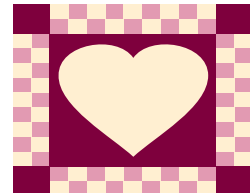
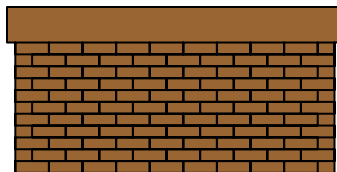
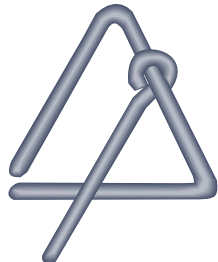
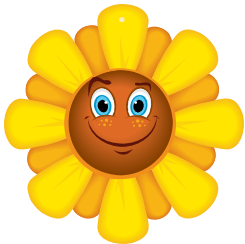


Circle, Triangle, Rectangle, Square . . . I See Shapes Everywhere



Suggested Group Size

Individual; Small Group

Objective

The children will name two-dimensional shapes and show understanding that two-dimensional shapes are equivalent (remain the same) in different orientations.

Activity

Children will use two-dimensional shapes (e.g., circle, triangle, square, rectangle, oval) to create a picture.

Targeted VPK Education Standard(s)

• VI. Mathematical and Scientific Thinking

- **A(d).1.** Understands various two-dimensional shapes, including circle, triangle, square, rectangle, oval, and other less common shapes (e.g., trapezoid)
A(d).1.(b). Child names two-dimensional shapes.
- **A(d).2.** Shows understanding that two-dimensional shapes are equivalent (remain the same) in different orientations
A(d).2.(a). Child slides shapes, with teacher support and multiple experiences over time.
A(d).2.(b). Child flips shapes, with teacher support and multiple experiences over time.
A(d).2.(c). Child rotates shapes, with teacher support and multiple experiences over time.

Related VPK Education Standards

• II. Approaches to Learning

- **A.1.** Shows eagerness and curiosity as a learner

• III. Social and Emotional Development

- **C.1.** Interacts easily with familiar adults
- **D.3.** Participates in the group life of the class

Materials

- Paper cut outs of two-dimensional shapes (e.g., circle, square, triangle, rectangle, oval)
- Markers, crayons and pencils
- Glue sticks
- Drawing paper (one piece for each child)
- Book: *The Shape of Things* by Dayle Ann Dodds

Procedures

1. Begin the lesson by reading *The Shape of Things* by Dayle Ann Dodds. As you read the book explore the pictures and ask the children to help you name the two-dimensional shapes in each picture. You might say, “Here is a picture of a house. What shapes do you see on the house?”
2. Explain to the children that they will use two-dimensional shapes, like the ones they saw in the book, to create a picture on their paper.
3. Choose one of the two-dimensional shape cut outs. Demonstrate how the shape remains the same as you slide, flip, or rotate it across the paper. You might say, “Look, no matter where I slide the oval on the paper, it’s still an oval.”
4. Repeat step three until you have used each of the two-dimensional shape cut outs to demonstrate that each shape are remains the same in different orientations.
5. Allow the children to slide, flip, and rotate the two-dimensional shape cut outs, with teacher support and multiple experiences.
6. Next, glue one of the two-dimensional shapes onto a piece of paper. Use markers and/or crayons to create a picture that includes the shape you have chosen. Try to think of the picture you would like to create before you begin the lesson.
 - a) An oval becomes Humpty Dumpty sitting on a wall.
 - b) Two triangles become a kite flying in the sky.
7. Pass out the paper, markers, and crayons to the children. Allow them to choose a two-dimensional shape to glue onto their paper and create a picture that includes the shape they have chosen.
8. Allow the children to share their creations and name the two-dimensional shape used in their picture.

Adaptations

- Some children may need one-on-one teacher support when sliding, flipping, and rotating the two-dimensional shapes.
- All children have teacher support when sliding, flipping, and rotating the two-dimensional shapes and multiple experiences over time.

Extensions

- Add related materials to classroom centers:
 - **Reading/Literacy:** Include a variety of books about two-dimensional shapes.
 - **Music:** Play the Greg & Steve: We All Live Together Vol. 3 CD Track 11-“Shapes” song.
 - **Art:** Add various two-dimensional shapes.
 - **Cooking:** Bake sugar cookies and use cookie cutters in a variety of two-dimensional shapes.

Checking for Understanding

Children will demonstrate their understanding of the lesson by:

- naming two-dimensional shapes
- recognizing that two-dimensional shapes are equivalent (remain the same) in different orientations.

Submitted by

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