

Exploring Shapes

Lesson Summary

Students will be able to recognize and identify the four basic shapes: square, circle, rectangle, and triangle.

Major Topic and SOL

Math SOL (2009)

BB Geometry 4

Length of Unit

30 minutes

Student Objectives

In Mathematics the student will be able to:

- Describe the characteristics of each shape
- Explain the difference between each shape

In Language the student will be able to:

- Provide examples of shapes in their environment
- Draw each of the shapes

21st Century Skills

- Critical-thinking and Problem Solving
- Communication
- Creativity and Innovation
- Collaboration
- Information and Media Literacy
- Contextual Learning

Assessment Evidence

- Each student was assessed during the lesson. As the teacher reads the story, they decipher who knows the shapes. The teacher also assesses when using the dry erase boards. The final assessment was the worksheet entitled “Find the Shapes” and that was assessed on an individual basis.

Supplies/Materials/Technology

- “The Shape Song” at schooltube.com
- [Shapes and Colors](#) by Nina Filipek
- Shapes made out of cardstock and laminated

Lesson Plan

Motivation & Building Background:

- Students are beginning to recognize all the shapes that are around them. Now, they have to put the correct geometric term with the shape.

Presentation

- The teacher will begin the lesson by reading the book, Shapes and Colors, by Nina Filipek. As the book is read, the students will learn to recognize the shapes that Tim sees around him. The teacher will ask higher level thinking questions through the reading, such as: “What shape has four sides all the same length?” or “Do we see any other squares around us?”
- The teacher will then give each student a magnifying glass created out of card stock and laminated. Each magnifying glass has a certain shape and the student are to go around the room, acting as spies, to find all the shapes they can that match the one on their magnifying glass.
 - Students will be encouraged to go to all of the centers in the classroom to see if they can find shapes.
 - Enough time will be given for each student to find at least three shapes.
- The teacher will then bring the students back together for a class discussion on each shape’s characteristics. They will work with a partner and each pair will have a dry erase board and a marker. As the teacher describes the shape the students will draw the shape on their dry erase board. When the teacher is done giving clues to the shape he/she will say, “Guess my shape!” The students will hold up their dry erase boards to display what they have drawn.
 - Example: “I am like a pyramid. I have three sides. Some people say I am an upside down ice cream cone. Guess my shape!”

Practice/Application

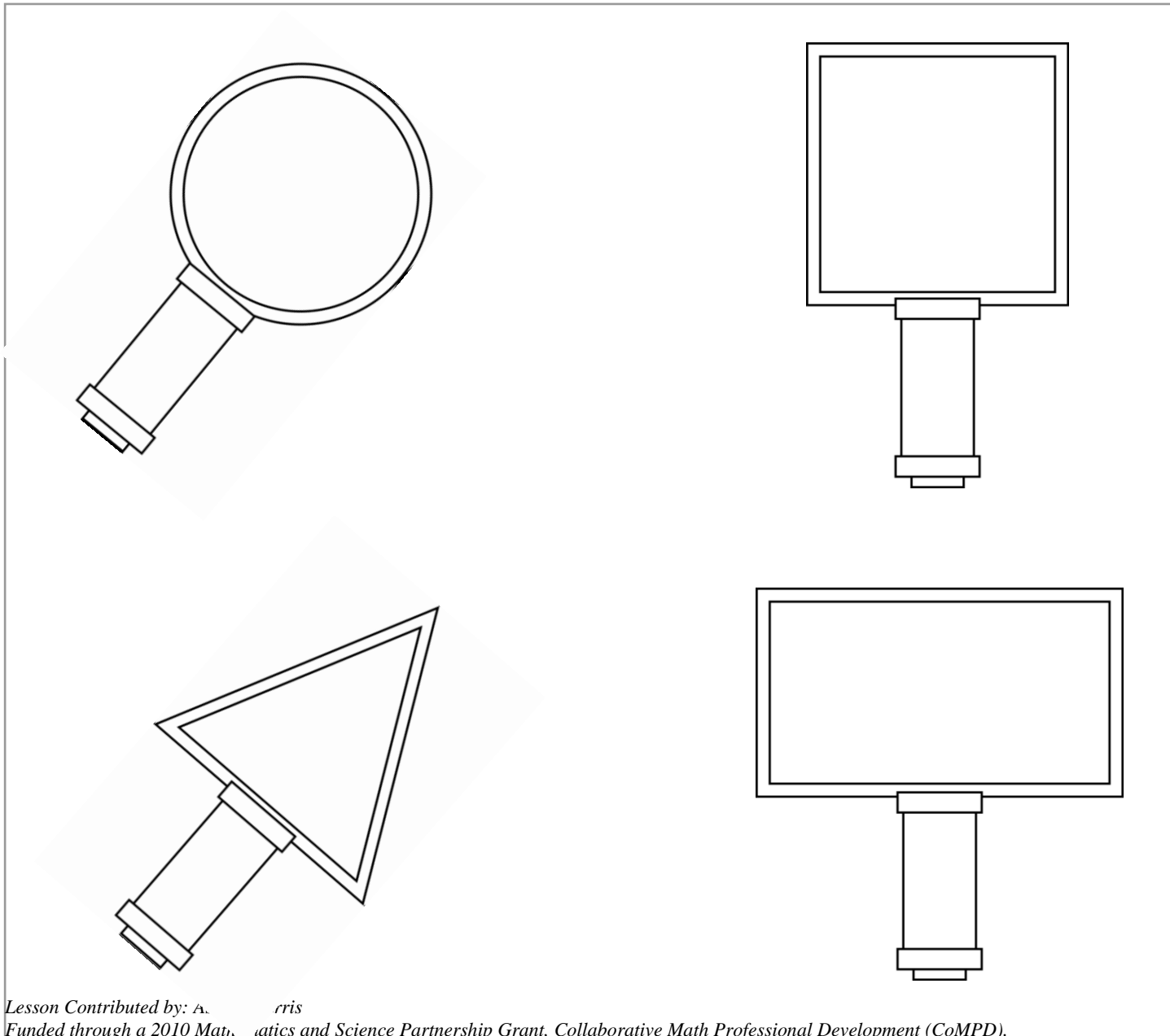
- Each student will complete the worksheet entitled “Find the shapes”. They have to color all the shapes the correct colors.
- To conclude the lesson the video “The Shapes Song” on schooltube.com will be shown for the students to add music to their knowledge of shapes.

