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| **Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).**\* Note: A cube is a solid made up of squares. You don’t have to teach rectangular prisms, a solid made up rectangles. Be aware that when students are looking for examples of cubes, that they don’t call a rectangular prism a cube.  |
| 1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above*, *below*, *beside*, *in front of*, *behind*, and *next to*.  | * Position word class book- the ladybug (sticker) is on the leaf.
* Use position words to find a mystery object
* Positional words in song- Dr. Jean <http://drjean.org/>
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| 2. Correctly name shapes regardless of their orientations or overall size.  | * Pull shapes out of a mystery bag, identify and sort. You can use pattern blocks, but sometimes use shapes with different sizes. Also be mindful of not always orienting the shape the same way when you hold it up.
* Make shapes with geoboards, tangrams, pattern blocks, and pattern block stickers. Be able to correctly name the shapes.
* Cut-out pattern block shapes from white paper- create a snowflake pattern using the pattern block shapes- tally how many of each type of shape was used
* Pumpkin- shape identification- cut out shapes to make a face. Describe your pumpkin’s face by identifying the shapes that make up the face.
* Candyland- put shapes on the cards. Say the color and the shape of the card when you take your turn.
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| 3. Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).  | * Sort shapes according to flat shapes (2D)- squares, circles, triangles, rectangles, hexagons and according to solid shapes (3D)- cubes, cones, cylinders, and spheres
* Find examples of places where we see these shapes in our classroom and sort them.
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| **Analyze, compare, create, and compose shapes.** |
| 4. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).  | * Use different shape wands to create bubbles. How are the shapes in the wand different from the shape of the bubbles?
* Shape museum- bring in examples of shapes from home, group into galleries, why do these objects all belong in the cone gallery? What do all cones have in common? How can two cones be a little different?
* Students hold different sizes of squares, triangles (be sure to use more than just an equilateral triangle), etc. that have been cut from tagboard. Compare/contrast the shapes according to attributes like the number of sides.
* Go on a shape hunt to find shapes in real life. Use attributes/parts to talk about the shapes.
* Draw a shape- find the other students with the same shape that’s your group
* Create a graph to compare the number of sides- triangle, square, rectangle, hexagon (you don’t have to graph all 4 at the same time)
* Count sides- trace each side with a different color, write the total number of sides in the center of the shape.
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| 5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.  | * Create shapes from toothpicks and marshmallows, raisins, or clay. Talk about the parts of the shapes and their attributes.
* Use play-doh to model shapes. What shape did you make? How do you know you made a \_\_\_\_\_\_?
* Create shapes with jump ropes and kids. The ropes are the sides and the kids are the vertices.
* Build shapes out of pipe cleaners.
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| 6. Compose simple shapes to form larger shapes. *For example, “Can you join these two triangles with full sides touching to make a rectangle?”*  | * Create a shape sandwich- lay down a hexagon for the bread. Use other shapes to make a hexagon for the filling.
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