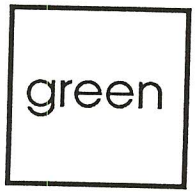
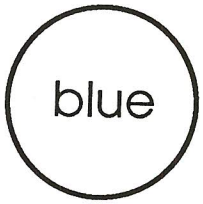
Name _____ K.11

Skill: Basic geometric shapes

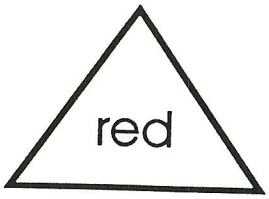
Color.



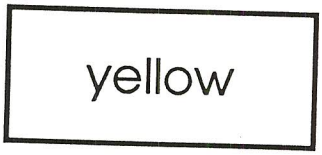
square



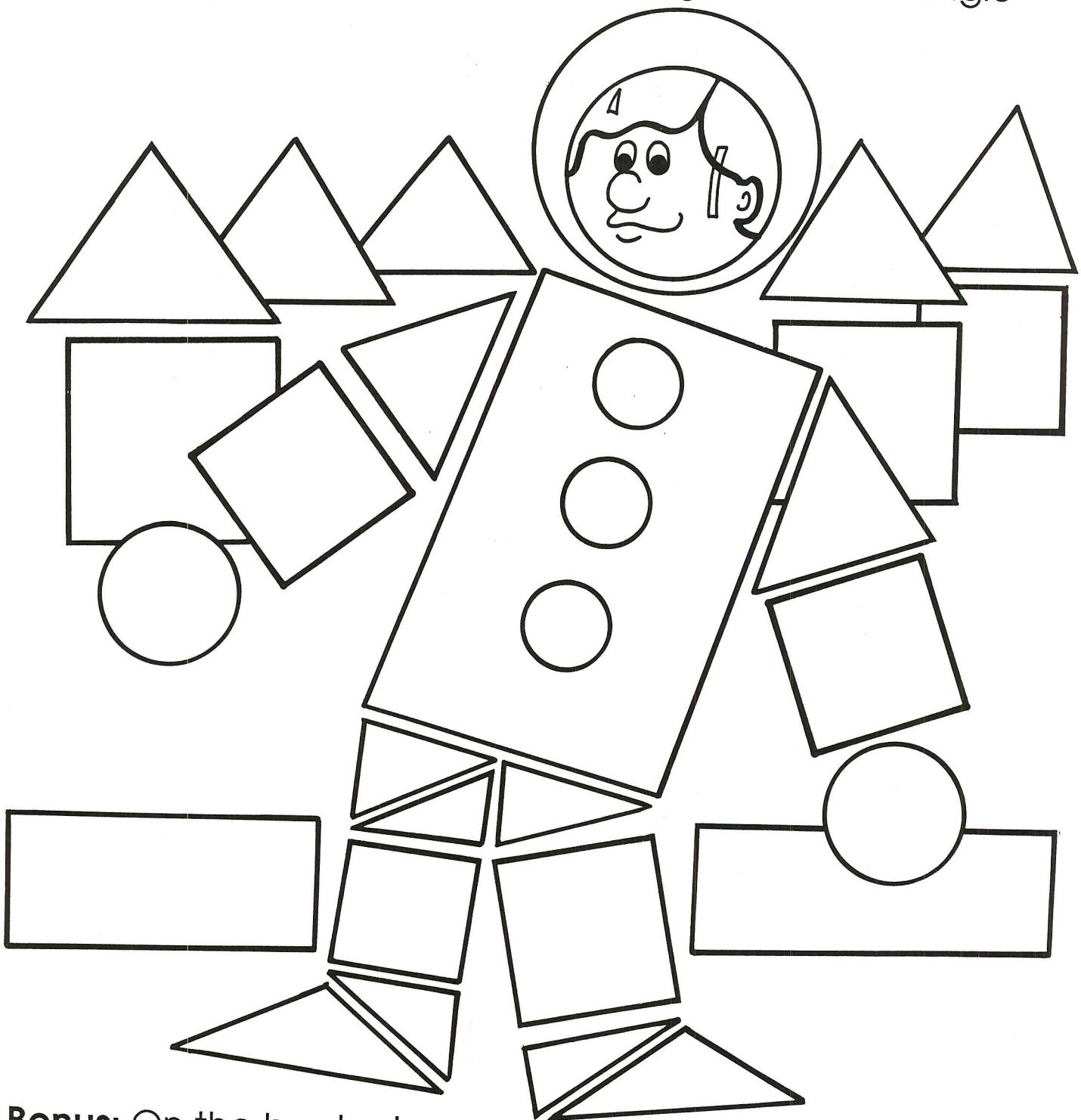
circle



triangle



rectangle



* **Bonus:** On the back, draw your own picture, using only the 4 shapes here.

