True or Trick?

Whole Group

Small Group

The teacher draws a shape and asks children whether the drawing is or is not an example of a given shape family (for example, triangle, square). To make it "tricky," the teacher sometimes draws non-examples of the shape (for example, the teacher draws a shape with three curved sides and asks children if the drawing is a triangle or not; since the sides are curved, the drawing is not a triangle). Children describe why a shape is or is not an example of a given shape. The teacher draws another shape and children play again.

Primary Objectives

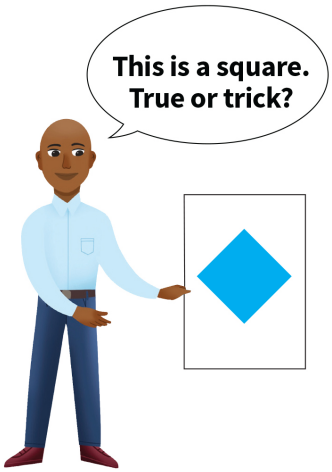
- Distinguishing between examples and non-examples of shapes (for example, a drawing that is a closed shape with three straight sides is an example of a triangle, while a drawing that is a closed shape with curved sides is a visually similar non-example)
- Naming and describing geometric features of shapes (for example, number of sides and angles)

Materials

- White board (or paper) and marker
- Set of at least five shapes, depending on the shapes you will be using for the activity; you can use pattern blocks, tangrams, attribute blocks, and/or shapes you make yourself from foam board or cardstock
- Thumbs Up, Thumbs Down cards
- Think-Pair-Share cards

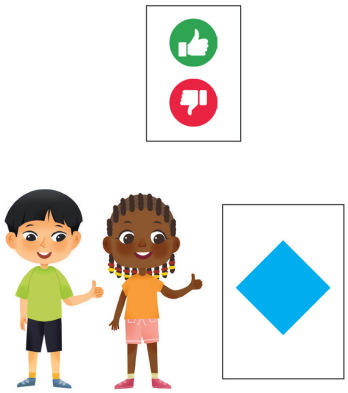
How to Play the Activity

The activity steps icons below outline the steps of the activity. Print these icons as cards and share them to help children remember the steps. They're also a helpful scaffold for children!



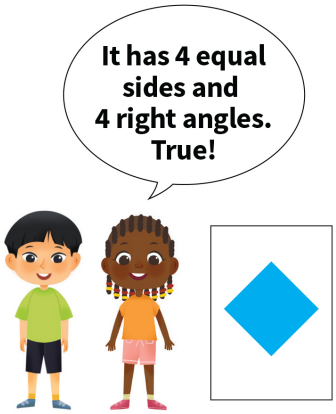
Step 1

Teacher draws a shape and asks whether it is a particular shape.



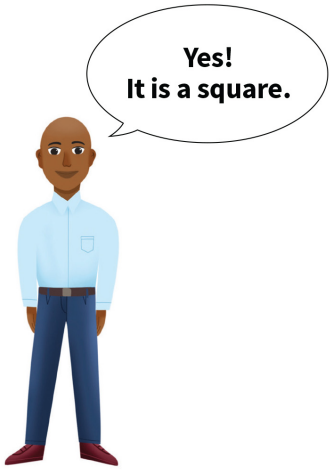
Step 2

Children decide whether the shape is an example of the shape family named by the teacher and respond with thumbs up or thumbs down.



Step 3

Children Think-Pair-Share how they know it is or is not an example of the shape family.



Step 4

Teacher confirms and/or clarifies.

True or Trick?

Whole Group

Small Group

Teacher's Guide

Instructions for introducing the activity to the **Whole Group**.

Activity Set-Up

- Choose which shapes you are going to draw. Review the Shape Glossary Handout for ideas.
- **To make the math easier,** draw typical versions of familiar shapes (for example, equilateral triangle with horizontal base).
- **To make the executive function (EF) easier,** introduce a limited number of shape families in a given session (for example, start with just triangles and circles).
- **To make the executive function (EF) easier,** use the Thumbs Up, Thumbs Down cards if children call out the answer right away or use the Think-Pair-Share cards.
- **To make the math harder,** draw more challenging examples and non-examples using less familiar shapes (for example, as a challenging non-example, draw a "square" with *rounded* corners).
- **To make the executive function (EF) harder,** omit the Thumbs Up, Thumbs Down cards if children call out the answer right away or omit the Think-Pair-Share cards.

