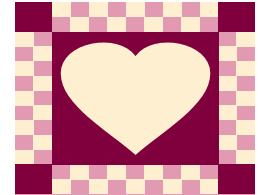
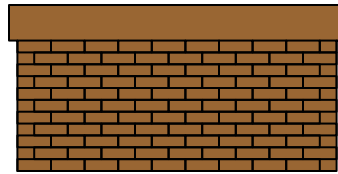
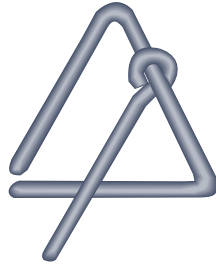
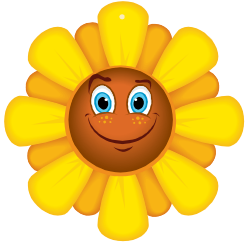


# Circle, Triangle, Rectangle . . . I See Shapes Everywhere



## 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 Florida Early Learning and Developmental Standards for Four-Year-Olds

- **V. Cognitive Development and General Knowledge**
  - **A. Mathematical Thinking**
    - **d. Geometry**
      - **A.d.1.** Understands various two-dimensional shapes, including circle, triangle, square, rectangle, oval, and other less common shapes (e.g., trapezoid, rhombus)
        - **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.

## 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.

## Related Standards for Four-Year-Olds

- **II. Approaches to Learning**
  - **A. Eagerness and Curiosity**
    - **A.1.** Shows curiosity and is eager to learn new things and have new experiences
- **III. Social and Emotional Development**
  - **B. Relationships**
    - **c. Adults**
      - **B.c.1.** Develops positive relationships and interacts comfortably with familiar adults