JUL K-3 K 14

You Drive Me Crackers

I. **Topic Area**

Sorting and Classifying

II. **Introductory Statement**

Students will sort and classify by shapes four kinds of crackers.

III. **Key Question**

How could we group these crackers?

IV. **Math Skills**

a. Estimating
b. Predicting
c. Sorting and classifying
d. Geometry
e. Graphing
   1. Counting
   2. Recording data

Science Processes

a. Observing
b. Estimating
c. Interpreting data
d. Applying and generalizing

V. **Materials**

- Four boxes of crackers: Bacon Thins (oval); Wheat Wafers (square); Ritz (circle); and Waverly Wafers (rectangle)
- Sorting sheet (see attached)
- Graph paper (see attached)
- Baggies (one for each child)
- Crayons
- Two charts (18 x 24), one for predictions and one for actual count
- Gummed circles, two colors

VII. **Management**

1. Allow 15 to 20 minutes.
2. This is a small group teacher-directed activity.

VIII. **Advanced Preparation**

1. Prepare sorting papers.
2. Prepare graphs.
3. Place an assortment of shape crackers in a baggie for each child.
4. Separate two sheets of paper approximately 18 x 24 into eight columns.

IX. **Procedure**

1. Show one shape at a time and have the students make a prediction of which shape will have the most by placing a gummed circle in the proper column.
2. Students are given a baggie with an assortment of the four shapes.
3. Students sort the shape crackers on the sorting sheet.
4. Place the crackers on the individual graph paper according to the classification.
5. Students remove each cracker and color in the corresponding square to form a representation of a real graph.
6. Place circles in the column that tells of which shape there was the most on each individual graph.

X. **Discussion**

1. What does the prediction chart show?
2. What does the actual chart show?
3. How can we make these shapes disappear?

XI. **Extension**

1. Use another assortment of shape crackers and have the students estimate the number of crackers.
2. Use attached paper of shapes and make copies for the children in four colors: red, yellow, blue, and green. Teacher can ask the children to show him/her the shapes that are red, shapes that are triangles, shapes that are green, etc. Make the directions more complex, such as show me all the large, yellow shapes; large, blue shapes with four sides, etc.

XII. **Curriculum Coordinates**

Language Arts

1. Make a class book of shapes. Example: Triangle Book. △ Each page is the shape of a triangle and the students draw something that is a triangle and dictates their story to the teacher. The pages are assembled into one book. Do this for each shape.

Music

1. Use a simple tune all the children know, or make up a tune with the children. Example: Old MacDonald Had a Farm.

We are marching on the square,
Marching on the square.
We are marching on the square,
Marching on the square.
We are marching on the triangle,
Marching on the triangle...etc.
We are marching 'round the circle,
'Round and 'round and 'round...etc.
We are marching on the rectangle,
On the rectangle...etc.

Tune: Mary Had a Little Lamb

We are marching 'round the circle,
'Round the circle, 'round the circle,
We are marching 'round the circle,
'Round and 'round and 'round.
(Use the other shapes.)

Physical Education

1. Draw a line, use masking tape, or a rope to make large shapes on the floor or blacktop, etc. Make the shapes as large as space allows. When using a rope, start with a line and gradually close the ends so the children can feel the closure with their bodies as they move around the shape. Chant the name of the shape as they move around the shape.

Shape-Town

Flannel Board Story for shapes. You will need to make assorted sizes and colors of shapes.

Here are the squares □ □ □ □ □.
They live all by themselves in Square Town.

Here are the circles ○ ○ ○ ○ ○.
They live all by themselves in Circle Town.

Here are the triangles △ △ △ △ △.
They live all by themselves in Triangle Town.

Here are the rectangles ▭ ▭ ▭ ▭.
They live all by themselves in Rectangle Town.

The squares do not like the circles.

The circles do not like the triangles.

The rectangles do not like the squares.

They do not like anyone but themselves. They think the others are lazy and mean and bad! bad! bad!

The squares say this, "If you want to be smart, beautiful and good you must have four sides exactly the same. If you don't have four sides exactly the same, then you are lazy and ugly and bad! bad! bad!

The circles say this, "If you want to be smart, beautiful and good you must be perfectly round. If you aren't perfectly round, then you are lazy and ugly and bad! bad! bad!

The triangles say this, "If you want to be smart, beautiful and good you must have only three side. If you don't have three sides then you are lazy and ugly and bad! bad! bad!

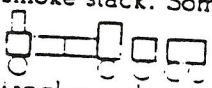
The rectangles say this, "If you want to be smart, beautiful and good you must have 2 sides short exactly the same and 2 sides long exactly the same. If you don't have 2 sides short exactly the same and 2 sides long exactly the same, then you are ugly and lazy and bad! bad! bad!

