

Shapes All Around Us



Activity: The teacher and children will go on a shape walk to look for three-dimensional shapes in and around their learning environment.

Objective

The children will correctly name various three-dimensional shapes

V. Mathematical Thinking

V.D.4. Construct with three-dimensional shapes in the environment through play (e.g., building castles in the construction area)

http://www.floel.org/standardsresource/standards.html#d=V&a=four_year_olds

Lesson

1. Before you begin the lesson, take a walk around the learning environment (classroom or playground) to see how many three-dimensional shapes you can identify. Be sure that there are several examples visible for each three-dimensional shape that you will introduce to the children.
2. Begin the lesson by introducing the examples of three-dimensional shapes (e.g., cube: block, tissue box; cone: ice cream cone, traffic cone; cylinder: oatmeal can, paper towel roll; sphere: ball, globe). Show the children a shape. Say the name of the shape and ask the children to repeat the name of the shape.
3. Repeat step two until all three-dimensional shapes have been introduced.
4. **Read** *Cubes, Cones, Cylinders, & Spheres* by Tana Hoban. As you read through the book, point out the different three-dimensional shapes on each page (e.g., "Look the trash can is the shape of a cylinder.").
5. Explain to the children that they are going on a shape walk around the classroom and/or playground. Give each child a three-dimensional shape. While on the shape walk each child will look for objects that are shaped like their three-dimensional shape.
6. Go on the shape walk and allow the children to look for objects that are examples of three-dimensional shapes in the learning environment. Help the children identify and name three-dimensional shapes as needed.
7. Conclude the lesson by asking the children to name some the three-dimensional shapes they saw on the shape walk.

Materials Needed

Examples of three-dimensional shapes (e.g., cubes, cones, cylinders, spheres)

Books: *Cubes, Cones, Cylinders and Spheres* by Tana Hoban

Checking for Understanding

Children will demonstrate their understanding of the lesson by:
correctly naming various three-dimensional shapes.

Scaffolding

- Ask the group of children to look for one three-dimensional shape at a time.
- While working in small groups challenge the children to see who can find and name the most three-dimensional shapes.

Extensions

- Blocks:** Encourage the children to use the correct names of the three-dimensional shapes they choose when building their structures.
- Reading/Literacy:** Include a variety of books about three-dimensional shapes.
- Art:** Allow the children to draw pictures of the objects they saw on the shape walk.