



# CHANGING COLORS FESTIVAL GUIDE

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## Materials and Setup

Per table (assuming 5 students per table), you will need:

Per Table	Material Preparation	
Magnetic Pattern Blocks	Place the pattern blocks in five containers.	
5 Mini-magnetic White Boards		
3 copies of Instructions	1-page sheet	p. 6
5 copies of Tasks	8-page sheet in dry erase sleeves <i>can be printed double-sided</i>	p. 7-14
1 copy of Table Sign	1-page sheet <i>print on cardstock for sturdiness</i>	p. 15

Per Table	Purchasing Materials		
Magnetic pattern blocks	<a href="#">200 piece set</a> (order two sets) \$27.00 each		(You can also use <a href="#">regular pattern blocks</a> and have the students create the shapes directly on the task sheet.)
Mini-magnetic white boards	<a href="#">set of 6</a> for 19.99		
23 plastic sheet protectors	<a href="#">pack of 100</a> for \$11.49	<a href="#">pack of 500</a> for \$26.99	These are recommended in order to protect the instructions.



## Objective

Use pattern blocks to make two identical shapes.

Rules:

1. Make both shapes at the same time.
2. The two shapes cannot share any of the same colors.

## Materials

Each Changing Colors table should be prepped for 5 stations.

Each station needs:

1. Container of assorted pattern blocks.
2. Mini-magnetic white board.
3. Changing Colors instructions.
4. Changing Colors tasks.

## How to Play

Introduce the activity without overexplaining it and without telling what strategies students might want to use. As much as possible, avoid giving away answers. Students should be encouraged to explore, experiment, and learn from their mistakes.

1. Lay the first task sheet over the mini-whiteboard and have the students place the magnetic pattern blocks on top of both. If you're not using the mini-whiteboards, have the students lay the regular pattern blocks directly on the task sheet.
2. Use the first puzzle to demonstrate the rules.
3. Have the student help you solve the second challenge.
4. Have the student explore the next challenges.

## Standards

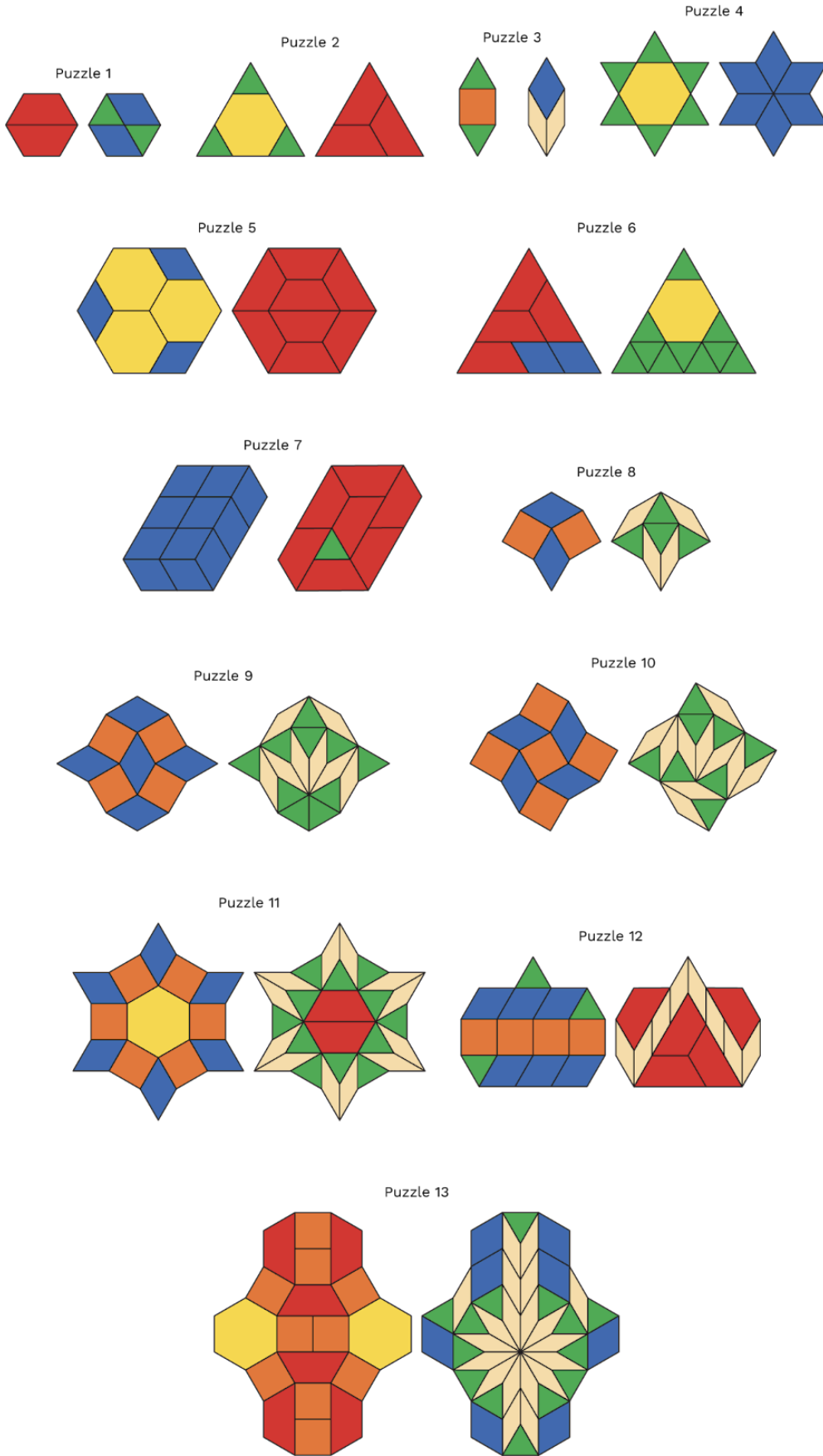
1. Make sense of problems and persevere in solving them. CCSS.MP1
2. Attend to precision. CCSS.MP6
3. Look for and make use of structure. CCSS.MP7
4. Compose two-dimensional shapes to create a composite shape. CCSS.1.G.A.2



