**Grade Level/Course:** Kindergarten and First Grade

**Lesson/Unit Plan Name:** Where's Shape-O?

**Rationale/Lesson Abstract:**

- Students in kindergarten need a variety of experiences to identify shapes, and make statements about their attributes. They use this knowledge to identify shapes in their environments and describe shapes in their own words.
- Students in first grade describe and classify shapes using drawings, manipulatives, and real world objects in terms of their geometric attributes.

**Timeframe:** All activities can be taught in 30 minute sessions over the course of several days.

**Common Core Standard(s):**

**Kindergarten**

K.G.1 Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above, below, beside, in front of, behind,* and *next to.*

**K.G.2** Correctly name shapes regardless of their orientations or overall size.

**K.G.3** Identify shapes as two-dimensional (lying in a plane, "flat") or three dimensional ("solid").

**First Grade**

**1.G.1** Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining atributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.

**Activity/Lesson:**

**Lesson- Where's Shape-O?**

Background Knowledge/Connection

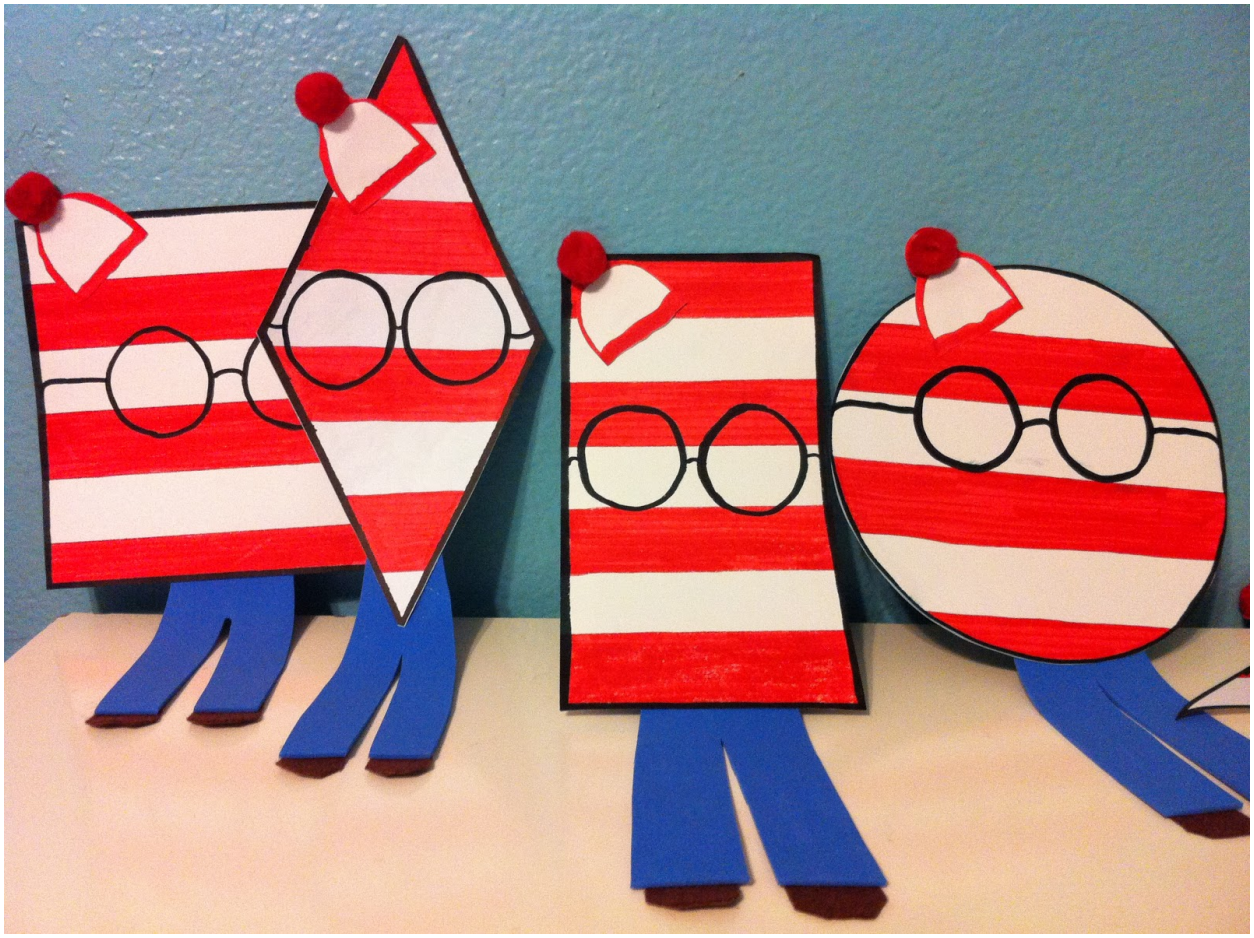
Illustrator Martin Hanford published a series of children's books where readers are challenged to find a character named Waldo within detailed illustrations where dozens of people are engaged in a variety of interesting activities. Waldo is always smartly clad in a red-and-white-striped, shirt, knit cap and glasses.