One beautiful summer day the little squares and circles, the triangles and the rectangles went outside to play. But NOT together!

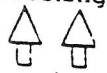
While they were playing a terrible thing happened! The circles were playing on top or the hill. Some of them slipped and went rolling down the hill. They rolled down the hill to where the rectangles were playing.

The rectangles were very angry. They thought the circles were rude, so they called the circles names and threw rocks at them. The circles were frightened. The squares and the triangles heard the yelling and crying. They ran to the bottom of the hill. At last one of the rectangles became so angry that he leaped into the air and came down right on top of the circles! Guess what happened? Everything was quiet! No one said a word! They just looked and looked and looked. The rectangle and two circles made a wagon. ▭

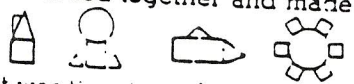
Everyone was excited. They all wanted to do something. The circles and squares made a train. The rectangles made a smoke stack. Some tiny o's made smoke.



The triangles and rectangles made trees.



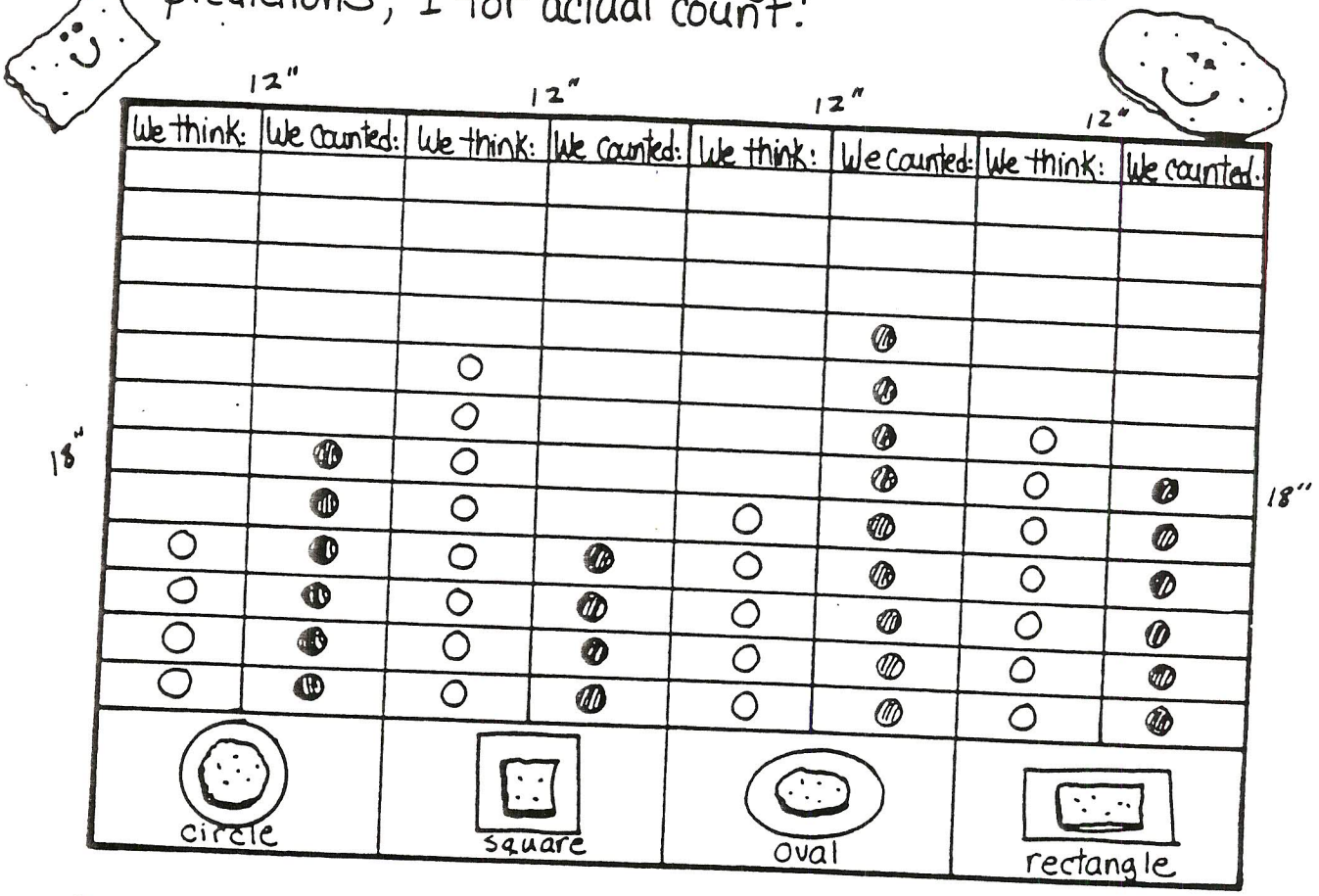
They all worked together and made these things:



When it was time to go home they all sang a little song: "We are glad, glad, glad. Being different isn't bad, bad, bad." And they sang it over and over all the way home!