Activity Warm-Up

- ***Let's talk about some of the shapes we're going to use today.***

- Using shapes from the shape set, show examples of shapes you will be using during the activity. Name the shapes that will be focused on during the activity.
- If you're introducing new shapes to children, consider using the Shape Glossary Handout for definitions, language, tips, and examples.

True or Trick?

Whole Group

Small Group

Introduce the Activity

■ ***We're going to pretend to be on a game show, like on TV. It's called, "True … or Trick?"*** (use your best game show voice) ■ ***I'll draw a shape. Then you'll think and tell me if the shape I show you is the same as the shape I name.***	
■ ***If it IS the shape, you'll give me a thumbs up, like this. Do it with me!*** ■ ***If it IS NOT the shape, you'll give me a thumbs down, like this. Do it with me!***	■ Model and have children show you thumbs up for true (yes) and thumbs down for trick (no). ■ **To make the executive function (EF) easier,** use the Thumbs Up, Thumbs Down cards. ■ **To make the executive function (EF) harder,** omit the Thumbs Up, Thumbs Down cards.
■ ***Let's practice with something besides shapes first. My shirt is red. True… or trick?*** (or ask some other easy question)	■ Ask children an easy, non-shape question to practice the thumbs up, thumbs down response.
■ ***Show me your thumbs—but no talking yet! Thumbs up for yes, thumbs down for no.***	■ Have children respond with thumbs up or thumbs down—without saying anything out loud yet.
■ ***Now, Think-Pair-Share with your partner and tell your partner why or why not.***	■ Have children Think-Pair-Share with their partner why they thought yes or no. ■ **To make the executive function (EF) easier,** use the Think-Pair-Share cards. ■ **To make the executive function (EF) harder,** omit the Think-Pair-Share cards.

True or Trick?

Whole Group

Small Group

Model the Activity

▪ ***Now let's try it with some shapes! I'm going to draw a shape. We'll play True or Trick? again and you will have to tell me whether the shape I draw matches the shape I name.***	▪ With the white board facing away from the children, draw a triangle. NOTE: You can use chart paper or a laminated piece of paper to draw shapes if you don't have a white board, just make sure it is big enough for all the children to see.
▪ ***This is a triangle. True… or trick?***	▪ Turn the white board or paper toward the children as you ask the question.
▪ ***What do you think? True, thumbs up, or trick, thumbs down?***	▪ Encourage children to quietly show thumbs up or thumbs down. ▪ **To make the executive function (EF) harder,** pause for increasingly longer times before asking children to respond, or have children respond only after you ring a bell or say "go."
▪ ***Now Think-Pair-Share with your partner. Tell your partner whether this is a triangle and why or why not.***	▪ Have children Think-Pair-Share with their partner their answer and why. ▪ **To make the math easier,** remind children of the defining features of the target shape. For example, "Remember, a triangle has to have three sides and three angles." ▪ **To make the math harder,** challenge children to describe exactly why the shape is in the class it is, naming all the features and properties of the shape class (for example, "a triangle has three straight sides, three angles, and is closed"). ▪ **To make the math and executive function (EF) harder,** for non-examples (for example, a "square" with rounded corners), challenge children to describe what's wrong or missing and how to "fix" the shape so it is correct.
▪ ***True! This is a triangle. It is closed and has three straight sides and three angles.***	▪ Correct and clarify children's responses as needed. Describe sides and/or angles as needed.
▪ ***Let's try another shape!***	▪ Play additional rounds with more shapes – using both examples and non-examples.

True or Trick?

Whole Group

Small Group

Summary of Activity Adaptations

This is a summary of all the available adaptations to make Cookie Game easier or harder to accommodate the needs of your students. Whether the adaptation is easier or harder depends on each student's math or executive function (EF) skills.

	Make It Easier	Make It Harder
Math	■ Draw typical versions of familiar shapes (for example, equilateral triangle with horizontal base). ■ Remind children of the defining features of the target shape. For example, "Remember, a triangle has to have three sides and three angles."	■ Draw more challenging examples and non-examples using less familiar shapes (for example, as a challenging non-example, draw a "square" with *rounded* corners). ■ Challenge children to describe exactly why the shape is in the class it is, naming all the features and properties of the shape class (for example, "a triangle has three straight sides, three angles, and is closed").
EF	■ Introduce a limited number of shape families in a given session (for example, start with just triangles and circles). ■ Use the Thumbs Up, Thumbs Down cards if children call out the answer right away or use the Think-Pair-Share cards. ■ Use the Think-Pair-Share cards.	■ Omit the Thumbs Up, Thumbs Down cards if children call out the answer right away or omit the Think-Pair-Share cards. ■ Omit the Think-Pair-Share cards. ■ Pause for increasingly longer times before asking children to respond, or have children respond only after you ring a bell or say "go."
Math & EF		■ For non-examples (for example, a "square" with rounded corners), challenge children to describe what's wrong or missing and how to "fix" the shape so it is correct.

