

Classify Shapes by Two Attributes

Grade 2 · Mathematics · Where This Fits in Your Year No specific regional standard claimed.

We haven't found a strong enough match between this plan and a specific New Hampshire Grade 2 mathematics standard to print a standards connection here.

Rather than stretch a standard to fit, we've provided the complete teaching plan without one. You can still use the placement guidance below to decide where it fits in your year.

WHERE THIS FITS IN YOUR YEAR

Use this plan when students are ready for focused work on sorting and classifying by attributes and explaining classification rules. The complete teaching sequence, student evidence, materials, support, and assessment guidance follow on the pages below.

This edition intentionally makes no regional standards claim. Nothing is missing from the teaching plan; the standards connection has been omitted because the match did not meet TumbleTA's threshold.

LESSON GUIDE

6 Lessons from Fishy Mystery Choose the lesson that fits the work already underway. The plans retain the full and short versions, access levels, language support, materials, and printable student work from the curated pack.

1. Label First, Then Let the Cards Move
2. The Middle Means Both, the Outside Means Neither
3. An Empty Middle Is an Answer Too
4. Four Numbers That Have to Add Back Up
5. The Word That Moves the Card
6. How Many Places Can a Card Go?

CURATED LESSON

1. Label First, Then Let the Cards Move Representation · Sorting a set of shapes into a two-circle diagram by two attributes The back of the book hands over the whole procedure in four sentences: draw two overlapping circles, label them, sort your data into them, and expect some shapes to belong in neither. Students build the mat, write both labels before a single card moves, and then place all twelve cards by asking the same two yes-or-no questions of every one. Representation means the diagram does the deciding here: once the labels are written, a card's own two answers fix its region, and no card is placed by how it looks or where there is room.

Full lesson — 20 minutes

1. Set up the mat (4 min) Draw one rectangle that fills the sheet, then draw two circles inside it that cross, so a lens opens where they overlap. Run a finger around the rectangle and say that everything you sort stays inside it. Leave both circles blank for now.

Word preview: rectangle, overlap She drew a rectangle. Inside that, she drew two circles that overlap.

2. Write a label on each circle (4 min) Write one label on each circle before any card moves: blue on the left, square on the right. Say both labels aloud and point to the circle each one names. The lens in the middle gets no label of its own, because it belongs to both.

Word preview: label, set Start by labeling each circle. Then sort your data into the circles. Draw two overlapping circles and label them according to how you want to sort the shapes. For example, blue and square.

3. Sort every card by two questions (5 min) Turn over one card at a time and ask it twice: is it blue, is it square. Two yeses send it to the middle. One yes sends it into that label's circle only. Two noes park it inside the rectangle but outside both circles. Work the whole deck of twelve without going back to fix an earlier card.

Word preview: overlap, set If a shape is blue but not square, put it in the circle labeled blue. If a shape is square but not blue, put it in the circle labeled square. If a shape is blue and square, put it in the middle section where the circles overlap. Note, not every shape in the set may belong in one of the circles.

4. Check the mat against the rule cards (7 min) Hold up each rule card in turn and sweep the region it names, checking that every card sitting there obeys it. A card that breaks its rule comes off the mat and gets asked the two questions again, out loud, in front of your partner. Finish by counting the cards on the mat and confirming all twelve are still there.

Word preview: label, set If a shape is blue but not square, put it in the circle labeled blue. If a shape is blue and square, put it in the middle section where the circles overlap.

Short version — 9 minutes

1. Write a label on each circle (4 min) Write one label on each circle before any card moves: blue on the left, square on the right. Say both labels aloud and point to the circle each names.

Word preview: label, set Start by labeling each circle. Then sort your data into the circles.

2. Sort every card by two questions (5 min) Turn over one card at a time and ask it twice: is it blue, is it square. Two yeses go to the middle, one yes goes into that circle alone, two noes park outside both circles.

Word preview: overlap, set If a shape is blue but not square, put it in the circle labeled blue. If a shape is square but not blue, put it in the circle labeled square. If a shape is blue and square, put it in the middle section where the circles overlap.

Three Levels

Support. Sort six cards instead of twelve, keeping both labels and all four regions. Ask the two questions out loud in the same order every time, blue first and square second, and set the card down before you pick up the next one.

At Grade. Sort all twelve cards, then trade mats with another pair and check their four regions against the rule cards, moving nothing until you can name the rule a card breaks.

