

Look for Them: Where Are the Shapes?

by Donna Loughran

Math Objective

In this book, children explore their environment to find and name shapes. They also learn to describe the shapes in relationship with each other. Children discover that when some shapes are put together, they form other exciting shapes. Children distinguish defining attributes of 2-D shapes, like triangles, quadrilaterals, pentagons, hexagons and 3-D shapes, such as sphere, cube, cylinder, and cone. Children use collage, paint, and clay to engineer and build and composite shapes.

iMath Discover Activity

In this activity, children draw differently colored shapes and make a design on paper. Without showing their picture, children describe their design to another player. The other player tries to recreate the original design. They compare then compare pictures. Children are encouraged to use color, shape, and directional words to describe their design.

Materials

- paper
- crayons

➤ **Objectives** Children will:

- learn the names of shapes and colors.
- understand that they can use directional words, such as *above*, *below*, *behind*, *in front*, to describe the placement of shapes.
- learn how to give directions.
- discover how to manipulate shapes.

Lesson Plan

Before Reading

Investigation

Draw a rectangle, square, circle, and triangle on the board. Ask children to look around the room. Ask: *Do you see any of these shapes around you in the classroom?* Make a list on the board of the children's answers. Encourage children to use other words to describe the shapes they see: round, above, below, behind, next to.

Math Concepts

Children recognize and draw shapes having specified attributes.

Ask children to share the names of any other shapes they know, such as pentagons, hexagons, cube, quadrilaterals, cone, sphere, cylinder.

Connecting to what they already know helps children engage in the topic.

Explain that children will read about many different shapes. They will use collage or cut paper to make and place shapes. They will paint or build clay shapes. They will join an art class to explore the world of shapes.

During Reading

Investigation

pp. 7–8: Read these pages aloud. Invite children to answer the questions. Ask children to share how they think they might collage, paint, or clay to place and build shapes.

Math Concepts

Accessing prior knowledge gets children to think about and engage with the topic.

pp. 10–15: Reread these pages aloud. Have children answer the questions on these pages as each page is read. Ask volunteers at different points to come up and draw shapes mentioned in the story.

Children 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*. They correctly name shapes regardless of their orientations or overall size.

p. 16: Show children some examples of tiles and mosaics. Say: *You can make a mosaic with paper shapes.* Provide safety scissors, construction paper, drawing paper, tissue paper and glue sticks for the children's mosaics.

During Reading (continued)

Investigation

p. 17: Reread the page aloud. Have children answer the questions. Invite children to make their own figure design and list of supplies. Ask: *What kind of figure can you make out of garden pots, paper cups, or boxes?* Provide drawing materials and paper.

p. 18: Reread the page. Ask: *What is a museum? How could we make an art museum in the class?* Hang the children's pictures of their figure designs and lists of supplies around the room. Encourage children to discuss the different shapes used in each design.

pp. 19–20: Reread these pages aloud and let children share their answers and ideas. Have children explain why they think certain ways of using shapes (collage, painting, clay) work better than others. Encourage them to discuss their ideas and conclusions.

p. 21: Work with children to help them with their garden art piece. Provide paper and arts and crafts materials for drawings or models.

Math Concepts

Children model shapes in the world by building shapes from components (e.g., sticks, clay balls, pots) and drawing shapes. Compose simple shapes to form larger shapes.

Children 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*. They correctly name shapes regardless of their orientations or overall size. They identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").

Children learn to discuss ideas and work out their reasons and opinions.

Model shapes in the world by building shapes from components and drawing shapes. Compose simple shapes to form larger shapes.

After Reading

Ask children to restate the key ideas in the book.

Investigation

Take children to a children's art museum or outdoor art show. Encourage children to identify shapes in the artwork they see.

Go on a nature walk like Mrs. Fox's art class did in the story. Have children sketch the shapes they see in nature.

Understanding Math

Children analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts.

Model shapes in the world by building shapes from components and drawing. Compose simple shapes to form larger ones.