**Instructional Resources/Materials:**

- White/blue cardstock or construction paper
- Brown construction paper
- Ruler
- Red and black markers or crayons
- Glue
- Scissors
- Shape cards
- Knit cap sheet (optional: red pom poms)
- Pants sheet
- Chart paper

Teacher prepares Waldo-esque shape characters in advance. Photocopy shapes onto white cardstock or trace onto white construction paper. Copy 7 pairs of pants onto blue cardstock or trace onto blue construction paper. Cut out shapes and pants. Prepare 14 brown semi circles (shoes) to fit the cuff of the pants. Use a ruler to draw stripes onto the shapes and color red and white stripes in an alternating pattern. Use a black marker to color glasses onto the shapes. Glue pants behind the shapes and shoes behind the pants.

Teacher prepares Shape-O songs on chart paper in advance.



Variation:  The shapes pictured were created using cardstock, foam, and felt.

**Activity #1**

Objective: Students will be able to identify and describe common geometric figures.

Teacher introduces each Waldo-esque shape character to the class and discusses the attributes of each shape. This can be done in one sitting if students are familiar with the shapes. If not, the shapes can be introduced over the course of several days.

Teacher says, "This is our new friend. Can we greet him? What kind of figure is he?"

"How do we know he is a triangle?"

Turn the triangle upside down. "Is he still a triangle? How do we know?"

Teacher records student responses on chart paper and asks students to prove their answers. Teacher thinks aloud the responses and adds any attributes that students may have missed.

"This is a triangle because it has 3 sides, 3 vertices, and it is flat or 2 dimensional."

Introduce the first Shape-O song, "Where is Triangle?" to the students. Use a pointer to review the words so students learn to read and sing!

The shapes can be taught in any order and for any length of time needed.

**Extension:** Waldo-esque shapes and charts can be placed in a math or literacy station with pointers for student use.

**Activity #2**

Objective: Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above, below, beside, in front of, behind,* and *next to.*

Teacher places a Shape-O character strategically around the classroom in advance. You may want to place the shape *above* the clock or *below* your desk.

Teacher says, "We are going to play a game called, *Where's Shape-O?* When I give the signal, you will need to use your eagle eyes to search the classroom to spot one of our Shape-O friends. You can call out when you find him but do not move him."

Once students have located Shape-O, ask them to tell you where he is. Some students may point and say, "over here" without much detail. Encourage students to be specific by asking questions.

"Is Triange *above* or *below* the clock?"

"Is Triange *in front* of or *below* the desk?"

Bring students back to the carpet. Create an anchor chart together that students can refer to to help them with positional words.

**Tip:** This activity can be used as a warm-up to a larger lesson or as a transitional activity when the class returns from recess/lunch. Encourage students to use the anchor chart and reinforce vocabulary each time the game is played.

**Activity #3**

Objective: Students will be able to use defining attributes to draw shapes and create their own Shape-O characters.

Teacher says, "Today you are going to create your very own Shape-O characters. I am not going to tell you the name of the shape. You will have to think about the attributes that I list and draw a shape based solely on that information. Let's do one together."

Teacher uses chart paper and lists the shape's attributes without naming the shape:

*All sides closed*

*3 sides*

*3 vertices*

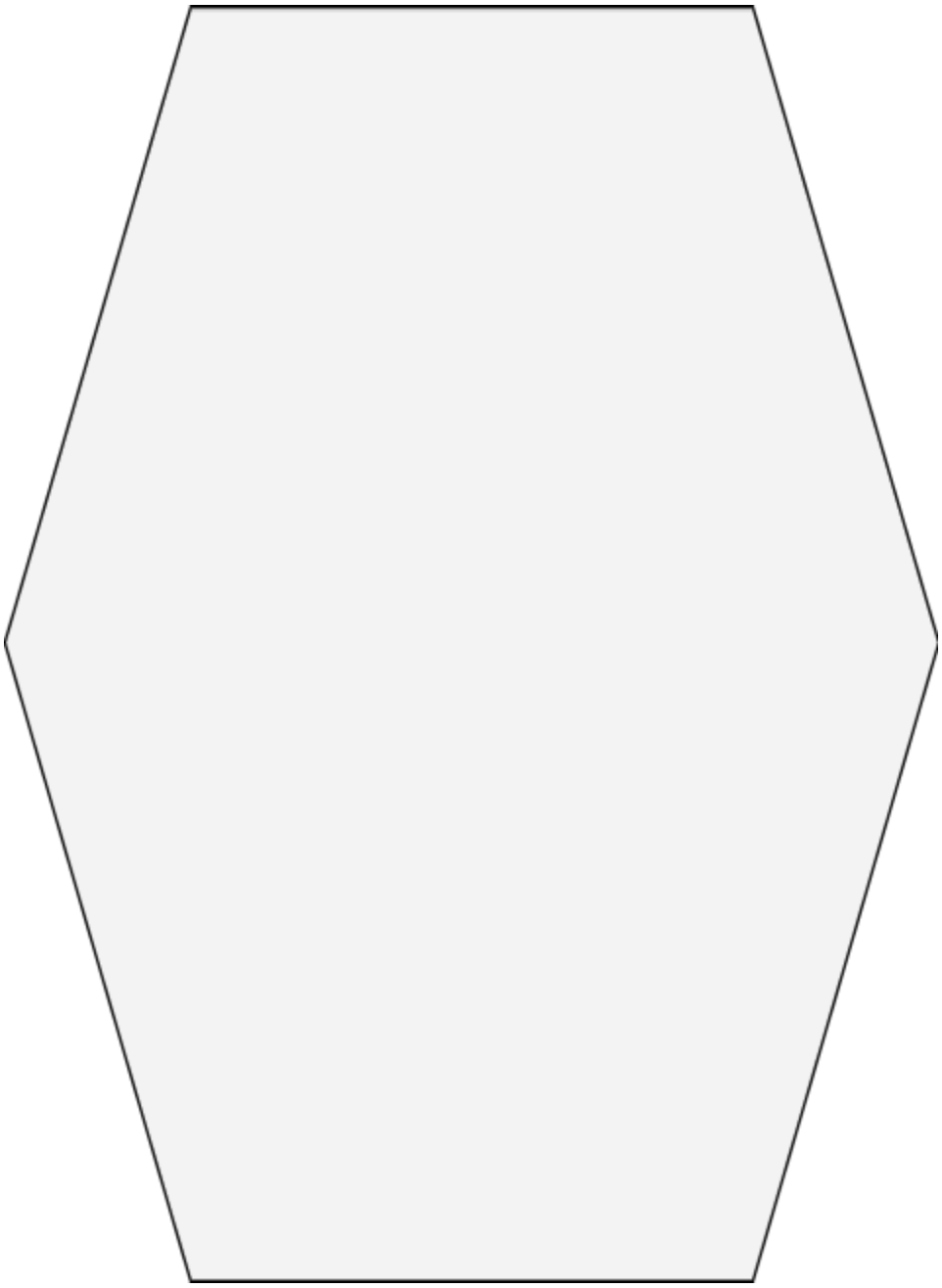
Teacher thinks aloud and draws the shape based on the listed attributes.

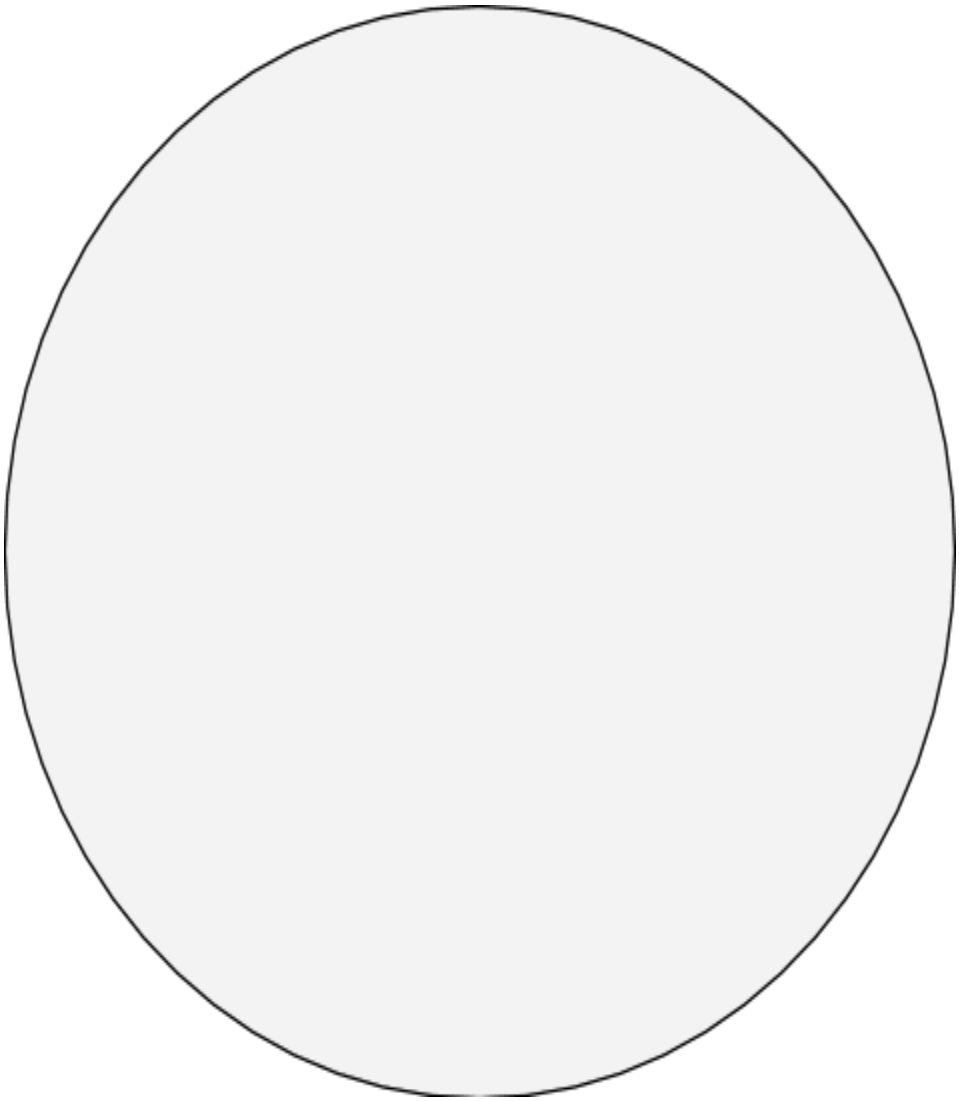
Teacher asks, "What shape do we have?"