## Asking Good Questions

1. Ask questions about confidence.
  - a. When a student asks you “Is this right?”, instead of saying “yes” or “no” right away, ask them how confident they are in their answer. Here are some examples:
    - i. “Maybe. What do you think? How confident are you?”
    - ii. “On a scale of 1-5, how confident are you in your answer?”
  - b. If a student is not confident in their answer, follow up by asking “What would help you feel more confident in your answer?” or “Why do you not feel confident?” This helps you determine how best to help the student through their explorations.
2. Ask students about choices.
  - a. When a student is stuck or shows you a wrong answer, instead of jumping in and showing the student the correct answer, start by asking about the choices that the student made along the way. Here are some suggested steps to follow:
    - i. Start from the beginning.
    - ii. Ask students to show you what they’ve tried so far.
    - iii. When the student gets to a point where they have different choices, ask the student “What other choices can you make here?”
    - iv. Have the student make a different choice and try to solve the puzzle. This helps the student see that they have the power to make different choices during an activity, and they’ll start to do this on their own in the future.
    - v. If you’re familiar with the puzzle or a particular solution, stop the student only when a different choice will help them get to the solution. This will help them feel successful faster without you giving away too much of the answer.
3. Ask students about strategies.
  - a. If a student is getting into the activity and has been doing it for a while, ask the student if there are any strategies they’ve come up with to help them solve the puzzle or win the game.
  - b. Follow up by asking if they think their strategies will work for all puzzles and/or larger puzzles, more complex puzzles, etc. Have the student explore more complex puzzles to test out their strategies.
  - c. This is a great way to encourage a student to dive deeper into an activity and to start looking for patterns, structure, and proofs.

# Answers

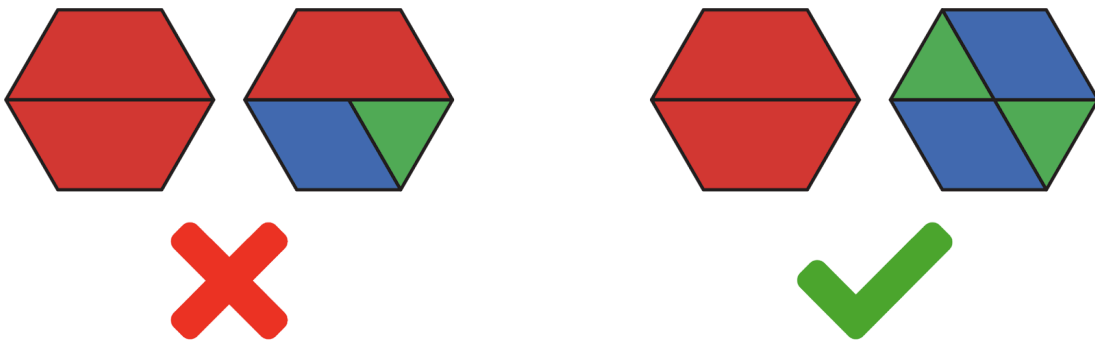




## Changing Colors Instructions

### Rules:

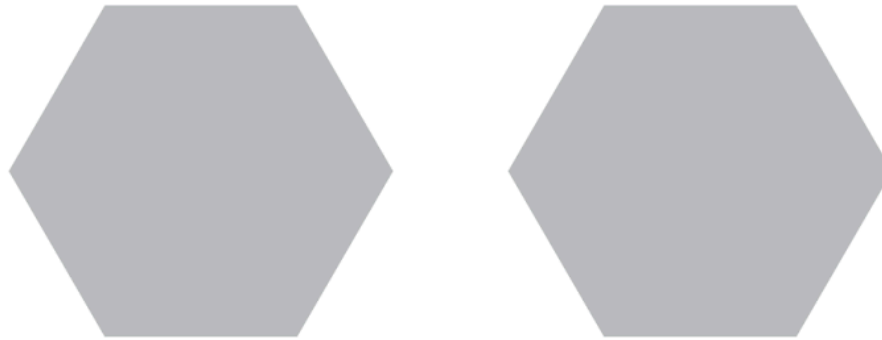
1. Make both shapes at the same time.
2. The two shapes cannot share any of the same colors.



