



BIG IDEA:

Shapes are all around us. We see shapes in stop signs, windows, traffic lights, and even buildings! Young children build foundation skills by looking for and naming shapes in authentic environments. Children can make observations at the train station or along railroad tracks to help students recognize and identify shapes and dimensions.

OBJECTIVES:

Students will recognize shapes in their environment with prompting and encouragement.

Students will begin to describe defining attributes of shapes.

FOCUSED LEARNING STANDARDS:

(K) K.G.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.

(K) K.G.2-Correctly name shapes regardless of their orientations or overall size.

(1st Grade) 1.G.1-Distinguish between defining attributes, e.g., triangles are closed and three-sided, versus non-defining attributes, e.g., color, orientation, overall size; build and draw shapes that possess defining attributes.

MATERIALS:

Geometric shape patterns (train affiliated), pictures of trains, construction paper shapes, pattern blocks

KEY VOCABULARY:

Square, rectangle, circle, triangle, trapezoid, hexagon, rhombus

STEPS:

- 1) Pre-activity: print the geometric shape pattern cards.
- 2) Pre-activity: cut out construction paper shapes to align with the geometric shape pattern cards. Be sure to cut out plenty of each shape, using the pattern cards as templates. If able, ask students to cut out the shapes.
- 3) Review shape recognition/names using pattern blocks or shape identification cards that you may have in the classroom. Show students the pictures of trains and ask them to consider shapes they see.
- 4) Ask students to use the construction paper shapes to build train affiliated images. Students can use the geometric shape patterns as a guide.
- 5) Have students use pattern blocks to create new train affiliated images in open-ended ways.

DISCUSSION:

Ask students the following reflection questions:

- Where else in our environment or at home can you see squares (rectangles, circles, triangles, trapezoids, rhombus)?
- What makes a square (rectangle, circle, triangle, trapezoid, rhombus) unique?

Be sure to point out shapes in the environment while you are taking walks with students, out on the playground, and during field trips. Repetitive exposure leads to increased understanding!