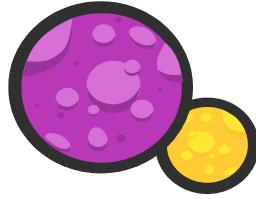


Sponge Paint Shapes



Suggested Group Size

Small Group

Objective(s)

The children will become familiar with the names of various shapes in their environment.

Activity

Children will sponge paint various shapes on easel paper.

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

- **V. Cognitive Development and General Knowledge**
 - **A. Mathematical Thinking**
 - **A.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.

Materials

- Books: *Shapes, Shapes and Shapes* by Tana Hoban
- *There's a square: A Book about Shapes* by Mary Serfozo
- *Round is a Mooncake: A book of Shapes* by Roseanne Thong and Grace Lin
- Paint smock for each child
- Sponges cut into various shapes (e.g., circle, triangle, square, rectangle, oval)
- Clothespins
- Easel paper
- Paint
- Pie pans or trays

Procedures

1. Cut out various shapes from sponges (e.g., circle, triangle, square, rectangle, and oval).
2. Place a clothespin on the top of each sponge shape for the children to grasp as they handle the wet sponge.

Procedures (continued)

3. Place newspaper over a table for easy clean-up.
4. Fill pie pans or trays with paint and place them on the table.
5. Place the shape sponges on the table.
6. Introduce the lesson by reading the book *Shapes, Shapes and Shapes* by Tana Hoban.
7. Discuss/name the shapes presented the book.
8. Help the children find two-dimensional shapes around the classroom.
9. Give each child a paint smock.
10. Pass out a large sheet of easel paper to each child.
11. Allow children to dip a sponge into the paint and stamp that shape on their paper.
12. The children can make designs with one or more shapes.
13. Question/Discussion points to ask/use during the lesson:
 - What is the name of this shape?
 - Describe what it looks like (e.g., it is round, circle; it has three corners, triangle).

Adaptations

- If you wish to focus on one shape, cut the easel paper into that shape and provide sponges of that shape in different sizes.
- Use large clothespins for the children to easily grasp the sponge as they paint.

Extensions

- Add related materials to classroom centers:
 - **Dramatic Play:** Create a bakery. Include a variety of items (e.g., play dough, cookie cutters in various shapes, round, square and rectangular pans).
 - **Music/Movement:** Go on a shape hunt. Describe a shape and have the children find it in the classroom (e.g., "This shape has four corners, all of the sides are the same or equal).
 - **Cooking:** Provide cream cheese with a variety of shape snacks (e.g., round, square, and triangle shaped crackers).
 - **Math:** Sort and classify shapes.

Checking for Understanding

Children will demonstrate their understanding of the lesson by:

- naming the various shapes introduced in the lesson
- finding a shape in the environment as it is described.

Related Standards for Four-Year-Olds

- **I. Physical Development**
 - **D. Fine Motor Development**
 - **D.3.** Shows beginning control of writing by using various drawing and art tools with increasing coordination

Related Standards for Four-Year-Olds (continued)

- **IV. Language, Communication, and Emergent Literacy**
 - **C. Vocabulary**
 - **C.1.** Shows an understanding of words and their meanings
 - **C.1.a.** Child has age-appropriate vocabulary across many topic areas and demonstrates a wide variety of words and their meanings within each area (e.g., world knowledge: names of body parts, feelings, colors, shapes, jobs, tools, plants, animals and their habitats, and foods; words that describe: adjectives, verbs, and adverbs).
 - **C.1.c.** Child understands or knows the meaning of many thousands of words including disciplinary words, (e.g., science, social studies, math, and literacy) many more than he or she routinely uses (receptive language).
 - **E. Conversation**
 - **E.3.** Uses appropriate language and style for context
 - **E.3.a.** Child demonstrates knowledge of verbal conversational rules (e.g., appropriately takes turns, does not interrupt, uses appropriate verbal expressions, and uses appropriate intonation).
 - **F. Emergent Reading**
 - **F.1.** Shows motivation for reading
 - **F.1.a.** Child enjoys reading and reading-related activities (e.g., selects reading and reading-related activities when given a choice, pretends to read to others).
- **V. Cognitive Development and General Knowledge**
 - **D. Creative Expression Through The Arts**
 - **D.a. Visual Arts**
 - **D.a.1.** Explores visual arts