

Shapes All Around Us



Suggested Group Size

Individual; Small Group

Objective

The children will correctly name various three-dimensional shapes.

Activity

The teacher and children will go on a shape walk to look for three-dimensional shapes in and around their learning environment.

Targeted VPK Education Standard(s)

- **VI. Mathematical and Scientific Thinking**
 - **A(d).3.** Understands various three-dimensional shapes, including sphere, cube, cone, and other less common shapes (e.g., cylinder, pyramid)
 - **A(d).3.(b).** Child names three-dimensional shapes.

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.1.** Interacts easily with one or more children
 - **D.3.** Participates in the group life of the class

Materials

- Examples of three-dimensional shapes (e.g., cubes, cones, cylinders, spheres)
- Book: *Cubes, Cones, Cylinders, & Spheres* by Tana Hoban

Procedures

1. Before you begin the lesson, take a walk around the learning environment (classroom or playground) to see how many three-dimensional shapes you can identify. Be sure that there are several examples visible for each three-dimensional shape that you will introduce to the children.
2. Begin the lesson by introducing the examples of three-dimensional shapes (e.g., cube: block, tissue box; cone: ice cream cone, traffic cone; cylinder: oatmeal can, paper towel roll; sphere: ball, globe). Show the children a shape. Say the name of the shape and ask the children to repeat the name of the shape.
3. Repeat step two until all three-dimensional shapes have been introduced.
4. Read *Cubes, Cones, Cylinders, & Spheres* by Tana Hoban. As you read through the book, point out the different three-dimensional shapes on each page (e.g., “Look the trash can is the shape of a cylinder.”).
5. Explain to the children that they are going on a shape walk around the classroom and/or playground. Give each child a three-dimensional shape. While on the shape walk each child will look for objects that are shaped like their three-dimensional shape.
6. Go on the shape walk and allow the children to look for objects that are examples of three-dimensional shapes in the learning environment. Help the children identify and name three-dimensional shapes as needed.
7. Conclude the lesson by asking the children to name some the three-dimensional shapes they saw on the shape walk.

Adaptations

- Ask the group of children to look for one three-dimensional shape at a time.
- Challenge the children to see who can find and name the most three-dimensional shapes.

Extensions

- Add related materials to classroom centers:
 - **Blocks:** Encourage the children to use the correct names of the three-dimensional shapes they choose when building their structures.
 - **Reading/Literacy:** Include a variety of books about three-dimensional shapes.
 - **Art:** Allow the children to draw pictures of the objects they saw on the shape walk.

Checking for Understanding

Children will demonstrate their understanding of the lesson by:

- correctly naming various three-dimensional shapes.

Submitted by

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