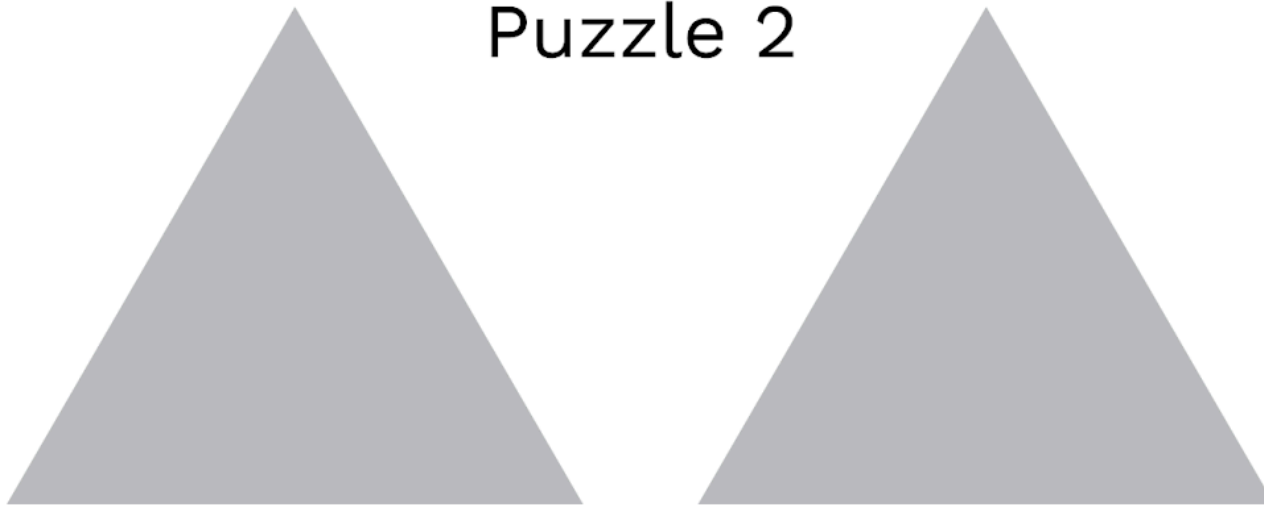
Both shapes have  
a red trapezoid.

# Changing Colors

Puzzle 1



Puzzle 2

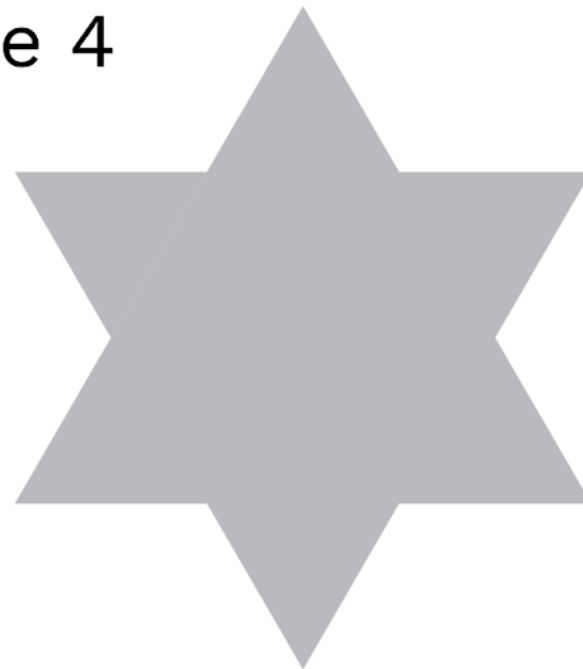
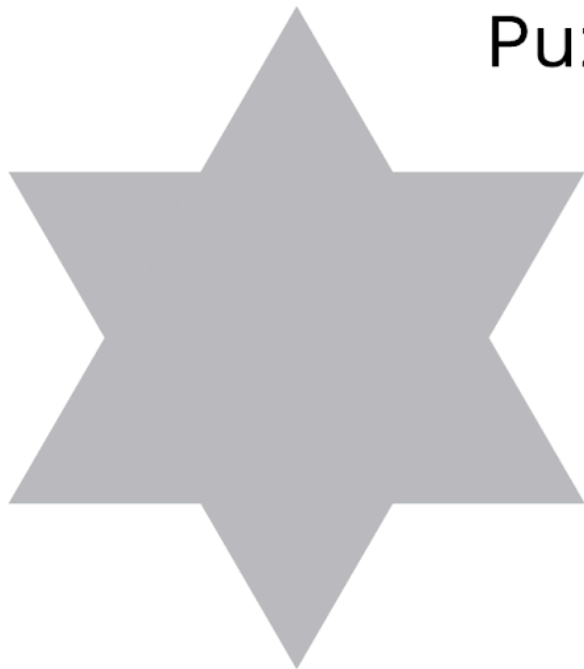