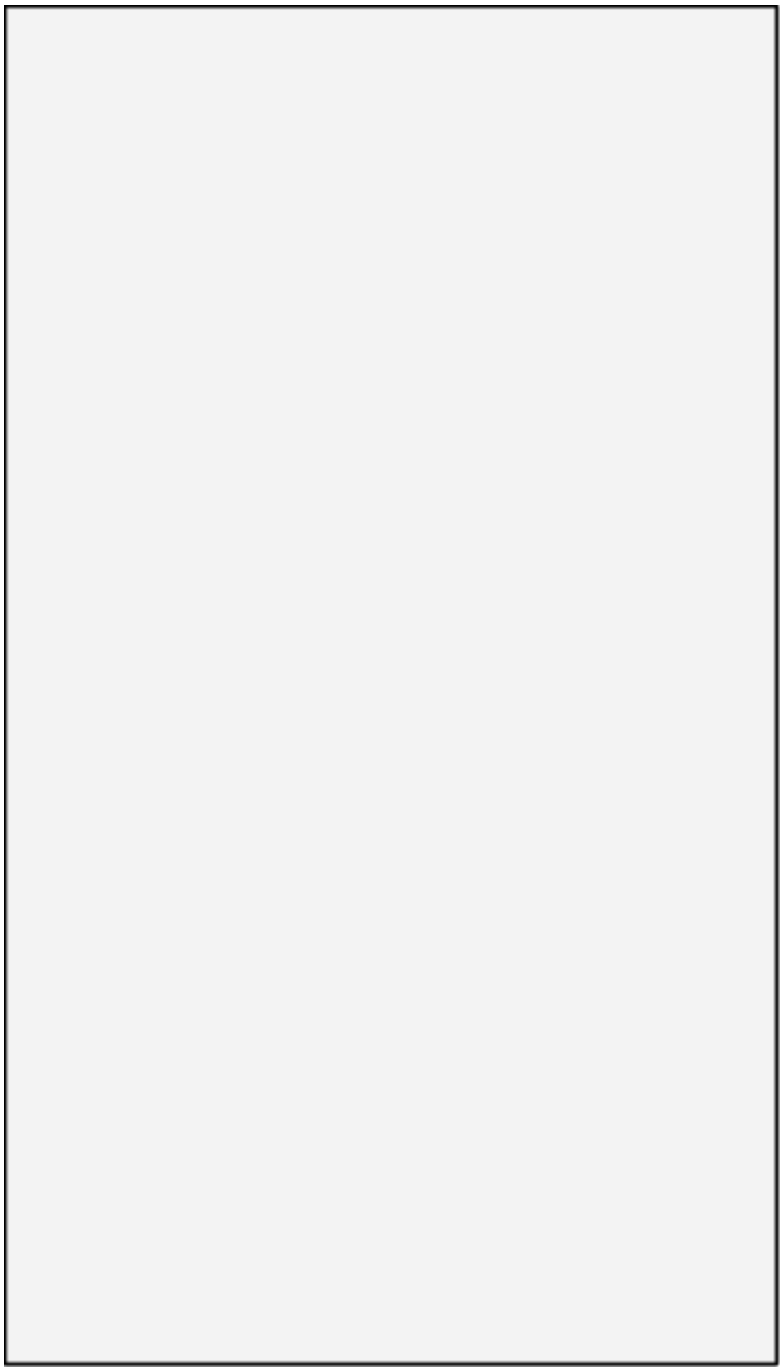
The teacher adds stripes, glasses, pants and shoes to complete the drawing. Each

