


Shape City

Kindergarten: Math

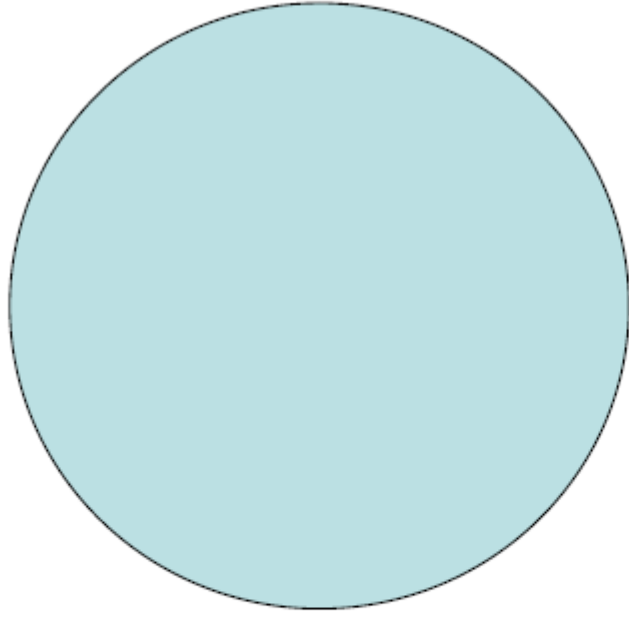
VISUALIZATION



Gifted Behaviors to look for:
*Communicative –
 Resourceful –
 Creative - Curious*

Materials	 <p>Mouse Shapes <small>Edna Stolt Walsh (Author of Mouse Shapes and Mouse Friends)</small></p>
ESOL Accommodations	The use of actual squares, rectangles, circles, and triangles makes this lesson appropriate for ESOL students. It also allows students to demonstrate some real creativity and imagination.
Marzano Strategy	Nonlinguistic Representations
Patterns of Thinking	RELATIONSHIPS/PERSPECTIVES

Link	Say , “We have been identifying and describing geometric plane shapes this week. Name a geometric shape. Today we are going to examine shapes in our environment and imagine a world without a specific shape.”
	Assessment: Listen for students who can identify and give examples of geometric plane shapes.
Engage and Educate	<p>Draw a circle on the board. Ask, “What shape is this? What things have this shape?” Repeat with a triangle.</p> <p>Display a square and a rectangle. Ask:</p> <ul style="list-style-type: none"> • “What is the same about these shapes? What is different?” • “Are all rectangles squares? Why or why not?” • “What square in the classroom is larger than this piece of paper? Smaller?” • “What has a circle shape and is larger than your hand?” <p>Say, “Imagine how a city would change with no circles.”</p> <ul style="list-style-type: none"> • “What if we had no circles, what would change?” • “What would be difficult without change?” • “What would be difficult without circles?”
	Assessment: “Communicative” students will respond to these questions with complex ideas and good reasoning skills. A student might be able to imagine a city without circles and how this might affect its inhabitants.
Active Learning	Say , “You are going to draw a new city, a shape city. In your drawing you can only use shapes to draw the buildings, animals, and people. Use your imagination. You can use as many shapes as you want, or you can make a “one shape” city. In a one shape city, everything is created using the same shape.” (You may want to provide students with shapes cut from construction paper or students can draw the shapes on their paper.)
	Extension(s): (1) Students can use Pattern Blocks to replicate their picture (2) Use ThinkBlocks to find distinctions between the plane geometric shapes. For example, one large block might be square and the other large block might be hexagon. Have students name similarities and differences between the shapes. (3) Create a Venn Diagram to compare and contrast geometric plane shapes.
	Assessment: “Resourceful” students will include common items found in a city such as tall buildings, cars, people, etc. “Creative” work samples will also include a variety of shapes combined in inventive ways to create new objects in the city.
Reflect	Students pair up to share their Shape City. The teacher should call out a plane geometric shape and have pairs indicate all the buildings and objects in their city with that shape. Then, move on to another plane geometric shape.
Now and Then	Remind students of the plane geometric shapes discussed thus far. Say , “We will be comparing the shapes to find similarities and differences among them.”



