

Indicator #20
Identifying Shapes

Student identifies shapes

Research

Once a child is able to identify shapes their skills continue to grow into describing and exploring objects in many different ways. Children are able to interact with their environment and use their classification skills to see their world. By using classroom materials such as blocks, games, books, and posters kindergarten teacher can expose children to various two- and three-dimensional shapes in various forms. Research shows that understanding shapes is a tool for learning many skills in all curriculum areas from math and science to language and reading. The ability to understand shapes helps students define and organize the world around them.

Daukas, L., & White, J. (n.d.). Discovering Shapes and Space in Preschool | National Association for the Education of Young Children | NAEYC TYC | Teaching Young Children Magazine. Retrieved June 07, 2016, from http://www.naeyc.org/tyc/article/shapes_space

Geometric Identification

2.3.PK.A.1

Identify and describe shapes.

The learner will:

- Use appropriate vocabulary to identify the names and properties of shapes.

The learner may also:

- Describe objects in the environment using names of shapes
- Recognize and describe the attributes of geometric figures
- Describe the relative positions of objects using terms such as above, below, beside, in front of, behind, and next to
- Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (solid)

Effective Practices:

- Explicitly use the names of geometric shapes
- Take children on a shape walk looking for geometric shapes in the environment
- Provide books about geometric shapes
- Provide shapes template, puzzles, attribute blocks, parquetry and pattern blocks in learning centers
- Model naming shapes as two-dimensional (lying in a plane, flat) or three-dimensional (solid)

ACTIVITIES

Activity:

Conduct a shape hunt around the classroom or school.

Have a child choose a card with a shape on it. The student will name the shape, and then find objects in room with same shape.

Activity Prompts:

“Pick a card. What shape is it? Can you find the shape somewhere in our classroom? How do you know what shape that object is?”

Evidence Collection Strategies:

- Teachers will observe and document students’ ability to recognize and name shapes.

Home School Connection:

Encourage families to engage their child in a shape hunt around the neighborhood.

Activity:*Materials*

Read Aloud: Any book relating to shapes

Bags of Pattern Blocks (1 of each shape; enough bags for a small group of students)

Activity Prompts:

In a whole group setting, teacher will read a story relating to shapes.

In small group, the teacher will instruct students to pull out a specific shape from their bag and show it to the group. There are five shapes in total. After the initial assessment, give students a box with three dimensional shapes (cones, cylinders, spheres, etc.) Tell students these are special shapes with special names. Ask students if they know what these shapes are and to share the name if they know it.

Evidence Collection Strategies:

- Teacher will observe and document students' ability to name both two and three-dimensional shapes.

Home School Connection:

- Encourage parents to start conversations about the shapes of items around the house, in the community, and while in the car to help foster the use of academic vocabulary.
 - ✓ Can I please have the square plate?
 - ✓ I love my circle pillow.
 - ✓ My mom's phone is a rectangle.

Home School Extension:

Parents can use manipulatives from the home to foster the vocabulary of their child. (E.g. Bake cookies using cookie cutters, make play-doh shapes, and look through magazines/newspapers to make shape posters.)

Activity:*Materials*

Worksheet with squares, circles, triangles, rectangles, crayons, pencils

Teacher names a shape and corresponding color (e.g., "Find the triangle and color it red.")

Activity Prompts:

The teacher walks around the classroom and asks all students to lift up a certain color crayon, while demonstrating (E.g. blue, green, yellow.) The teacher checks to make sure all students are holding up the correct colored crayon. The teacher names a shape, e.g., "Find the triangle and color it red." Give students ample time to color. The teacher completes this process for all shapes, collects papers, and checks for accuracy. Teacher records data on checklist.

Evidence Collection Strategies:

Teacher reviews the papers to note if students correctly colored the shape. Teacher uses a checklist to record data.

Extension Activity:

Small Group Sorting Activity: The teacher provides a grab bag filled with everyday objects that have 3-dimensional shapes. The teacher has a label card with picture and word with the names of different 3-dimensional shapes e.g., cube, cone, cylinder, sphere, etc. Student pulls an object out of the grab bag, e.g., jewelry box, and says the name of three-dimensional object, and places it on the table next to the correct label. (Example, after the jewelry box is pulled out by the student, it should be named, 'cube' and placed next to the cube label, can of soup, cylinder).

Home School Connection:

Encourage families to use shape games on websites such as: http://www.abcya.com/shapes_geometry_game.htm

Families can help children recognize shapes in their real-life settings by pointing to different household objects and asking them to name the shape. While driving, parents can use prompts such as, "What shape is that sign? What shape is the store?"

