

## Instructional Recipe

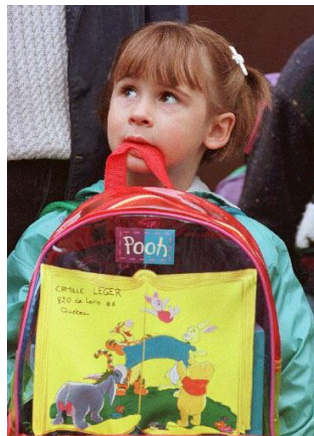
# What Shapes Do We Have in Our Classroom?

### Kindergarten—Math & Language Arts

#### Step 1 – Ask

**Objectives:** Students will identify and draw (and/or photograph) examples of shapes in the classroom. Students will analyze what makes a \_\_\_\_\_ (e.g., square) a \_\_\_\_\_ (e.g., square).

**Introduction:** Introduce and discuss the concept of shapes using models and/or ordinary objects in the classroom (e.g., a tablet is a *rectangle*; a bulletin board may be a *square* a clock is a circle).



"QUEBEC, Aug.28--Camille Leger, 5, of Quebec City, bites on her schoolbag as she waits Thursday to enter school where she will attend all-day kindergarten." EBSCO Image Collection. 4 July 2008 <<http://search.ebscohost.com/login.aspx?direct=true&db=imh&AN=imh54664&site=srck5-live>>

**Ask:**

- ★ What makes a square a square?
- ★ What makes a triangle a triangle?
- ★ What makes a circle a circle?
- ★ What makes a rectangle a rectangle?
- ★ What shapes do we see in our classroom?
- ★ How are basic shapes alike and different?

**Vocabulary:**

- ★ shapes
- ★ circle
- ★ triangle
- ★ rectangle
- ★ square

**MathTEKS:**

(K.8) **Geometry and spatial reasoning.** (A) describe and identify an object by its attributes using informal language; (B) compare two objects based on their attributes

(K.9) **Geometry and spatial reasoning.** (B) recognize shapes in real-life objects or models of solids; and (C) describe, identify, and compare circles, triangles, and rectangles including squares (a special type of rectangle).

**English/Language Arts TEKS:**

(K.3) **Listening/speaking/audiences/oral grammar** (A) choose and adapt spoken language appropriate to the audience, purpose, and occasion, including appropriate volume and rate

**Technology Application TEKS:**

(5) **Information acquisition.** (A) acquire information including text, audio, video, and graphics.  
 (7) **Solving problems.** (A) use software programs with audio, video, and graphics to enhance learning experiences.

## Step 2 – Investigate

### Resources:

Explore the [Britannica Learning Zone](#)—Click on “Shapes” in the toolbar at the bottom of the screen. Complete the “Let’s Read” then the “Let’s Play” portions of the program.

### Additional Website:

<http://www.perry-lake.k12.oh.us/elementaryschool.aspx?id=3752>

### Books:

*Bear in a Square* by Stella Blackstone  
*Brown Rabbit’s Shape Book* by Alan Baker  
*Circles Around Town* by Nathan Olson  
*Shape Capers* by Cathryn Falwell  
*Shapes, Shapes, Shapes* by Tana Hoban  
*When a Line Bends a Shape Begins* by Rhonda Greene



## Step 3 – Create

### **Note taking:**

Students will go on a “scavenger hunt” in the classroom, identifying and sketching items that represent circles, squares, rectangles. During this process the teacher should assist the student in labeling their drawings (e.g., clock, bulletin board, door, window). Many of these items will already be labeled a kindergarten classroom.

🔗 Technology Link – Students can practice identifying shapes by inserting AutoShapes into a document using a word processing program. The teacher can model the process using an interactive whiteboard and a projector. Students can practice turning rectangles into squares and squares into rectangles by stretching shapes, creating an optimal climate for exploring the idea of what makes a square a square and a rectangle a rectangle. Manipulating these shapes can help kinesthetic and visual learners.

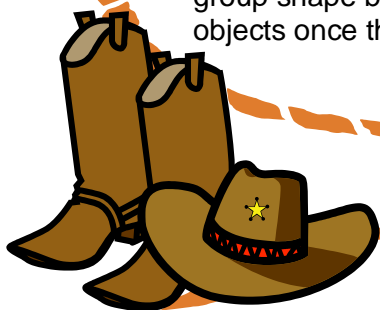
#### Step 4 – Discuss

In groups of four, each student will illustrate and label one of the four shapes studied (circle, square, triangle, or rectangle). All four shapes should be represented in each small group.

In small groups students will analyze and discuss the attributes of each shape (e.g., What makes a *square* a *square*?) and will identify examples of that shape in the classroom environment.

After students have practiced with their small groups, they will share their drawings with the whole class. Students will identify the shape they have drawn, explain its attributes, and identify examples of that shape in the classroom. Student drawings will then be bound into small group shape books.

🔗 Technology Link – Students can photograph (with teacher assistance) shapes in the classroom, print the photographs, and bind the photographs into small group shape books or a whole class book. To avoid duplication, put a sticker on objects once they have been photographed.






#### Step 5 – Reflect

Allow students to present their projects to the rest of the class. Use the following suggested rubric to assess the students' work. Make sure that the students are familiar with the rubric *before* they begin creating their project. They should refer to the rubric repeatedly to monitor their progress in creating their project.




🔗 Technology Link: You can also create your own rubric with your students at <http://rubistar.4teachers.org/index.php>.

## Rubric

### Shapes in the Classroom (Scavenger Hunt/Note Taking)

			
<b>Scavenger Hunt Participation</b>	Stayed on task and followed all directions during the scavenger hunt.	Stayed on task most of the time and followed most directions during the scavenger hunt.	Not on task most of the time and often did not follow directions during the scavenger hunt.
<b>Notes</b>	Drew and correctly labeled all four shapes, with teacher assistance.	Drew and labeled three of the four shapes, with teacher assistance.	Drew and labeled two or less of the four shapes, with teacher assistance.

## Shapes in the Classroom (Final Product—Book Page)

			
<b>Individual Book Pages— Content</b>	Drew and labeled shape correctly.	Drew shape but either did not label it or labeled it incorrectly.	Did not draw a shape at all.
<b>Individual Book Pages— Sharing with the Class</b>	Named shape correctly, explained at least one attribute, and identified at least one example of the shape within the classroom.	Named the shape correctly but had some difficulty explaining attributes or identifying an example in the classroom.	Could not name the shape correctly and/or had a great deal of difficulty explaining its attributes and identifying an example in the classroom.
<b>Sharing— Voice</b>	Student spoke clearly and was easy to hear and understand.	Student spoke clearly some of the time but was sometimes difficult to hear or understand.	Student did not speak in a way that was clear or easy to understand.