Name _____

Date _____

Spy Glasses for Scavenger Hunts

You might want to enlarge the four spy glasses found on this page. Print these on cardstock and then cut out the shape in the center before laminating each spy glass. When students go looking for circles (around the room or school) have them use the circular spy glass. Do the same thing for rectangular, square, and triangular figures. Remember to have students return to the room and draw a picture of the shape they saw and where it was seen.



Name _____

Date _____

Find the Shapes

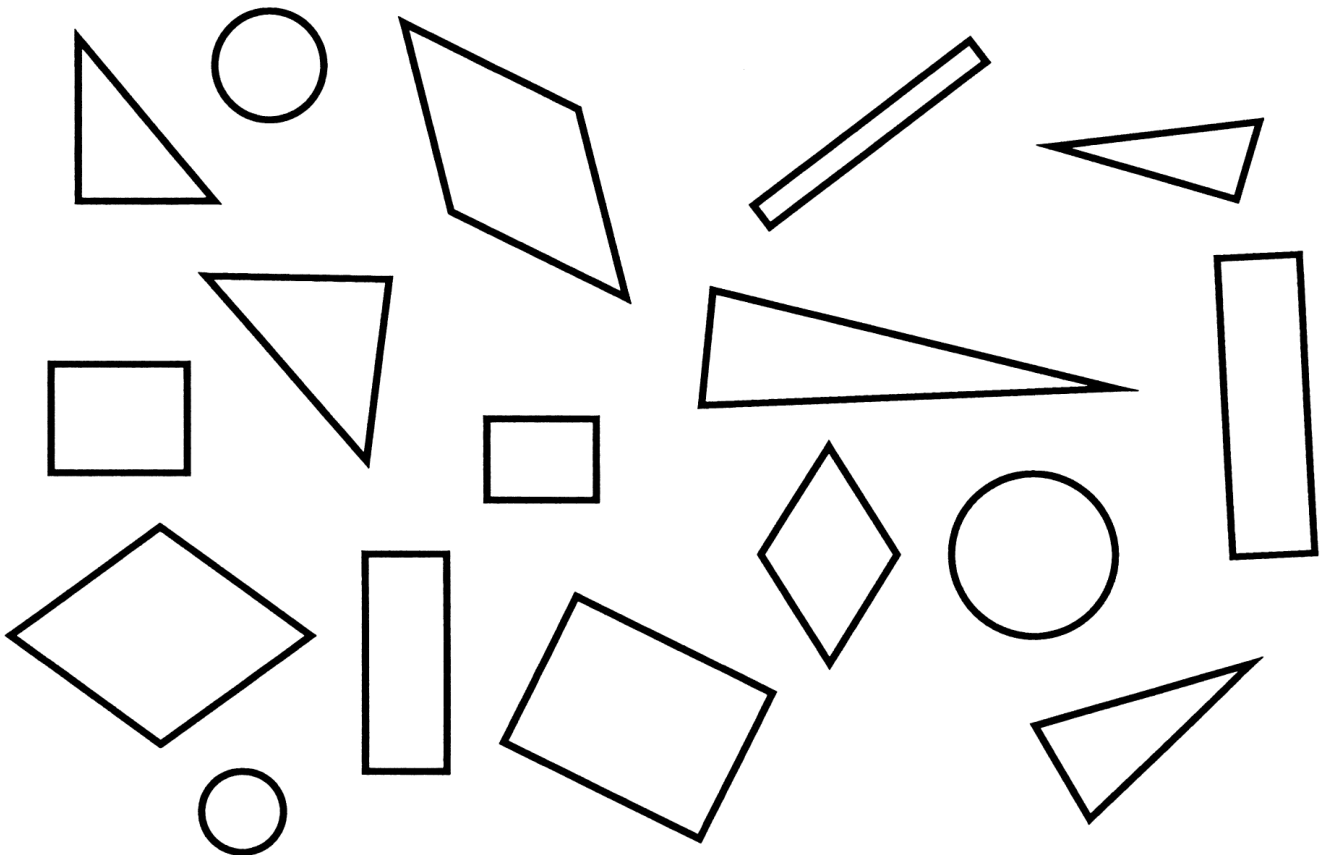
Color all rectangles that are not squares RED.

Color all circles BLUE.

Color all triangles GREEN.

Color all squares YELLOW.

Color all rhombuses that are not squares ORANGE.



_____ triangles _____ rhombuses

_____ rectangles _____ circles _____ squares