes/no stick, group sitting at table thinking of questions, shapes, moving shapes on the whiteboard, shape chart with some checked, right angles, parallel or perpendicular lines

Possible People Talk: "What did you do today? What strategy did you use to guess the shape? How did you decide what would be an important question to ask?"
Students may respond with describing the game itself. Some may respond with explaining their reasoning for the specific questions they brainstormed. Others may say that they would eliminate the shapes that didn't have the attributes that they were looking for.
-what were questions that helped and what were questions that didn't help?

Feature Talk: index cards, yes/no stick, shapes, equilateral triangle, isosceles acute triangle, isos. obtuse triangle, isos. right triangle, scalene acute triangle, scalene obtuse triangle, scalene right triangle, square, rectangle, parallelogram, trapezoid, rhombus, sides, 3 sides, 4 sides, angles, obtuse, acute, right, numbers, chart, knowledge of geometry, degrees, equal, length, parallel lines, perpendicular lines, characteristics, attributes, letters A-L
-make a list of the items and ideas that you needed to do this activity (to identify the given shapes)

Possible Symbolic Representation: "Write a sentence using the circled words that helps you explain how you were able to identify the last shape in the battle." "Represent the sentence we came up with using symbols or numbers."

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