# Changing Colors

Puzzle 3



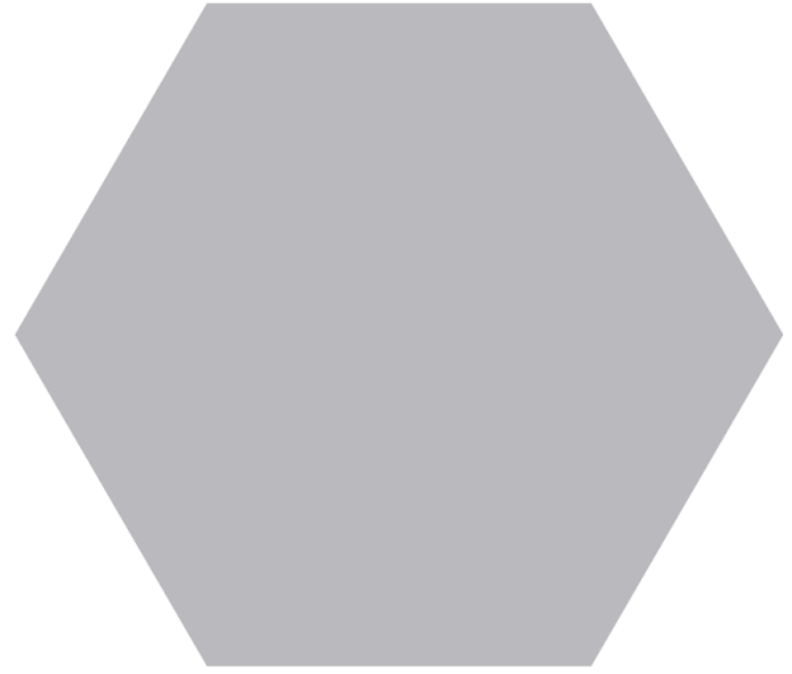
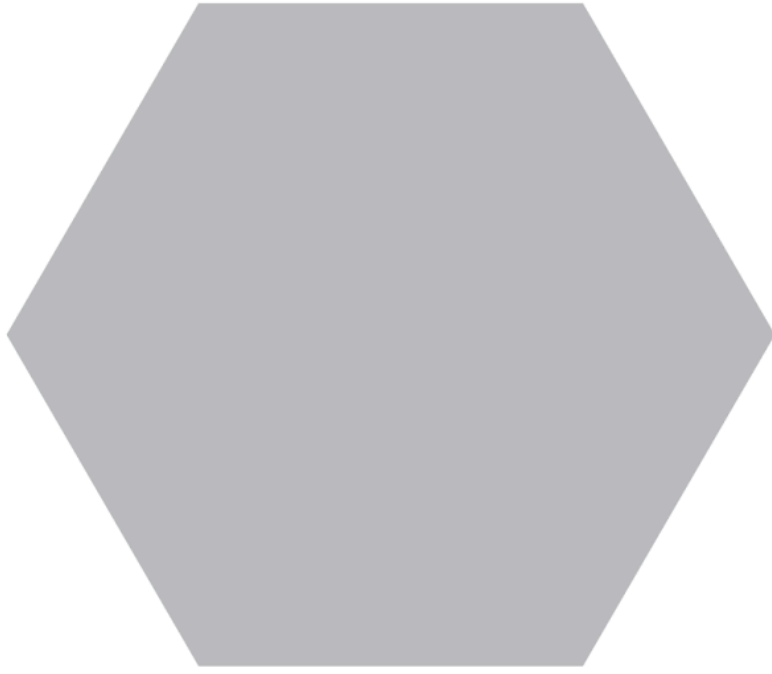
Puzzle 4



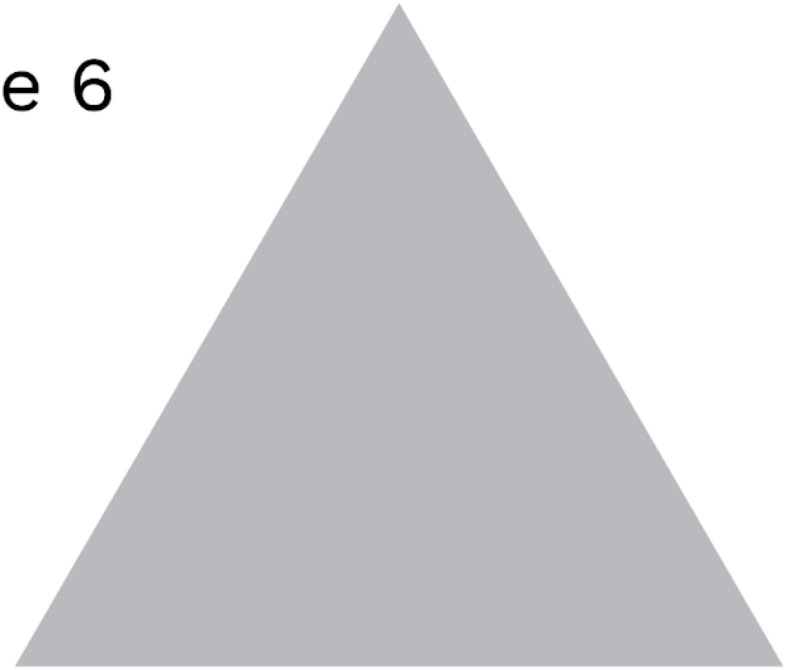
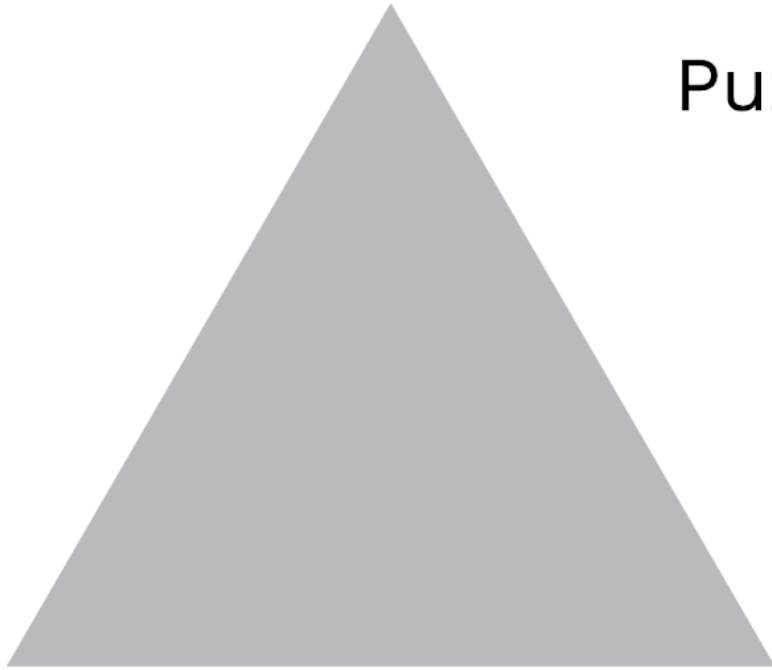


