

1 Getting Started

Objectives

- To identify a circle, rectangle, square, and triangle
- To identify and compare the attributes of plane shapes

Vocabulary

circle, rectangle, square, triangle

Materials

*paper bag; cardboard circles, squares, triangles, and rectangles

Warm Up • Mental Math

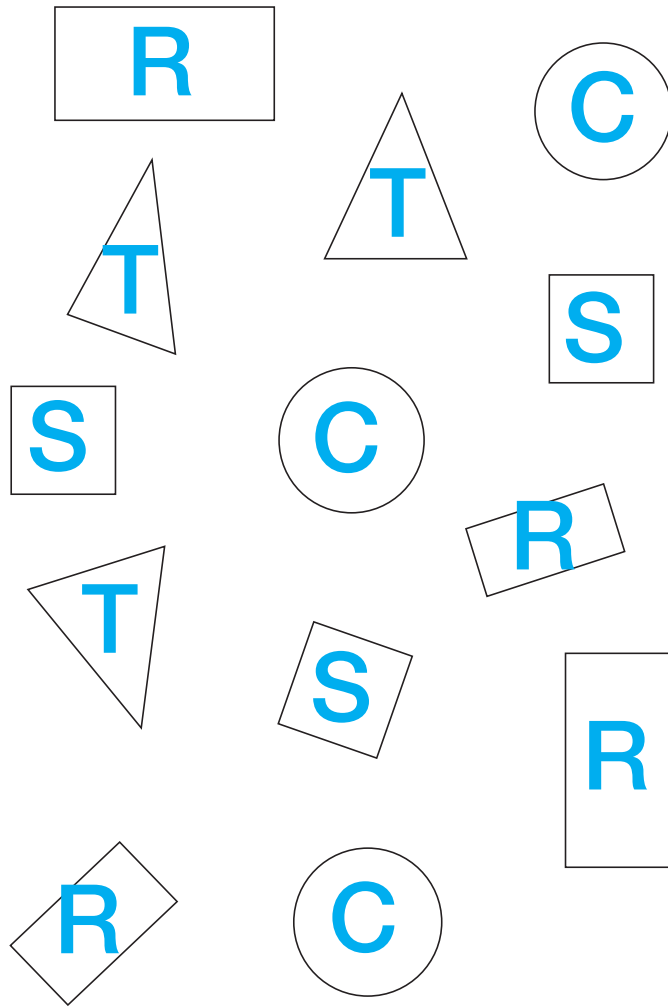
Have students name something that is

1. longer than their arm
2. taller than they are
3. bigger than an elephant
4. smaller than their bed
5. shorter than their leg
6. larger than their hand

Warm Up • Application

Play Simon Says using any of the position words from Lessons 1-1 and 1-2.

Name _____



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Identify circles, squares, triangles, and rectangles.
Color the same shapes the same color.

2 Teach

Develop Skills and Concepts Build visual identification of shapes by introducing each shape separately over a period of several days. Show students a cardboard circle and say, *This is a circle*. Give each student a cardboard circle. Help students see that circles have round edges and can be different sizes and colors. Ask students to identify objects in the classroom that have the shape of a circle. Introduce the square, rectangle, and triangle in the same manner.

- Place one of each cardboard shape in a paper bag. Tell students that you will describe a shape and then they will reach into the bag and select that shape without looking. Describe the shape by telling the number of sides and corners, whether it is round or pointy, whether it is large or small, and so on. Repeat several times with different shapes and descriptions.
- Place one object of each of the four shapes in various positions. Have students tell about each object using shape, color, and position words.

3 Practice

Using page 11 Have students point to any circle on the page and identify objects that are the shape of a circle. Ask if there are more circles on the page. **(yes)** Ask students to point to the circle in the middle of the page. Repeat for the circles at the top and bottom. Tell students to color all three circles the same color.