Extension. Sort the twelve cards, then relabel the circles round and red and sort the same deck again.

Report which cards changed region and which stayed put, and say what about a card made it move.

English Learners

The mathematics travels whole: yes and no about a color and a shape are decisions a child can make in any language, and the finished mat shows the answer without a sentence. The English does not travel. Blue but not square is one condition with a hidden no folded inside it, and but here is not the contrast word it usually is. Drill one sentence until it runs by itself: what it is, what it is not, and where it goes. Students may ask themselves the two questions in their home language and report only the placement in English.

Materials

Workbook

Label Strips — strip set Fishy Mystery — Label First, Then Let the Cards Move. Cut out both strips.

Write one label on each strip before any card moves. Put one strip on each circle. Left circle _____ · Right circle _____ Rule Cards — card set Fishy Mystery — Label First, Then Let the Cards Move. Cut out the four cards. Hold up one card and sweep the region it names. Check that every card sitting there obeys it. blue but not square · square but not blue · blue and square · neither Word Cards — card set Fishy Mystery — Label First, Then Let the Cards Move. Cut out the four word cards. One word to a card. label · overlap · rectangle · set Per class - Large sheet of paper, one per

pair - Wide marker, one per pair - Two blank label strips per mat - Deck of twelve shape cards per pair: three blue squares, four blue circles, three red squares, two red triangles - Rule card set: blue but not square, square but not blue, blue and square, neither - Word cards: label, overlap, rectangle, set

CURATED LESSON

2. The Middle Means Both, the Outside Means Neither Concept · Reading the overlap and the outside of a two-circle diagram The book uses the word both twice and means opposite regions with it. Some kids had both, so their names go in the lens where the circles cross; Charlotte's name goes in the rectangle outside both circles, where neither circle reaches. Students take those two hardest regions one at a time, then

defend one card from each to a partner. The concept is that a region is not a place a card looks like it belongs. It is the record of two answers, and it can be wrong only if one of the answers is.

Full lesson — 20 minutes

1. Test one card against both labels (4 min) Take one card off the deck and hold it in the air between the two circles. Answer the blue question, then the square question, and keep both answers in your head before the card touches anything. Say your two answers to your partner in that order, then place it.

Word preview: both If a shape is blue and square, put it in the middle section where the circles overlap.

2. Move every both-card into the middle (5 min) Hunt the whole mat for cards that answer yes twice and slide each one into the lens where the circles cross. Name both labels out loud as you move it. When you finish, no card left in a single circle should be able to answer yes twice.

Word preview: middle Some kids had both. She wrote the dog and cat owners in the middle.

3. Park the no-and-no cards outside the circles (4 min) Find every card that answers no twice and set it inside the rectangle but outside both circles. Point at that ground and say out loud that these cards are still in the set. Count them and hold on to the number.

Word preview: neither, outside She wrote Charlotte's name in the rectangle outside both circles.

Note, not every shape in the set may belong in one of the circles.

4. Defend one middle card and one outside card (7 min) Pick one card from the middle and one from outside both circles and defend each to your partner using the frame strip. Your partner may challenge a placement only by naming the label the card fails, never by saying it looks wrong. Then swap roles and defend two of your partner's cards.

Word preview: both, neither Where the circles overlap or intersect, you can see what the sets have in common.

Short version — 9 minutes

1. Move every both-card into the middle (5 min) Hunt the mat for cards that answer yes twice and slide each into the lens where the circles cross, naming both labels as you move it.

Word preview: middle Some kids had both.

2. Park the no-and-no cards outside the circles (4 min) Find every card that answers no twice and set it inside the rectangle but outside both circles. Say out loud that these cards are still in the set, and count them.

Word preview: neither, outside She wrote Charlotte's name in the rectangle outside both circles.

Three Levels

Support. Work the middle only. Leave every other card where it is and move just the cards that answer yes twice, saying both labels aloud each time you slide one in.

At Grade. Handle both regions and defend one card from each, naming the label the card passes and the label it fails.

Extension. Make three cards of your own: one that must land in the middle, one that must land outside both circles, and one your partner will get wrong on the first try. Say what makes the third one a trap.

English Learners

In this book both points at the lens in Some kids had both and at the ground outside in outside both circles, so a child who learns both as a keyword for the middle puts Charlotte in exactly the wrong region. Model the two frames side by side with cards in hand: it is both, so it goes in the middle, and it is outside both, so it goes in neither. Let students settle the two answers in their own language first, then place the card and give the frame in English.

