

Shape Up

Purpose

Students will find, identify, and describe geometric shapes.

Materials

For the students: shapes made of various materials (circle, triangle, square, rectangle, cube), objects including boxes, cans, chalkboard, desktops, copies of Black Line Master (BLM) *Shape Up*

Activity

A. Pre-Activity Preparation

Make or obtain shapes of various materials for use during the activity.

B. Large Group Activity

1. Introduce students to shapes with the following poems.

Circle:	I'm Suzy Circle, watch me spin Round and round from end to end.
Triangle:	Tommy Triangle is the name for me Tap my sides, one, two, three.
Rectangle:	Ricky Rectangle is my name My four sides may not be the same. Sometimes short, sometimes long, Hear me sing my happy song.
Square:	Sandy Square is my name. My four sides are just the same. Turn me around, I don't care, I'm always the same, I'm Sandy Square.
2. Place a shape on the overhead.
3. Let students take turns naming characteristics of the shape (e.g., "It has four sides." "It has four corners." "All the sides are the same." "There is an inside and an outside to this shape.").
4. Use this as an opportunity to introduce mathematics vocabulary, and list these characteristics on chart paper.
5. Take the shape off of the overhead.
6. Read the list of characteristics, and ask students to draw the shape from this list. Ask students: "Is there any other information you need to complete the shape?"

(continued)



MEETING INDIVIDUAL NEEDS

Help students who are having difficulty understanding shapes by running your finger along the outlines of the shapes while describing them. Have the students do the same.



connecting across the curriculum

Science

Use descriptive rules to identify similarities and differences between objects.

Standards Links
K.1.6, K.1.9

Activity (continued)

7. Review the following shapes: circle, triangle, square, rectangle, and cube.
8. Tell the class that they are going to find various geometric shapes by playing a search game.
9. Have the class sit in a circle while you lead the first game.
10. Tell the class: "I see something in the room in the shape of a triangle."
11. Have the class ask yes or no questions until someone knows the answer.
12. After the correct answer is given, pick a student to be the leader. If three guesses are given and no one guesses correctly, ask the student leader to give the correct answer.


C. Small Group Activity

1. Explain to the students that they will be looking for the following shapes in the room around them: circle, triangle, square, rectangle.
 - a. Show students one example of each, describing the basic features of the shape (leave these shapes in a visible position).
 - b. Ask the whole class to look for an object including each shape in turn, and then explain (or have the students explain) why the answers are correct or incorrect.
2. Have the students in groups of three or four move around the room looking for shapes and for objects that include those shapes.
 - a. Ask students questions that encourage them to explain how they recognized each shape.
 - b. Have students count how many of each shape their groups have found.
3. Review the shapes and objects that the groups have found with the entire class, and emphasize the basic features of each shape.
4. Have each student complete the BLM *Shape Up* to further emphasize the Standard Indicator.


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:

 What is a characteristic/feature of a [*insert shape*]?

 What shape has [*insert characteristic/feature*]?

 Where did you find a [*insert shape*]?

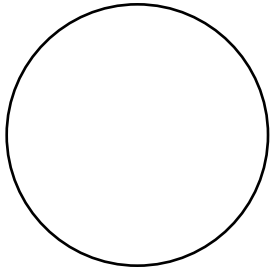
 How do you know it is a [*insert shape*]?

Name: _____

Shape Up

Draw an object that uses each shape in the space next to the shape.

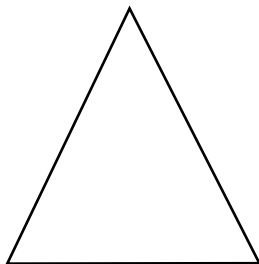
1.



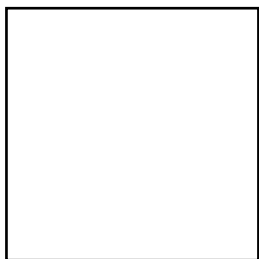
2.



3.



4.



Shape Up

Teacher Directions

Provide each student with a copy of the BLM *Shape Up*. Tell the class that they are to draw an object that contains each shape shown.

Look for volunteers to explain to the class the objects they drew for different shapes.

Answer Key

Answers may vary by shape. Make sure that the objects drawn contain the correct shape.