Changing Colors

Puzzle 5

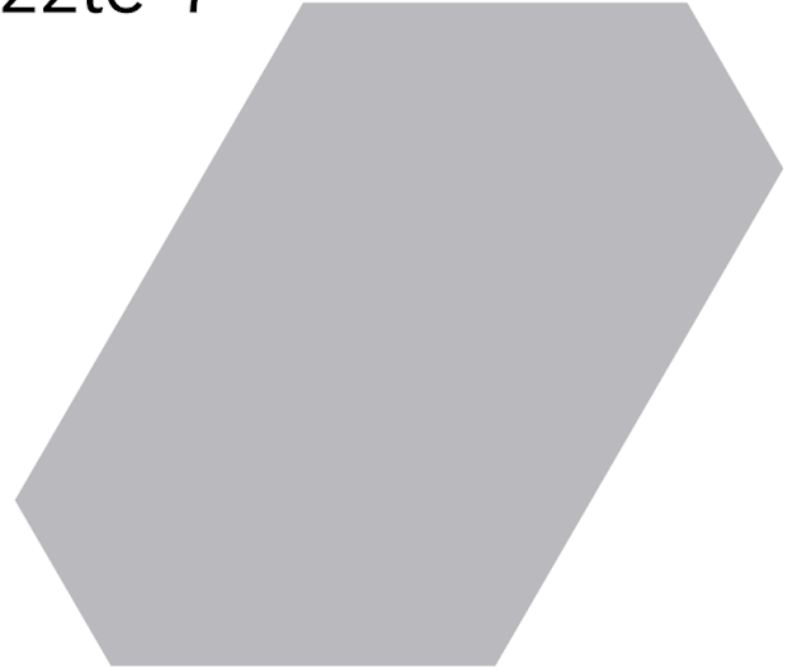


Puzzle 6



# Changing Colors

Puzzle 7

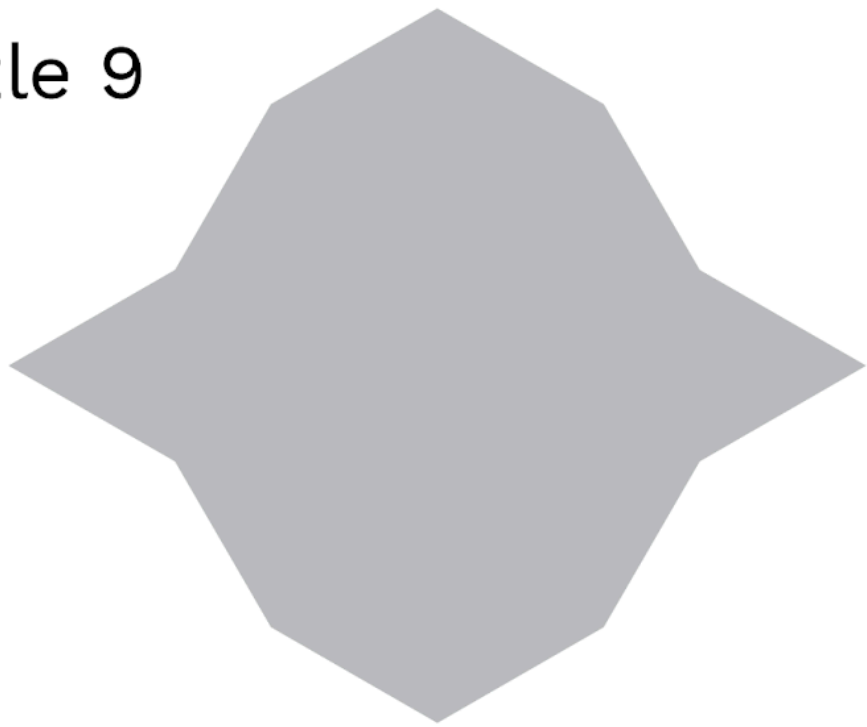
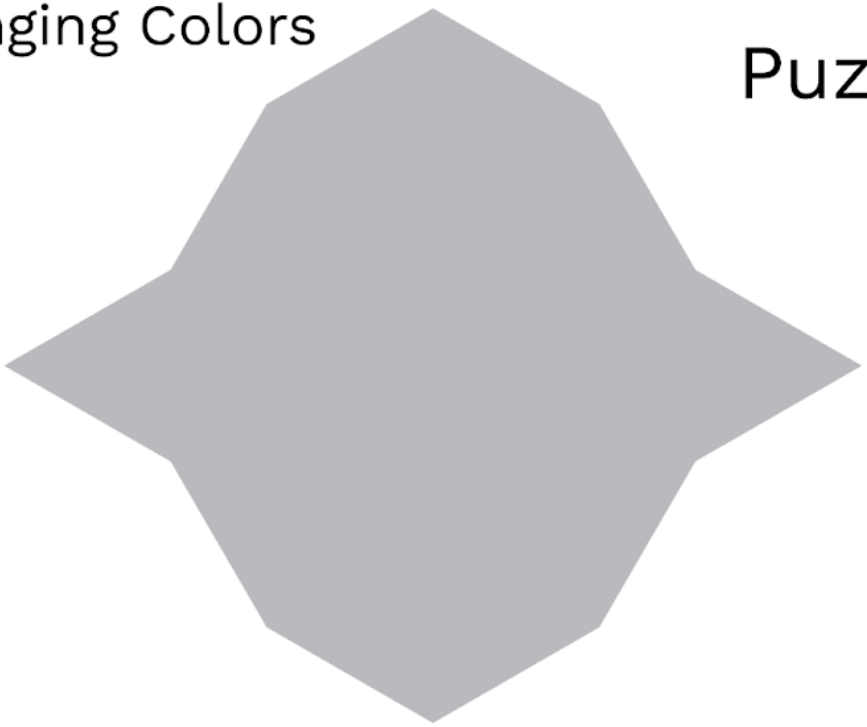