True or Trick?

Whole Group

Small Group

Explore The Executive Function And Math Skills In This Activity

Visit the website for resources to support teaching this activity.

What to Do Next

Do some children need more support or more challenge? Try the adaptation ideas to make the activity easier or harder. On another day, do this activity in **Small Group**.

True or Trick?

Whole Group

Small Group

The teacher draws a shape and asks children whether the drawing is or is not an example of a given shape family (for example, triangle, square). To make it "tricky," the teacher sometimes draws non-examples of the shape (for example, the teacher draws a shape with three curved sides and asks children if the drawing is a triangle or not; since the sides are curved, the drawing is not a triangle). Children describe why a shape is or is not an example of a given shape. The teacher draws another shape and children play again.

Primary Objectives

- Distinguishing between examples and non-examples of shapes (for example, a drawing that is a closed shape with three straight sides is an example of a triangle, while a drawing that is a closed shape with curved sides is a visually similar non-example)
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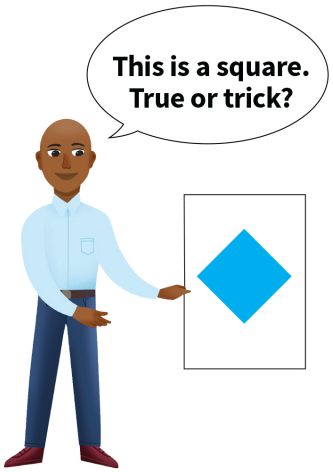

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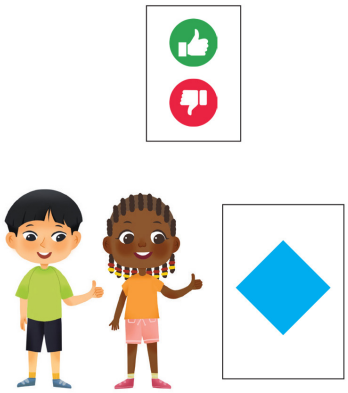

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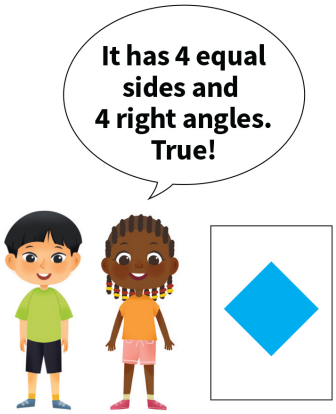

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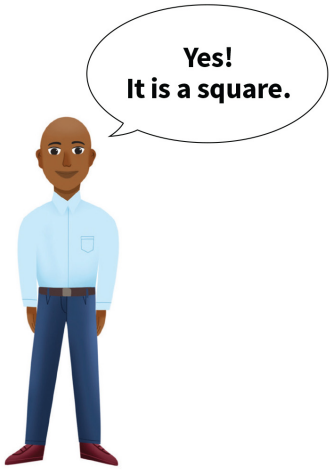

Step 4

Teacher confirms and/or clarifies.

True or Trick?

Whole Group

Small Group

Teacher's Guide

Instructions for introducing the activity to the **Small Group**.

Activity Set-Up

- Choose which shapes you are going to draw. Review the Shape Glossary Handout for ideas.
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- **To make the executive function (EF) easier,** introduce a limited number of shape families in a given session (for example, start with just triangles and circles).
- **To make the executive function (EF) easier,** use the Thumbs Up, Thumbs Down cards if children call out the answer right away or use the Think-Pair-Share cards.
- **To make the math harder,** draw more challenging examples and non-examples using less familiar shapes (for example, as a challenging non-example, draw a "square" with *rounded* corners).
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Activity Warm-Up

- ***Let's talk about some of the shapes we're going to use today.***

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True or Trick?

