**Get Into Shapes**

Grade: Primary

Time estimated for lesson: 30 minutes

Objectives:

* To have students become familiar with the shapes that they see and interact with on a daily basis inside the classroom and outside the classroom.
* To have students learn the names of the shapes that they will be working with.
* To have students recognize real world shapes.

Outcomes facilitated: “E9 Recognize familiar shapes occurring in the environment.”

Materials Needed:

* Crayons or coloured pencils
* Individual activity sheet for each students
* Group activity sheet for each student
* One shape dice for each group
* A few balls of different sizes
* Rectangular posters.
* Square boxes
* A sandwich cut into triangles.

Procedure:

 Introduction: We will start the lesson with a brainstorming session discussing the features of the triangle, square, rectangle and circle. We will then move on to making a list of these specific features on chart paper, showing examples as well.

Activity: Next, we will explain the shape colouring game (group activity) and separate students into groups of 4-5. We will give each group a shape dice and each student a group activity sheet. Students will take turns rolling the shape dice and will identify the shape on the dice, identify the shape on their sheet and then colour in the shape. Students will be able to pick the colour that they would like to use for each shape, keeping in mind that once a coulor for a shape is chosen that they will have to follow through with that colour for each specific shape. This activity will last for 10 minutes and then we will collect the sheets.

Next, we will have the students engage in an individual activity. In the activity, we will give each student the individual activity sheet and explain the instructions for the activity. This activity will allow students to find shapes in their environment in our classroom; specifically the triangle, square, rectangle and circle shapes. For this activity, we will have students look around the classroom for these specific shapes and have them draw them in the corresponding square on their activity sheet. We will allow 10 minutes for the students to complete this activity. In conclusion, we will draw the individual activity on the board and invite students to come up to draw what they have found for their classmates to see.

Productive Questions:

* What do you see in the classroom that is the shape of a circle, triangle, square or rectangle?
* What shape do we see the most of?
* What shape do we see the least of?
* What shapes do you see outside the classroom? – on your way to school? At home? At the movie theatres?
* What is your favourite shape and why?

Closing: We will have the students form a large full class group in front of the board to discuss and reiterate features of shapes, specifically the features of circles, rectangles, squares and triangles. In closing, we will challenge our students to identify shapes outside the classroom environment.

Assessment:

We will collect the student’s group activity sheets and their individual activity sheets and assess them based their comprehension on the outcome “E9 Recognize familiar shapes occurring in the environment.”

This was taken from provincial schools Power School rubric.

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| --- | --- | --- | --- |
| Experiencing difficulty with outcome | Approaching the outcome | Meeting the outcome | Meeting the outcome with stronger performance |
| 1Limited | 2Developing | 3Competent | 4Proficient |

STSE/Real World Connections:

* The students will see that they are surrounded by shapes in their everyday lives.
* The students will be able to identify the shapes that they see in their environments everyday.
* Students will be able to recognize shapes in written language.

Adaptations: If students have visual impairments, we may need to partner them up with another student to assist them in these activities. Also, if a student is having difficulty grasping the concepts, they could be paired with a student who has grasped the concepts. For students who need more of a challenge we could give them some in depth directions for the activities; such as: giving them a colour code to follow in the group activity, get them to conceptualize the shapes they see outside the classroom on their individual activity sheet.

Potential Difficulties:

* A difficulty in this lesson will be when students see an object with a shape that is similar; but, the object in question is not a perfect example of the specific shape.
* How to classify and/or identify these specific shapes.
* Drawing examples of these shapes in a classroom as well as outside the classroom.
* Students who are having difficulty with the lesson might copy of another student who is grasping the concepts.
* If they move around the classroom while looking for examples of shapes; the classroom could get noisy, distracting other students.

**Get into Shapes**

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November 9th, 2011.

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