Materials

Workbook

Sentence Frame Strips — strip set Fishy Mystery — The Middle Means Both, the Outside Means Neither. Cut out both strips. Use one strip for your card from the middle. Use the other strip for your card from outsidebothcircles. -Cardfromthemiddle:

Itgoes_____becauseitis_____anditis_____. - Card from outside both circles: It goes _____ because it is _____ and it is _____.

Sorting Mat — full page Fishy Mystery — The Middle Means Both, the Outside Means Neither. A rectangle with two overlapping circles.

Word Cards — card set Fishy Mystery — The Middle Means Both, the Outside Means Neither. Cut out the four word cards. One word to a card. both · middle · neither · outside Per class - Large paper mat with a rectangle and two overlapping circles, one per pair - Deck of twelve shape cards per pair: three blue squares, four blue circles, three red squares, two red triangles - Sentence frame strips - Word cards: both, middle, neither, outside

CURATED LESSON

3. An Empty Middle Is an Answer Too Reasoning · Using two conditions and their overlap to answer a question Thea labels one circle with everyone who sat close enough to grab the fishbowl and the other with anyone who had a reason to take Rocky, and finds the middle empty. That is not a dead end; it is a finding about her own sorting. Students place four name cards from the book by testing both conditions against sentences they read aloud, say what an empty middle can mean, and go back for

the name the first sort left out. The reasoning is that the answer lives in a region, so an empty region says a card is filed wrong.

Full lesson — 20 minutes

1. Read the two circle labels off the page (4 min) Read the book's two label sentences aloud and copy the conditions onto your circles word for word. Say to your partner what a yes to each one would sound like. Leave the middle empty for now.

Word preview: condition In one circle, I wrote down everyone who sat close enough to the fishbowl to grab it while the lights were out. In the other circle, I wrote down anyone who had a reason to take Rocky.

2. Place each name card by testing both conditions (5 min) Take the four name cards one at a time and ask both label questions about each. Before a card touches the mat, read out the sentence from the book that decides one of its answers. That sentence is your evidence. Charlotte and Mr.

Olson each fail a different condition, so find the line that fails each of them.

Word preview: evidence Charlotte wanted a pet, but she didn't sit near Rocky. Mr. Olson was out of town.

3. Say what an empty middle means (4 min) Look at your middle and count what is in it. Tell your partner the two things an empty middle can mean: nobody meets both conditions, or a card is sitting in the wrong circle. Say which one you believe and what makes you believe it.

Word preview: empty I knew the middle where the circles overlapped would give me the answer, but the middle was empty.

4. Find the name the first sort left out (7 min) Go back to the reason circle and ask its question again about Austin and Zoe, using the line where Austin says what the gift was. Move any card that now answers yes twice into the middle and count the middle again. Write one sentence naming who is in the middle and the two conditions they meet.

Word preview: reason, evidence Austin and Zoe sat the closest, but they wouldn't take a fish? A mystery, said Austin, and you solved it.

Short version — 9 minutes

1. Place each name card by testing both conditions (5 min) Take the four name cards one at a time, ask both label questions about each, and read out the sentence that decides an answer before the card touches the mat. That sentence is your evidence.

Word preview: evidence Charlotte wanted a pet, but she didn't sit near Rocky.

2. Say what an empty middle means (4 min) Count what is in your middle and tell your partner the two things an empty middle can mean, then say which one you believe and why.

Word preview: empty I knew the middle where the circles overlapped would give me the answer, but the middle was empty.

Three Levels

Support. Work with two name cards, Charlotte and Austin, and one condition at a time. Answer the closeenough question for both cards, then the reason question for both, then place them. Both conditions and all four regions stay in play.

At Grade. Place all four cards, count the middle, and write the sentence naming who ends up in it and the two conditions that put them there.

Extension. Argue the case against your own middle. Take the card you moved there and say what the book would have to have said instead for that same card to belong outside both circles, and which of the two conditions that sentence would have to change.

English Learners

Each label is a long English clause with a time phrase buried in it, while the lights were out, that a student can lose without losing one bit of the mathematics. Shorten each label with the class to a two-word question and walk through it: close enough, and a reason. Then walk through the placement sentence until it runs by itself: yes to one label, no to the other, so the card goes in that region. Students may weigh the evidence in their everyday language and give only the placement sentence in English.