- Now, have students point to a rectangle on the page and name some objects that are the shape of a rectangle. Tell students to find other rectangles on the page and color each of the four rectangles one color. Repeat the procedure for having students find and color all the squares and all the triangles.
- Now, have students talk about the shapes with a partner, each describing the color he or she used for each shape. As an extension, have students name a classroom object shaped like a circle, rectangle, square, or triangle.

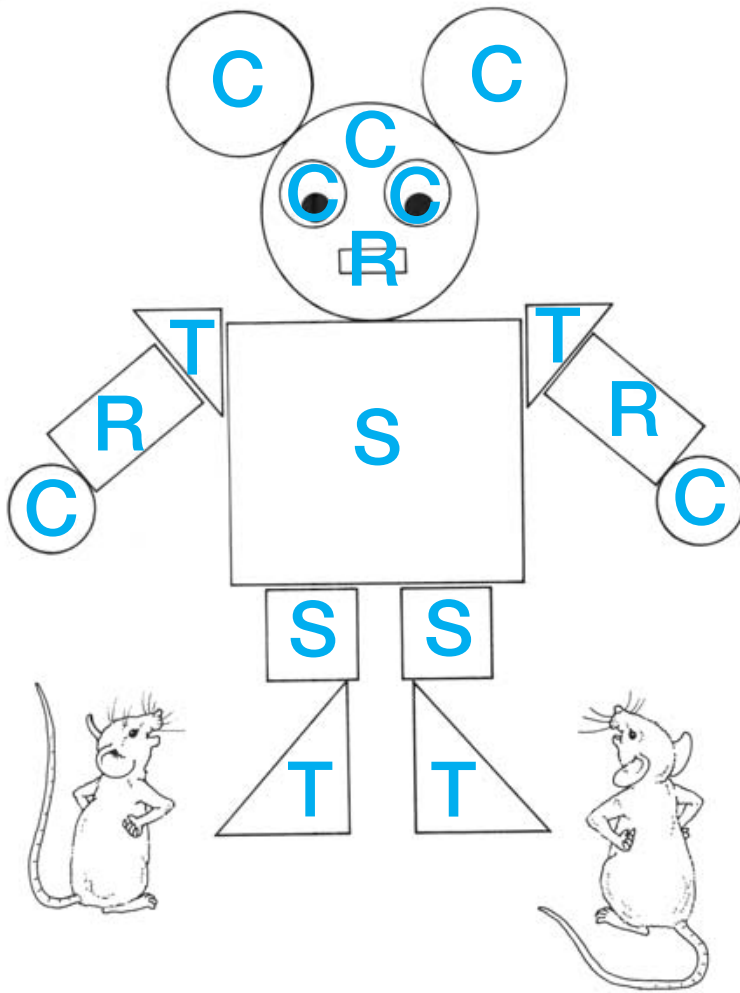
For Mixed Abilities

Common Errors • Intervention

Give students additional practice identifying the shapes in the lesson by taking them outside to identify the shapes of things such as wheels on vehicles, sidewalk sections, rungs on the ladder of a playground slide, windows on the school building, and so on.

Enrichment • Geometry

1. Distribute outlines of a rectangle and an equilateral triangle along with cardboard shapes of squares and triangles. Have students explore putting shapes together to fill the outlined shapes. For example, students could put two squares together to make the rectangle. You could reverse the activity by having students cut large shapes into other shapes.
2. On the board, demonstrate a slide by sliding a cardboard shape in a straight line from one place to another. Then, demonstrate a flip by flipping a shape from one side to the other. Have pairs of students use the cardboard shapes to explore moving the shapes in flips and slides.



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Using page 12 Ask questions to encourage students to talk about this picture. Be sure they use position and shape to discuss the robot and the mice. For example, ask students where the circles are on the robot and encourage them to use the vocabulary that they have learned, *above*, *below*, *to the left*, and so on, to describe their positions. Do the same with the other shapes. Have students choose a color for all of the circles. Use different colors for each of the other kinds of shapes. Some students may wish to color the mice as well.

4 Assess

Display many objects for students to sort into four groups according to shape. Have students use shape words to tell about the objects in each group.