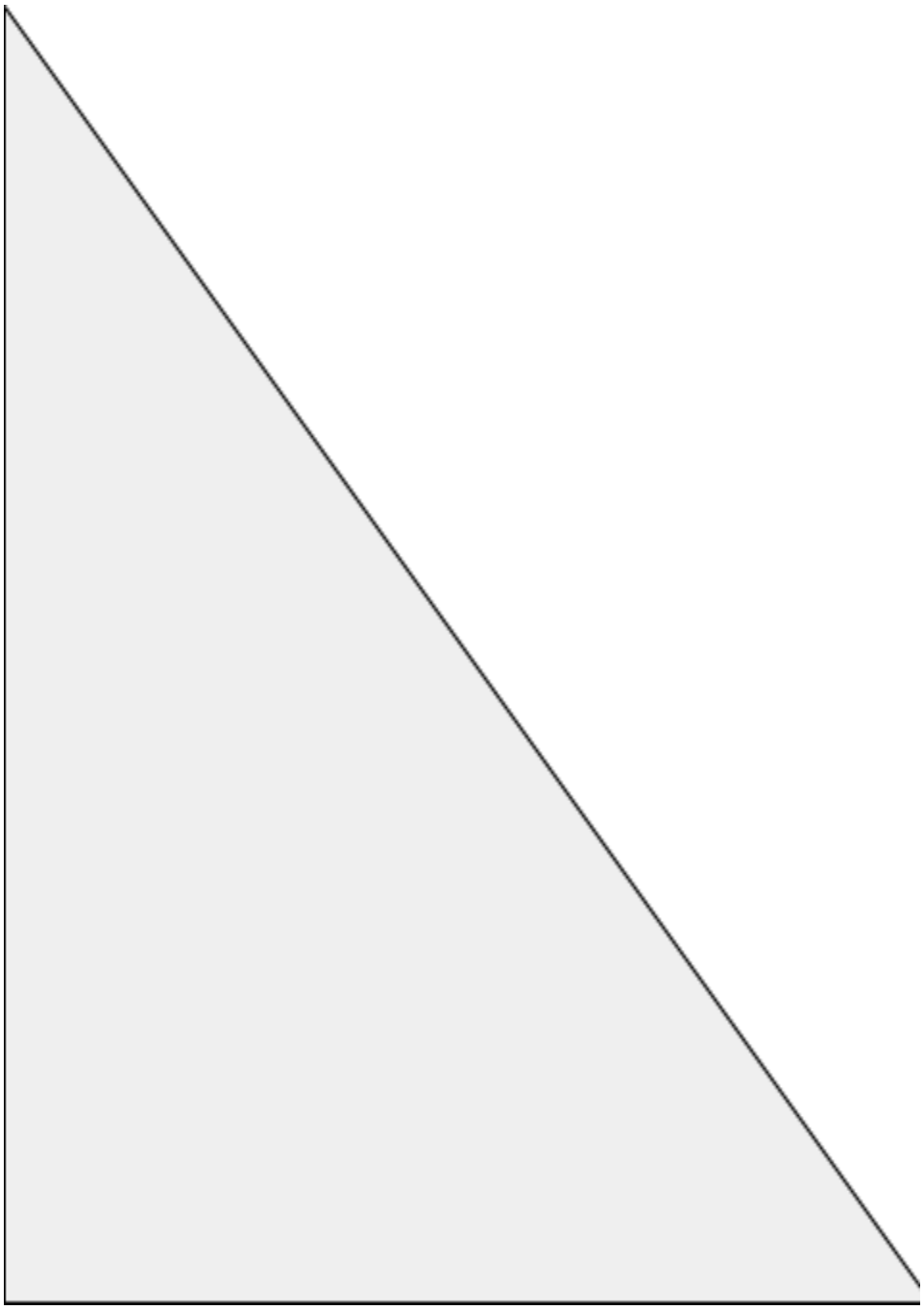
**Tip:** Students can choose their best shape to put in a class book for the library area.