Materials

Workbook

Label Strips — strip set Fishy Mystery — An Empty Middle Is an Answer Too. Cut out both strips.

Copy one condition onto each strip word for word. One circle _____ · The other circle

_____ Name Cards — card set Fishy Mystery — An Empty Middle Is an Answer Too. Cut out the four name cards. One name to a card. Charlotte · Mr. Olson · Austin · Zoe Detective Notebook Page — full page Fishy Mystery — An Empty Middle Is an Answer Too. Write one sentence naming who is in the middle. Name the two conditions they meet. - In the middle: _____

- The two conditions they meet: _____ - My evidence:

_____ Word Cards — card set Fishy Mystery — An Empty Middle Is an Answer Too. Cut out the four word cards. One word to a card. condition · empty · evidence · reason Per class
- Large sheet of paper, one per pair - Two blank label strips per mat - Name cards: Charlotte, Mr.

Olson, Austin, Zoe - Detective notebook page, one per student - Word cards: condition, empty, evidence, reason

CURATED LESSON

4. Four Numbers That Have to Add Back Up Fluency · Counting the four regions and adding them back to the whole set A finished diagram carries four numbers: the two crescents, the middle, and the ground outside both circles. Those four numbers have to rebuild the deck the pair started with. Students count each region, write the four numbers, add them, and check the sum against the deck, then re-sort under new labels and run it again.

Full lesson — 20 minutes

1. Count each region and write its number (5 min) Count the cards in the blue-only crescent, the square-only crescent, the middle, and the ground outside both circles. Write each count in its own box on the strip. Touch every card once as you count it. Do not add anything yet.

Word preview: region, count Note, not every shape in the set may belong in one of the circles.

2. Add the four numbers (4 min) Add your four numbers in whatever order is easiest and write the total in the last box. Then count the deck itself and write that number beside it. If the two numbers disagree, hunt for the card you counted twice or skipped.

Word preview: total, add

3. Re-sort and race the same set again (7 min) Swap to the second pair of labels, sort the same twelve cards again, and fill a fresh strip. Race your partner to the four counts and the total, then check each other's addition. Run it a third time if your first two totals disagreed.

Word preview: region, total Start by labeling each circle. Then sort your data into the circles.

4. Check a partner's four numbers (4 min) Take a partner's strip without looking at their mat and add their four numbers yourself. Say your total out loud before you look at the total they wrote.

Name any region whose count you would want recounted, and say why.

Word preview: add, count Short version — 9 minutes

1. Count each region and write its number (5 min) Count the two crescents, the middle, and the ground outside both circles, writing each count in its own box. Touch every card once as you count it.

Word preview: region, count Note, not every shape in the set may belong in one of the circles.

2. Add the four numbers (4 min) Add your four numbers and write the total. Count the deck and write that number beside it, then find the card you counted twice or skipped if they disagree.

Word preview: total, add

Three Levels

Support. Count three regions instead of four by starting from a deck dealt so the ground outside both circles is empty. Add the three numbers and check the total against the deck the same way.

At Grade. Count all four regions, add the four numbers, and check the total against the deck every time you re-sort.

Extension. Before you count anything, predict the four numbers from the labels alone and write them down. Then count, and say which prediction was furthest off and by how many.

English Learners

The region vocabulary is new: middle, crescent and outside both circles are positions on a picture rather than words a student is likely to have met. Point at each region and name it three times before any counting begins, then rehearse the frame: ____ here, ____ here, ____ in the middle, ____ outside, and that is ____ altogether. Students may count and add in their strongest language and report only the total in English.

Materials

Workbook

Second Pair of Labels — strip set Fishy Mystery — Four Numbers That Have to Add Back Up. Cut the two strips off along the line. Write one new label on each strip. Left circle _____ · Right circle _____ Region Counts — full page Fishy Mystery — Four Numbers That Have to Add Back Up. Count each region and write its number in its own place. Add the four numbers last. Then count the deck itself and write that number beside the total. - First sort. blue-only crescent _____ · square-only crescent _____ · middle _____ · outside both circles _____ · total _____ · cards in the deck _____ - Second sort. first circle only _____ · second circle only _____ · middle _____ · outside both circles _____ · total _____ · cards in the deck _____ - Third sort, only if your first two totals disagreed. first circle only _____

- second circle only _____ · middle _____ · outside both circles _____ · total _____ · cards in the deck _____
- Sorting Mat — full page Fishy Mystery — Four Numbers That Have to Add Back Up. A rectangle with two overlapping circles.