Puzzle 8

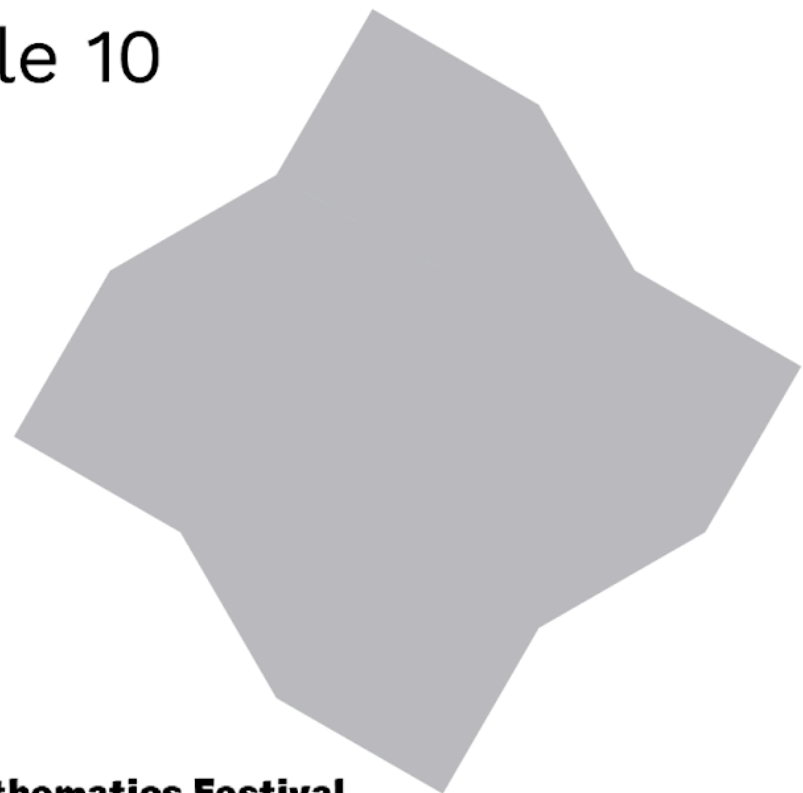
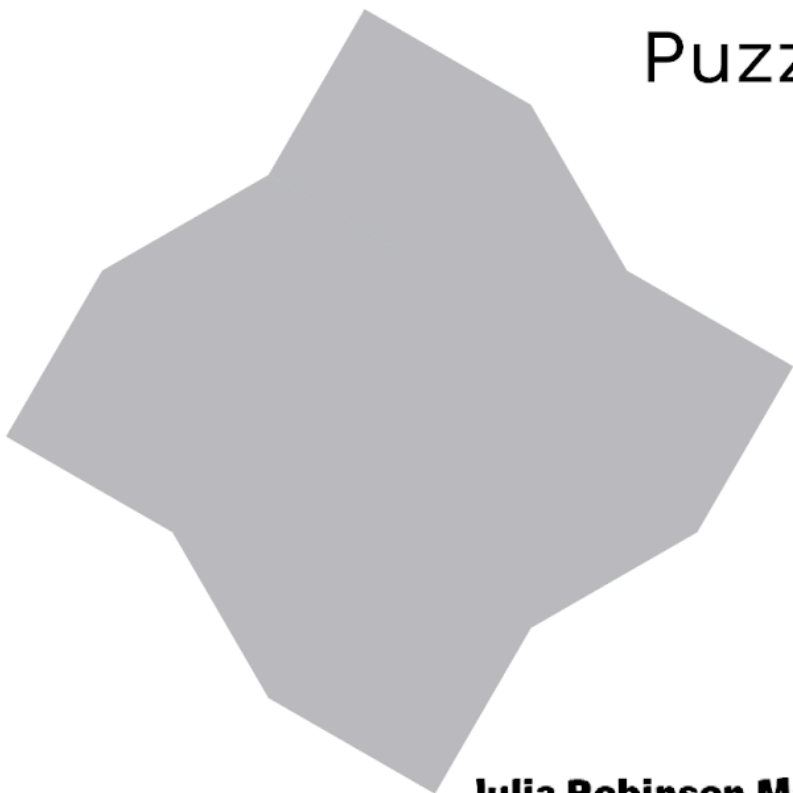