CIRCLE

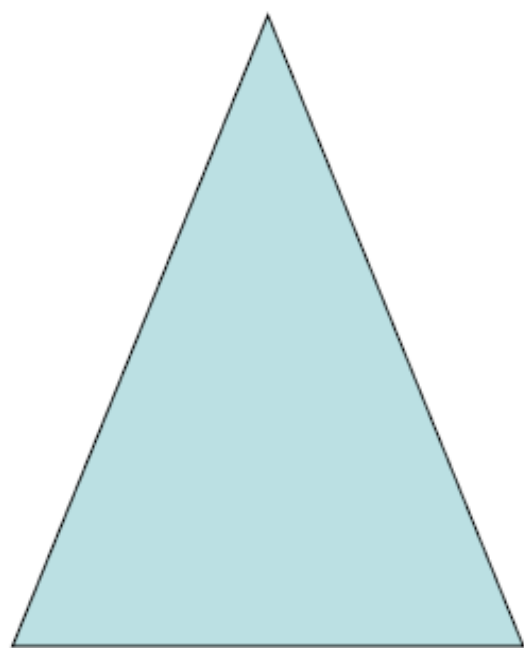


The Sower by Vincent Van Gough

http://en.wikipedia.org/wiki/File:The_Sower.jpg

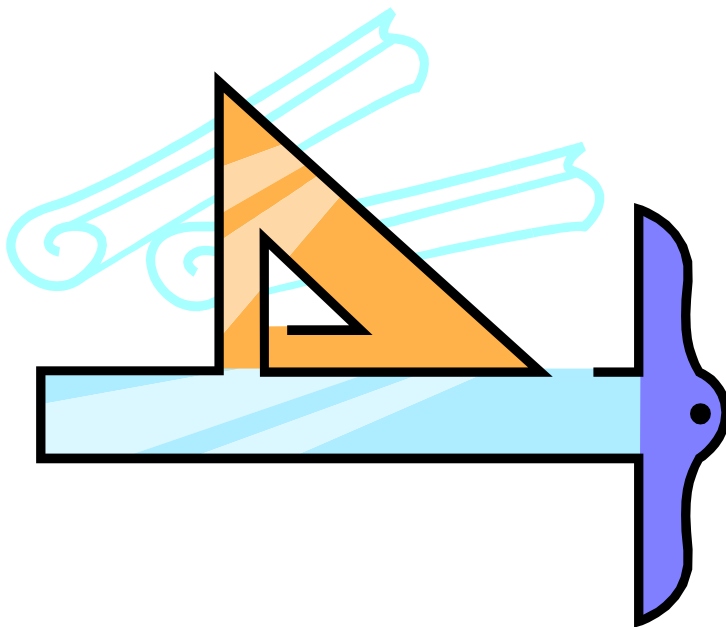
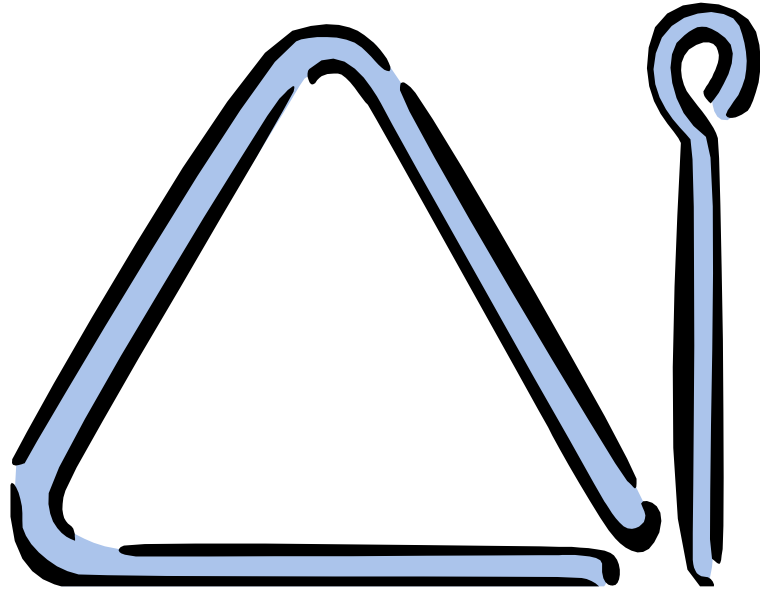


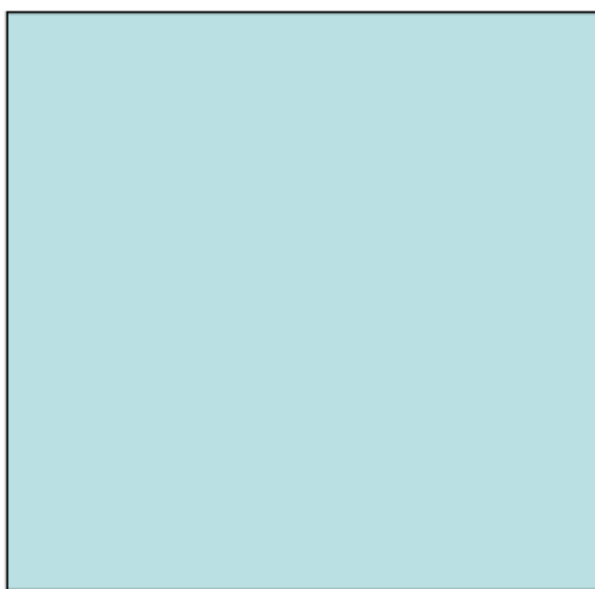
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TRIANGLE







SQUARE

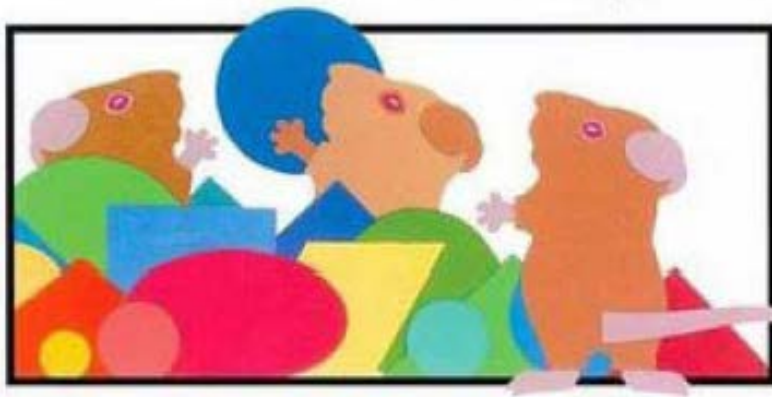






Now Let's Read ...

Mouse Shapes



Ellen Stoll Walsh
Creator of Mouse Print and Mouse Count