Word Cards — card set Fishy Mystery — Four Numbers That Have to Add Back Up. Cut out the four word cards. One word to a card. add · count · region · total Per class - Large paper mat with a rectangle and two overlapping circles, one per pair - Deck of twelve shape cards per pair: three blue squares, four blue circles, three red squares, two red triangles - Recording strip with four region boxes and a total box - Second pair of label strips per mat - Word cards: add, count, region, total

CURATED LESSON

5. The Word That Moves the Card Integrated · One word changed, and the same card lands somewhere else Students place the same card twice, once under the book's sentence and once with a single word changed, and watch it land in a different region. Then they run the same swap on a whole deck, sorting it under and and again under or, and count how many cards each rule catches.

Full lesson — 20 minutes

1. Read the two both sentences and mark what each names (4 min) Read both sentences aloud from the strips and put a marker on the region each one names. Say the region's name out loud as you set the marker down.

Word preview: both Some kids had both. She wrote Charlotte's name in the rectangle outside both circles.

2. Place Charlotte twice, once for each word (5 min) Set your circles to the two mystery labels.

Place Charlotte's name card under the book's sentence, which says outside both circles. Then pick her up and place her again under the second strip, where the one changed word is inside. Say which

region each sentence sent her to, and say what the diagram would be claiming about Charlotte in each case.

Word preview: both

3. Sort the same deck under and, then under or (7 min) Relabel your circles blue and square and sort all twelve cards. Under the rule blue and square, count only the cards the rule catches and write the number. Then run the same deck under blue or square, count the cards that rule catches, and write that number too. Nothing about the cards changed, only the word in the rule.

Word preview: and, or

4. Say and write what the word did (4 min) Say which rule caught more cards and by how many.

Then write one sentence naming the rule your final sort obeyed and the word that made it that way.

Word preview: and, or Short version — 9 minutes

1. Place Charlotte twice, once for each word (5 min) Set your circles to the two mystery labels.

Place Charlotte's name card under the book's sentence, then place her again under the strip where the one changed word is inside, and say which region each sentence sent her to.

Word preview: both

2. Say and write what the word did (4 min) Say which rule caught more cards and by how many, then write one sentence naming the rule your final sort obeyed and the word that made it that way.

Word preview: and, or

Three Levels

Support. Work the Charlotte swap only, with the two both sentences read aloud twice each. Place her card under the book's sentence, then under the changed one, and say which region each sentence sent her to. The mathematics is unchanged; the reading load drops from a deck of rules to two sentences.

At Grade. Do the Charlotte swap, then sort the whole deck under and and again under or, count what each rule catches, and write the rule sentence for your own final sort.

Extension. Write a third rule for the middle that would leave it empty no matter which cards you were dealt, and prove it with the deck. Then say which single word in your rule does that work.

English Learners

Number and color transfer; connectives do not, and this lesson lives exactly there. And, or, but not and both are short, unstressed and easy to lose in fast speech, and but in English usually signals contrast rather than a hidden no, so blue but not square reads as one condition with a negative folded inside it. Rehearse three frames against the mat with cards in hand: *it is ____ and , so it goes in the middle; it is but not ____, so it goes in one circle; it is outside both, so it goes in neither*. Invite students to settle the two answers in their strongest language and give the placement in English.

Materials

Workbook

Two Sentence Strips: one word changed — strip set Fishy Mystery — The Word That Moves the Card. Cut out both strips. One word is different. Find it before you place the card. - The book's sentence. She wrote Charlotte's name in the rectangle outside both circles. - The changed sentence.

She wrote Charlotte's name in the rectangle inside both circles.

Rule-Writing Slip — half page Fishy Mystery — The Word That Moves the Card. - Under the book's sentence, Charlotte went _____. Under the changed sentence, she went _____. - Under the rule blue and square, the rule caught _____ cards. - Under the rule blue or square, the rule caught _____ cards. - The rule that caught more was _____, by _____ cards. - My final sort obeyed the rule _____, because of the word _____.

