

## 2.42 3D shapes target vocabulary – same or different?

**Topic:** Shapes

**Subtopic:** 3D shapes

**Activity type/skill:** Equations

**Literacy focus:** Vocabulary

### **Objective**

- Process the meaning of target vocabulary.

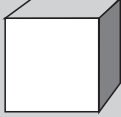

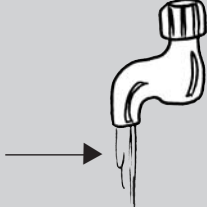




### **What you need**

- Student worksheet (see next page)

### **What to do**

1. Have students work in pairs using one student worksheet.
2. Suggest that one of them reads or describes what is in the box on the left and the other does the same for the box on the right.
3. They have to decide if both sides mean the same. If they think they are the same, they tick the circle. If they think they mean different things, they put a cross in the circle.
4. Encourage discussion – decisions must be justified.

# Activity forty-two

<p>the same height and width</p>		<input type="radio"/>
<p>make a circle</p>	<p>form a circle</p>	<input type="radio"/>
	<p>the front of his jersey</p>	<input type="radio"/>
<p>begin your work</p>	<p>complete your work</p>	<input type="radio"/>
	<p>something solid</p>	<input type="radio"/>
<p>describe your house</p>	<p>tell me about your house</p>	<input type="radio"/>
<p>meet at the corner</p>		<input type="radio"/>
	<p>also high</p>	<input type="radio"/>
<p>We can measure with this.</p>		<input type="radio"/>
	<p>mixture of shapes and sizes</p>	<input type="radio"/>