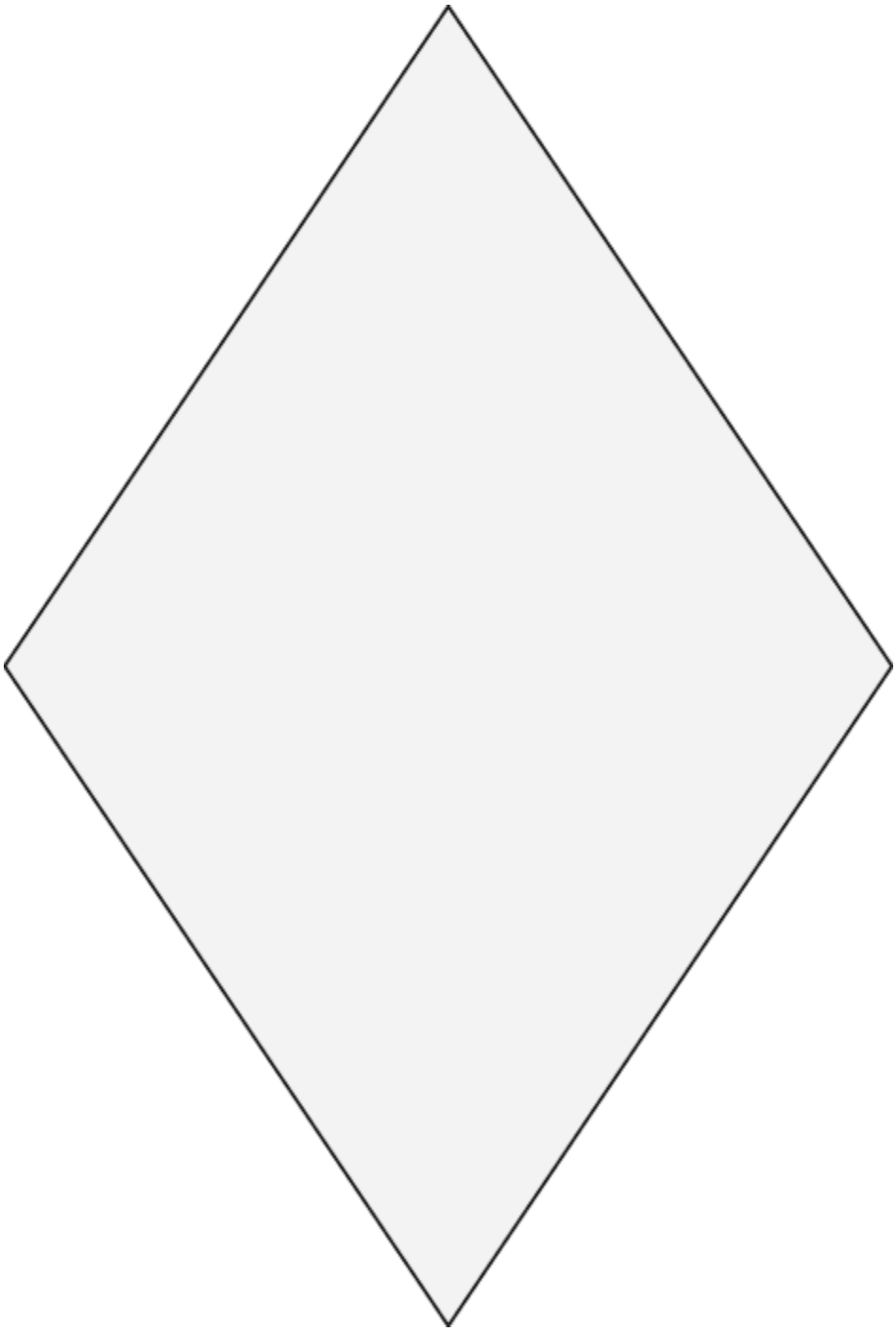
**Assessment:** Teacher observation during student discussions serves as the assessment piece for activities 1 and 2. The student work in the third activity serves as the assessment.

