

Get in Shape

Purpose

Students will discover that objects in their immediate environment are shaped like circles, squares, rectangles, and triangles.

Materials

For the teacher: paper, stapler

For each student: pencil

For the class: copies of Black Line Master (BLM) *My Shape Book*

Activity

A. Pre-Activity Preparation

1. Prepare shape books for the students by photocopying the BLM *My Shape Book* and stapling it to a small stack of paper, making one book for each student.
2. Prepare shape cards by drawing different shapes on small pieces of paper. Use a variety of shapes, but only draw one shape per card. Prepare one shape card for each student.

B. Shape Story

1. Ask students if they know of some things around the classroom or their neighborhood that are shaped like circles, squares, rectangles, or triangles.
2. Make a list of the shapes and the objects that the students describe. Explain to students that they will be taking a walk to see many more examples of these shapes.
3. Pass out the shape books to students and allow them to decorate the front cover.

C. Shape Walk

1. Pass out a shape card to each student. Explain that the shape on the card is the shape they should look for on their walk.
2. Take the class on a walk around the school grounds or surrounding neighborhood. During the walk, have students observe the shapes of traffic signs, houses, and other objects. Encourage the students to find their own shapes.
3. In their shape books, have students draw pictures of the objects that look like their assigned shape. For example, the triangle group might draw a picture of a street sign. Encourage students to look everywhere, at things big and small, on their walk.

(continued)



INCORPORATING **TECHNOLOGY**

On the shape walk, help the students take pictures using a digital camera. In the classroom, have students select pictures to be placed in a computer slide show.



EXTENDING THE **ACTIVITY**

Have the students investigate their own faces to find shapes within their faces. Have each student draw a face in his/her shape book using only simple shapes.

Standards Links
K.1.1, K.2.2, K.6.1

Activity (continued)

D. Shape Show and Tell

1. After students have completed their drawings, ask them to share their shapes with the class and describe their drawings.


Ask students:


- What shapes did you see on the walk?
 - What was your assigned shape?
 - What were some examples of objects that looked like your shape?
 - What is that a drawing of?
 - Why did it remind you of your shape?
2. Ask students to find one more object in the classroom that looks like their shape and draw a picture of it in their shape books.


Questions for Review

Basic Concepts and Processes

Throughout the activity, assess students' understanding of shapes and what they resemble by discussing the following:

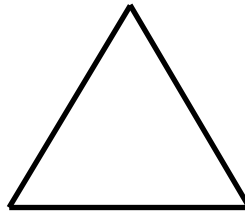
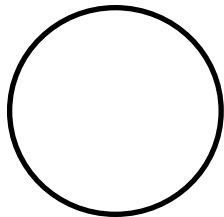
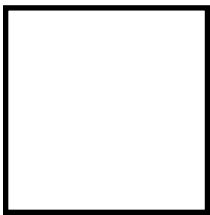
 What shape is this [*point to a shape card*]?

 What shape does this look like [*point to an object in the room*]?

 Why do you think it looks like that shape?

My Shape Book

By:



My Shape Book

Teacher Directions

Use the BLM *My Shape Book* as a cover for students' shape books. Photocopy one per student and staple it to the top of a stack of paper, creating a book for each student. Use this as a science shape journal, in which students can record their findings from this and other shape-oriented activities.

Answer Key

Not applicable.