Changing Colors

Puzzle 9

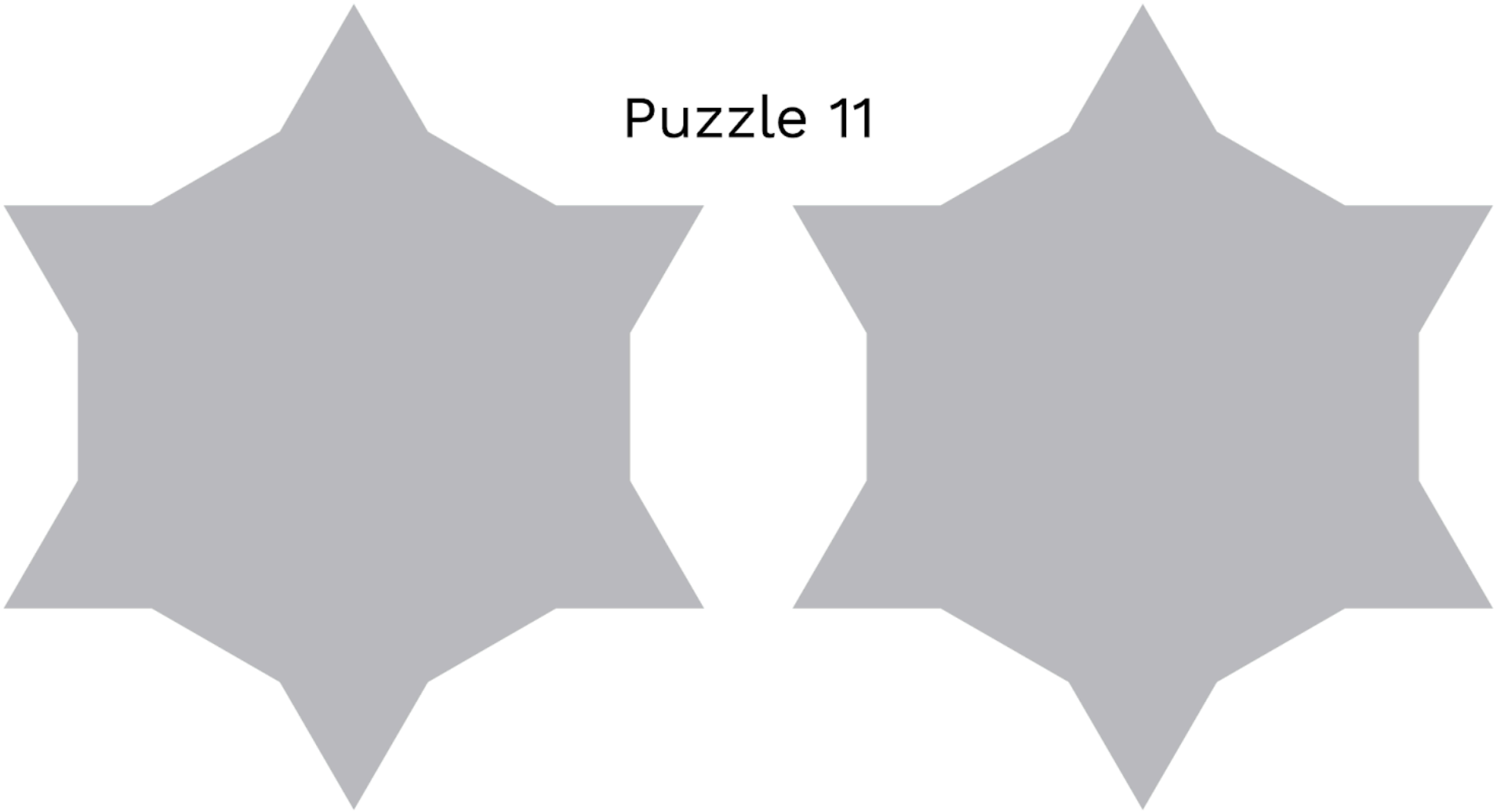


Puzzle 10



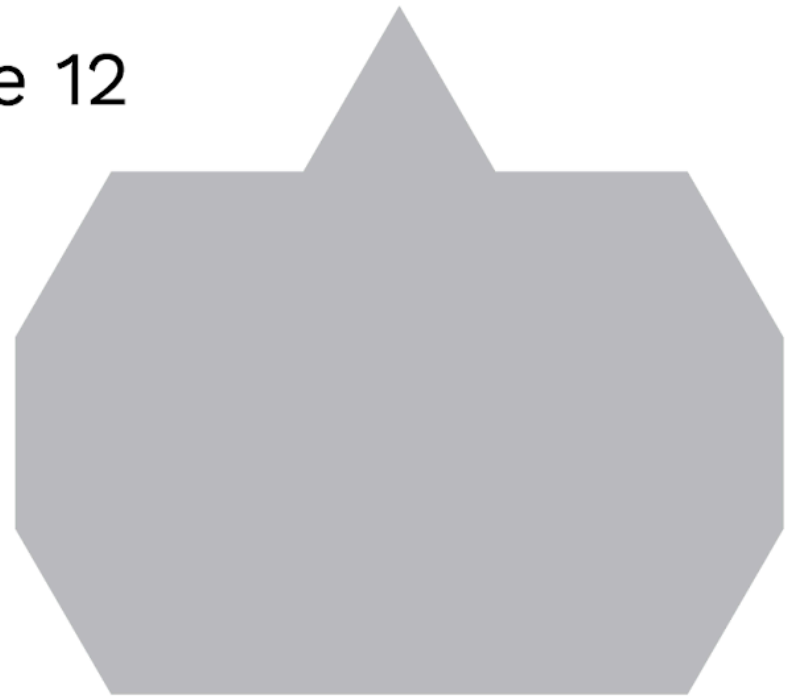
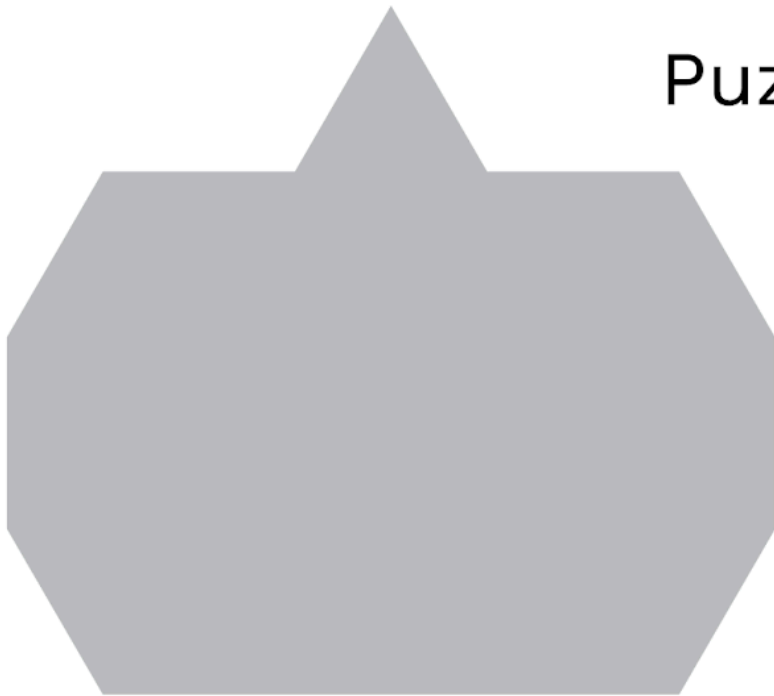
# Changing Colors

Puzzle 11



# Changing Colors

Puzzle 12



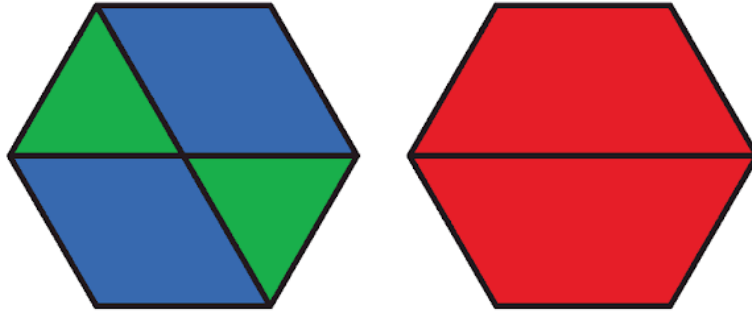
Changing Colors

Puzzle 13





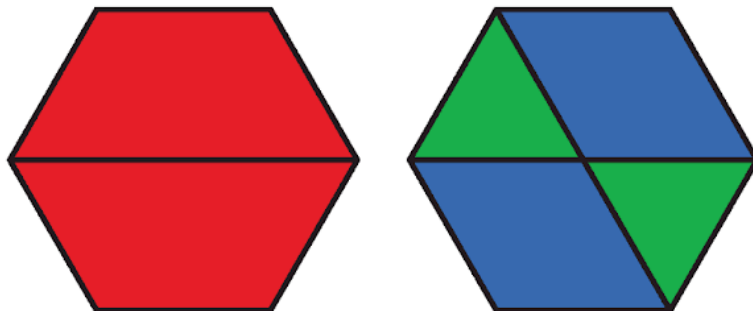
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[jrmf.org/puzzle/changing-colors](http://jrmf.org/puzzle/changing-colors)



# CHANGING COLORS



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