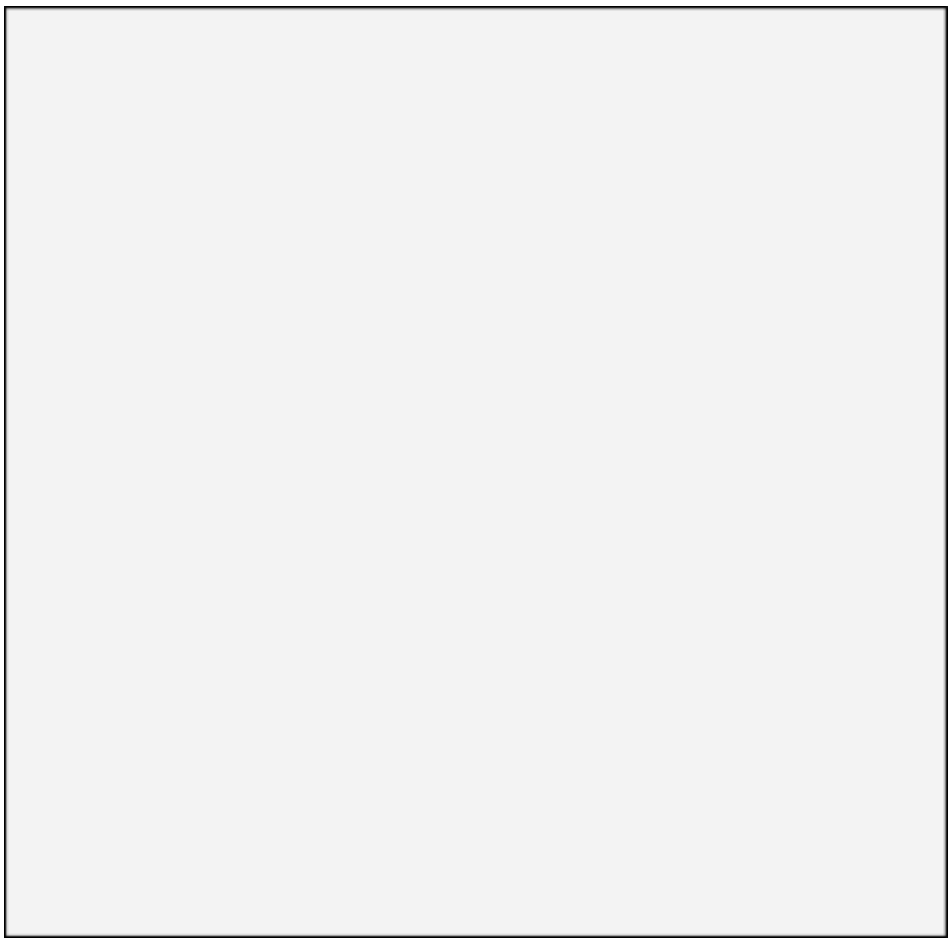


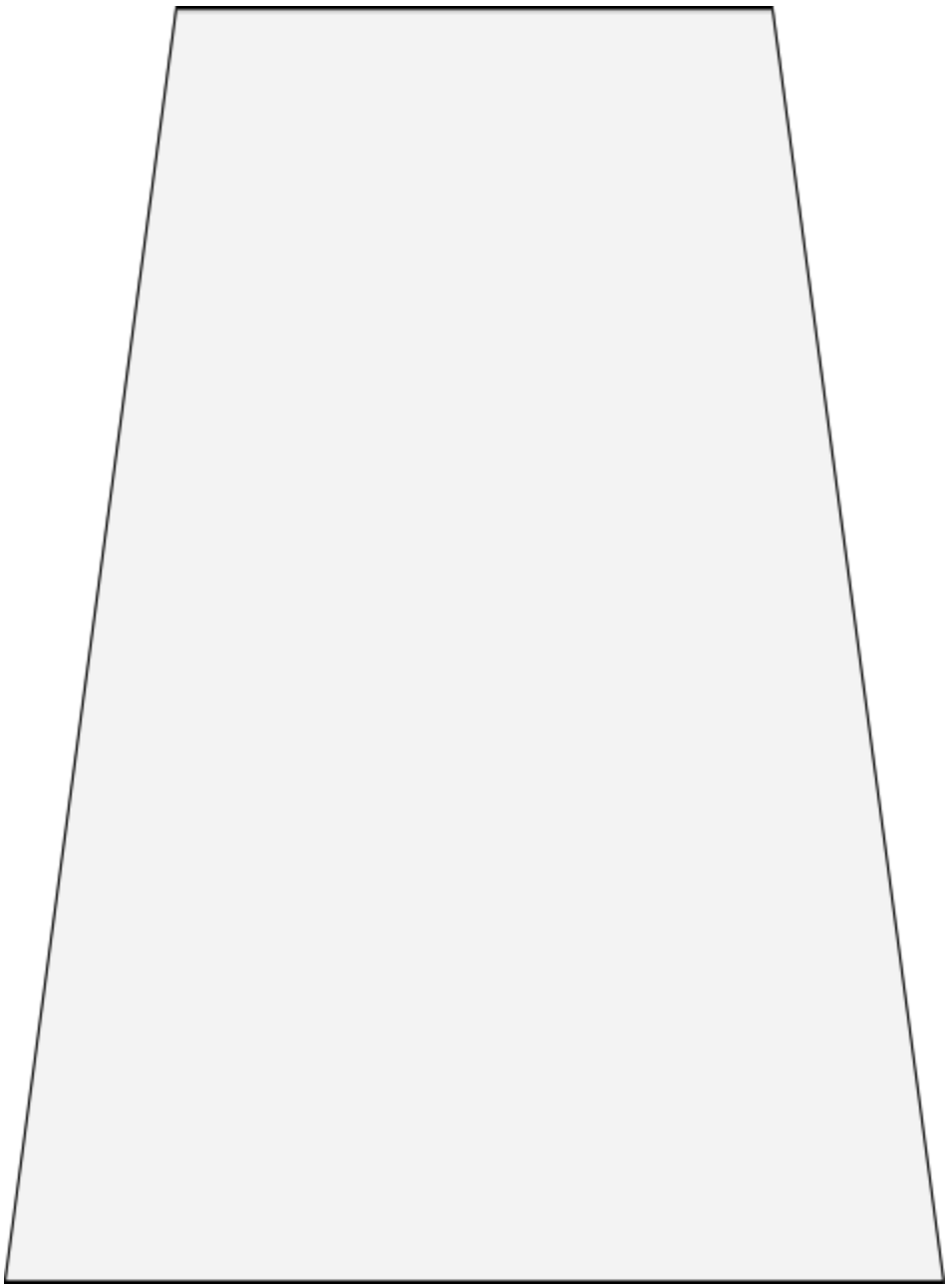


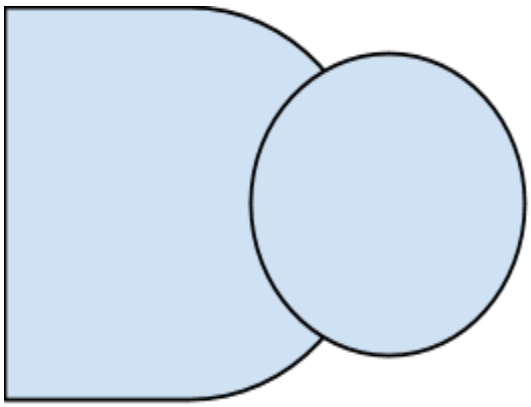


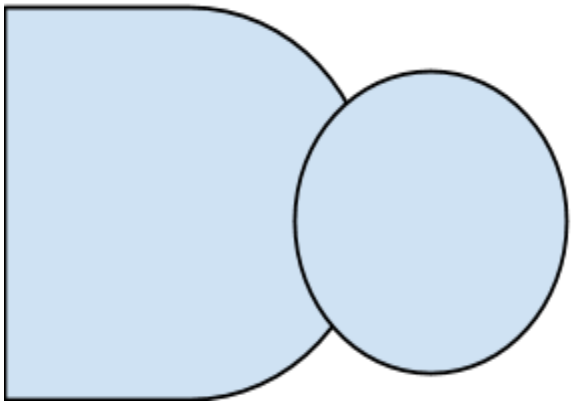


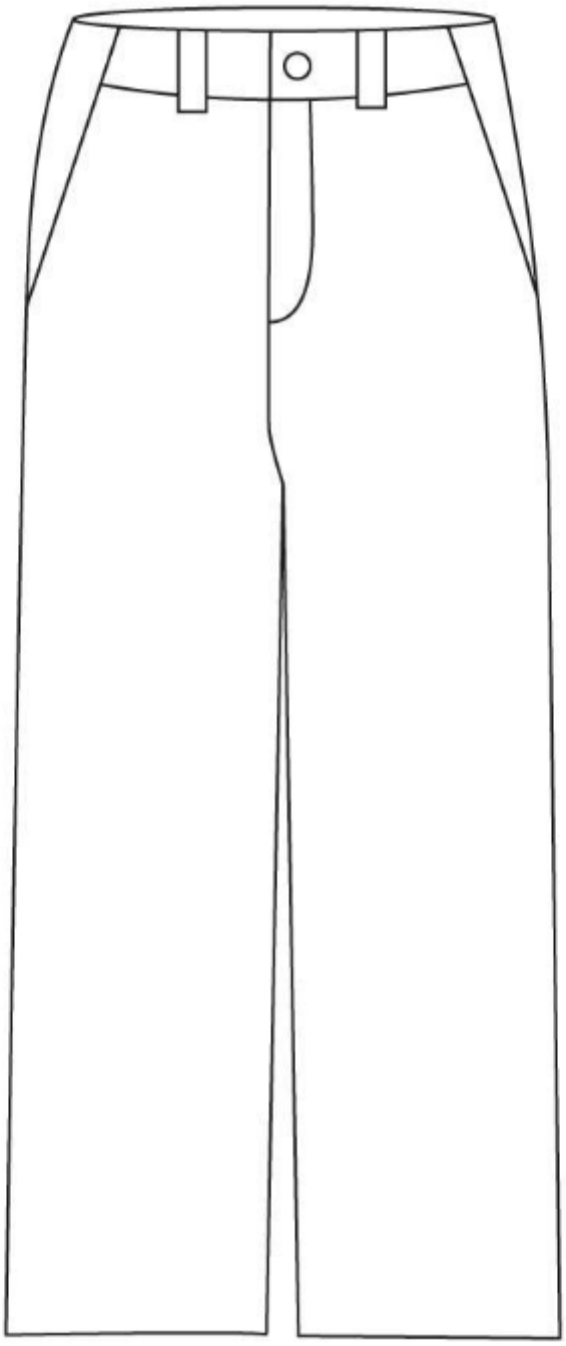












**Where's Shape-O Songs**

*Each shape song is sung to the tune of "Where is Thumbkin?"
*Post each song on chart paper.

Where is Triangle?
Where is Triangle?
Here I am! Here I am!
I am just a flat shape
with 3 sides and vertices.
I'm a triangle! I'm a triangle!

Where is Square?
Where is Square?
Here I am! Here I am!
I am just a flat shape
with 4 equal sides and vertices.
I'm a square! I'm a square!

Where is Hexagon?
Where is Hexagon?
Here I am! Here I am!
I am just a flat shape
with 6 sides and vertices.
I'm a hexagon! I'm a hexagon!

Where is Circle?
Where is Circle?
Here I am! Here I am!
I am just a flat shape
with zero sides and vertices.
I'm a circle! I'm a circle!

Where is Trapezoid?
Where is Trapezoid?
Here I am! Here I am!
With 2 parallel sides
and 2 other sides.
I'm a trapezoid! I'm a trapezoid!

Where is Rectangle?
Where is Rectangle?
Here I am!  Here I am!
With 2 short sides
and 2 long sides
I'm a rectangle!  I'm a rectangle!

Where is Rhombus?
Where is Rhombus?
Here I am!  Here I am!
With 4 sides the same length
diagonal and parallel
I'm a rhombus!  I'm a rhombus!