Whole Group

Small Group

Introduce the Activity

■ ***We're going to pretend to be on a game show, like on TV. It's called, "True … or Trick?"*** (use your best game show voice) ■ ***In this game, I will show you a shape. Then, you will think and tell me if the shape I show you is the same as the shape I name.***	
■ ***If it IS the shape, you'll give me a thumbs up, like this. Do it with me!*** ■ ***If it IS NOT the shape, you'll give me a thumbs down, like this. Do it with me!***	■ Model and have children show you thumbs up for true (yes) and thumbs down for trick (no). ■ **To make the executive function (EF) easier,** use the Thumbs Up, Thumbs Down cards. ■ **To make the executive function (EF) harder,** omit the Thumbs Up, Thumbs Down cards.
■ ***Then you'll Think-Pair-Share with your partner and tell why you think it's that shape or not.***	

True or Trick?

Whole Group

Small Group

Model the Activity

▪ ***Let's practice with a shape. This is a triangle. True… or trick?***	▪ Draw a "skinny" triangle (for example,). Encourage children to practice the thumbs up, thumbs down response.
▪ ***Show me your thumbs, but no talking yet! Thumbs up for yes, thumbs down for no.***	▪ Have children respond with thumbs up or thumbs down—without saying anything out loud yet.
▪ ***Now, Think-Pair-Share with your partner and tell your partner why or why not.***	▪ Have children Think-Pair-Share with their partner why they thought yes or no. ▪ **To make the executive function (EF) easier,** use the Think-Pair-Share cards. ▪ **To make the executive function (EF) harder,** omit the Think-Pair-Share cards.
▪ ***True! This is a triangle. It is closed and has three straight sides and three angles.***	▪ Correct and clarify children's responses as needed. Describe sides and/or angles as needed.
▪ ***Now, let's try it with some more shapes!***	

Time to Play!

▪ ***Now let's try it with some shapes! I'm going to draw another shape.***	▪ With the white board facing away from the children, draw a square. NOTE: You can use chart paper or a laminated piece of paper to draw shapes if you don't have a white board, just make sure it is big enough for all the children to see.
▪ ***This is a triangle. True… or trick?***	▪ Turn the white board or paper to the children as you ask the question. NOTE: In this example, you are drawing a square and asking children if it is a triangle. This is an easy non-example of the target shape.

True or Trick?

Whole Group

Small Group

▪ ***What do you think? True, thumbs up, or trick, thumbs down?***	▪ Encourage children to quietly show thumbs up or thumbs down. ▪ **To make the executive function (EF) harder,** pause for increasingly longer times before asking children to respond, or have children respond only after you ring a bell or say "go."
▪ ***Now, Think-Pair-Share with your partner. Tell your partner whether this is a triangle and why or why not.***	▪ Have children think-pair-share with their partner their answer and why. ▪ **To make the math easier,** remind children of the defining features of the target shape. For example, "Remember, a triangle has to have three sides and three angles." ▪ **To make the math harder,** challenge children to describe exactly why the shape belongs to the class they say, naming all the features and properties of the shape class (for example, "a triangle has three straight sides, three angles, and is closed"). ▪ **To make the math and executive function (EF) harder,** for non-examples (for example, drawing a square when asking for a triangle as the target shape), challenge children to describe what's wrong or missing and how to "fix" the shape so it is correct (for example, "This shape has four sides and four angles. You'd have to erase one side and then connect the ones that are left to make a triangle.").
▪ ***Trick! This is NOT a triangle. It is a square and has four equal length sides and four angles. We know that a triangle has three sides and angles.***	▪ Correct and clarify children's responses as needed. Describe sides and/or angles as needed.
▪ ***Let's try another shape!***	▪ Play additional rounds with more shapes, using both examples and non-examples.

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Small Group

Summary of Activity Adaptations

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Math & EF		■ For non-examples (for example, drawing a square when asking for a triangle as the target shape), challenge children to describe what's wrong or missing and how to "fix" the shape so it is correct (for example, "This shape has four sides and four angles. You'd have to erase one side and then connect the ones that are left to make a triangle.").

True or Trick?

Whole Group

Small Group

Explore The Executive Function And Math Skills In This Activity

Visit the website for resources to support teaching this activity.

What to Do Next

Do some students need more support or more challenge? Try the adaptations provided for Small Group. Continue working in Small Groups with teacher support until students can comfortably play with minimal teacher guidance. Then have students practice the activity independently in Center.