

Just My Kind Of Shape

Purpose

Students will compare and sort common objects by position, shape, size, roundness, and number of corners.

Materials

For the teacher: large box, variety of moveable objects of different sizes that include a circle, triangle, square, rectangle, cube (e.g., pencils, erasers, boxes, cans, etc.)

Activity

A. Pre-Activity Preparation

1. Make a “feely box” by cutting off one end of a box and cutting two armholes out of the other end.
2. Place an assortment of shapes inside the box.

B. Pre-Activity Discussion

1. Before the activity begins, review the following shapes with students: circle, triangle, square, rectangle, and cube.
2. Discuss the number of sides of each shape.

C. Large Group Activity

1. Have each student use the “feely box” to find two shapes that are alike. Have the rest of the students in the class watch through the open end of the box.
2. Ask each student to describe the shape he/she has found.
3. Continue until each student has had a chance to feel the shapes.

D. Small Group Activity

1. Place the students in groups of three or four, and explain that they will be gathering objects to fit their group’s rule.
2. Tell each group its rule (e.g., objects with triangles on them, objects with squares on them, cubes, objects with some round corners, objects with rectangles on them, objects on the floor, objects that stack, objects that roll).
3. Have students gather objects that fit their group’s rule.

(continued)



EXTENDING THE ACTIVITY

Give groups two rules and ask them to find objects that fit both rules.



INCORPORATING TECHNOLOGY

Have students use a digital camera to take pictures of an object. Print the pictures, and trace the shapes on the printout.


Activity (continued)

4. With the whole class, look at what each group has gathered.
5. Ask students to explain, using their rules, what their groups have gathered.
6. Ask students why some objects have been gathered by several groups.


Questions for Review


Basic Concepts and Processes


During the activity, discuss the following questions with your students to gauge their understanding of the Standard Indicator:

 Show me a [*insert shape*].

 What does a [*insert shape*] look like?

 How many sides does a [*insert shape*] have?

 What are some of the characteristics of the shape that your group is gathering?

 How did you figure out if something was the shape you were looking for?