Word Cards — card set Fishy Mystery — The Word That Moves the Card. Cut out the three word cards. One word to a card. and · or · both Per class - Large paper mat with a rectangle and two overlapping circles, one per pair - Deck of twelve shape cards per pair: three blue squares, four blue circles, three red squares, two red triangles - Name card: Charlotte - Two sets of label strips per mat: the two mystery conditions, and blue / square - Two sentence strips, one printed with the book's sentence and one with the changed sentence - Rule-writing slip, one per student - The book itself, for rereading the two both sentences aloud - Word cards: and, or, both

CURATED LESSON

6. How Many Places Can a Card Go?

Integrated · Proving from the book's own sentences that a two-circle diagram has exactly

four places

Students prove from four sentences that a two-circle diagram has exactly four places, then sort a deck and make the four counts rebuild it.

Full lesson — 20 minutes

1. Find every place the instructions name (4 min) Read the three placement sentences aloud and set a marker on the region each one names. Then say how many markers are on your mat.

Word preview: place If a shape is blue but not square, put it in the circle labeled blue. If a shape is square but not blue, put it in the circle labeled square. If a shape is blue and square, put it in the middle section where the circles overlap.

2. Turn the note into a fourth place (5 min) Read the note aloud. Then deal a card that is neither blue nor square and look for the marker that covers where it has to go. There isn't one. Set a fourth marker down and say the number out loud together with the sentence that forced it.

Word preview: not every Note, not every shape in the set may belong in one of the circles.

3. Sort the deck and check all four regions (7 min) Sort all twelve cards, count each of the four regions, write the four numbers, and add them. A total that is not twelve sends you back for the card you counted twice or lost.

Word preview: place

4. Report the number with the line that funds it (4 min) Tell another pair how many places a card can go, then read aloud the one sentence that proves the fourth place exists. A number given without its line comes back for the line.

Word preview: prove Short version — 9 minutes

1. Turn the note into a fourth place (5 min) Read the note aloud, deal a card that is neither blue nor square, and look for the marker that covers where it has to go. Set a fourth marker down and say the number out loud together with the sentence that forced it.

Word preview: not every

2. Report the number with the line that funds it (4 min) Tell another pair how many places a card can go, then read aloud the one sentence that proves the fourth place exists. A number given without its line comes back for the line.

Word preview: prove

Three Levels

Support. The four candidate sentences are read aloud to you, and you choose the one that names a place your markers do not already cover. You still deal the homeless card, still set the fourth marker down, and still sort and count all four regions yourself.

At Grade. Establish the four places from the sentences, sort the twelve cards, add the four counts, and report the number with the line that funds it.

Extension. Take the note away and argue what changes. If every shape had to land in one of the two circles, which cards in this deck could not be dealt at all, and what would that do to the four counts?

English Learners

Counting and adding transfer intact. The sentence carrying the whole inference does not: it is negative, hedged and front-loaded, and not every is a quantifier children routinely read as none.

Rehearse the contrast aloud with cards in hand, so that not every shape means some do and some do not, while no shape would mean the circles stay empty. Then rehearse the answer frame: *there are ____ places, because the book says ____*. Students may reason through the sentence in their strongest language and report the number and the line in English.

Materials

Workbook

The Four Candidate Sentences — card set Fishy Mystery — How Many Places Can a Card Go?

Read one at a time. Three of the four name a place. One forces a place the others left out. - Card 1 (names a place). If a shape is blue but not square, put it in the circle labeled blue. - Card 2 (names a place). If a shape is square but not blue, put it in the circle labeled square. - Card 3 (names a place). If a shape is blue and square, put it in the middle section where the circles overlap. - Card 4 (forces the fourth place). Note, not every shape in the set may belong in one of the circles.

Four Places and Four Counts — half page Fishy Mystery — How Many Places Can a Card Go? - first circle only _____ · second circle only _____ · middle _____ · outside both circles _____ · total _____ · cards in the deck _____ - A card can go in _____ places.

- I know because the book says _____ Word Cards — card set Fishy Mystery — How Many Places Can a Card Go? Cut out the three word cards. One word to a card. not every · place · prove Per class - Large paper mat with a rectangle and two overlapping circles, one per pair - Four region markers per pair - Deck of twelve shape cards per pair: three blue squares, four blue circles, three red squares, two red triangles - Recording strip with four region boxes and a total box - The book itself, for rereading the four candidate sentences aloud - Word cards: not every, place, prove