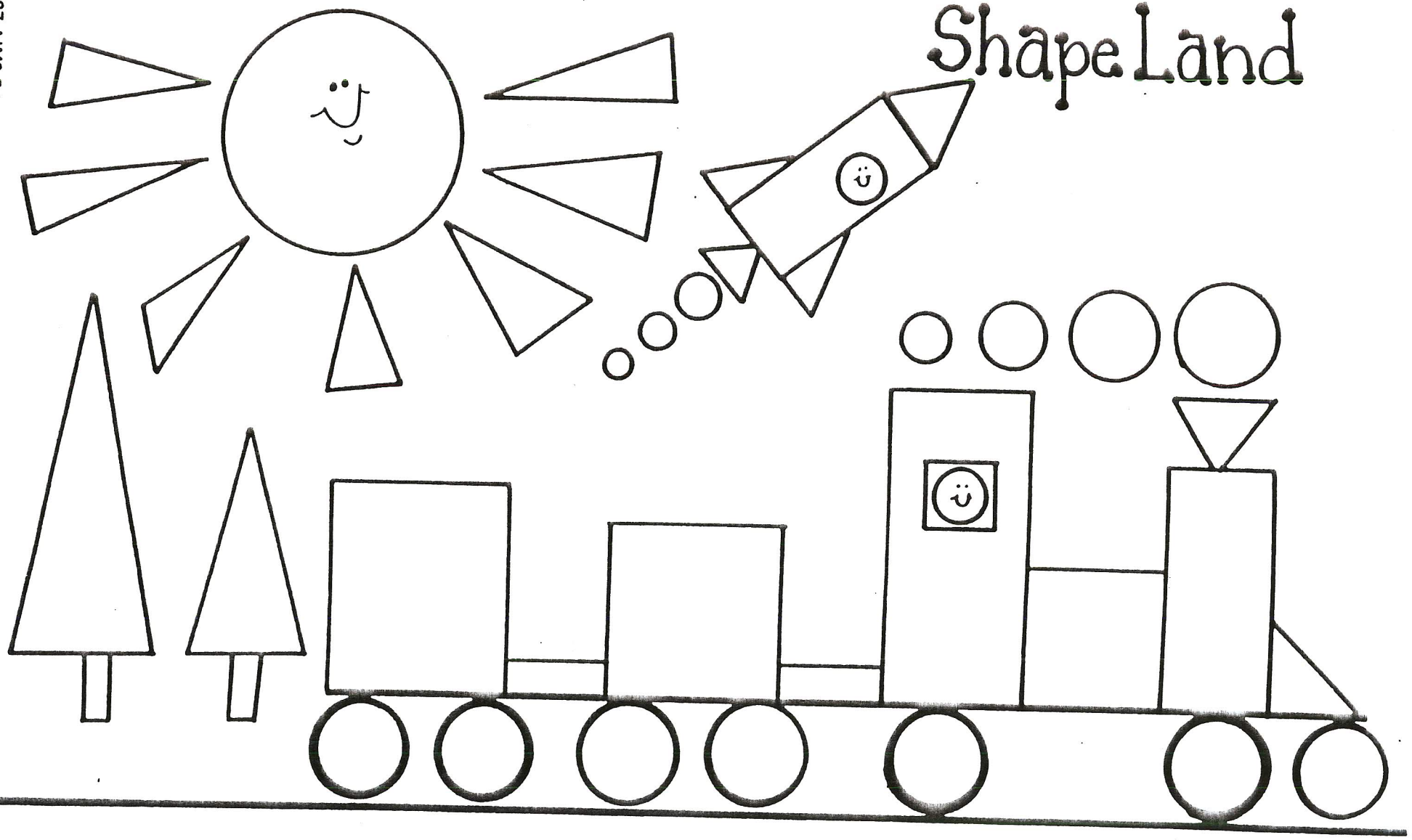
You Drive Me Crackers

1. Prepare the Class graph:
2. Divide the graph into 4 major groups: (4 sheets of construction or tag) Circle, square, oval, rectangle.
3. You may want to glue the cracker to its shape on the graph.
4. Divide each major column into Two columns – one for predictions of most common shape and one for actual count.
5. Use gummed circles for graph – 1 color for predictions, 1 for actual count.



Show one shape at a time and have students make a prediction of which shape will have the most by placing a gummed circle over that shape. Hand out baggies of crackers. After sorting and making their own graphs, students will place a different colored gummed circle over the shape that was the most common in their own sample.

Shape Land



I can count: _____ ○'s _____ △'s

_____ □'s _____ ▭'s

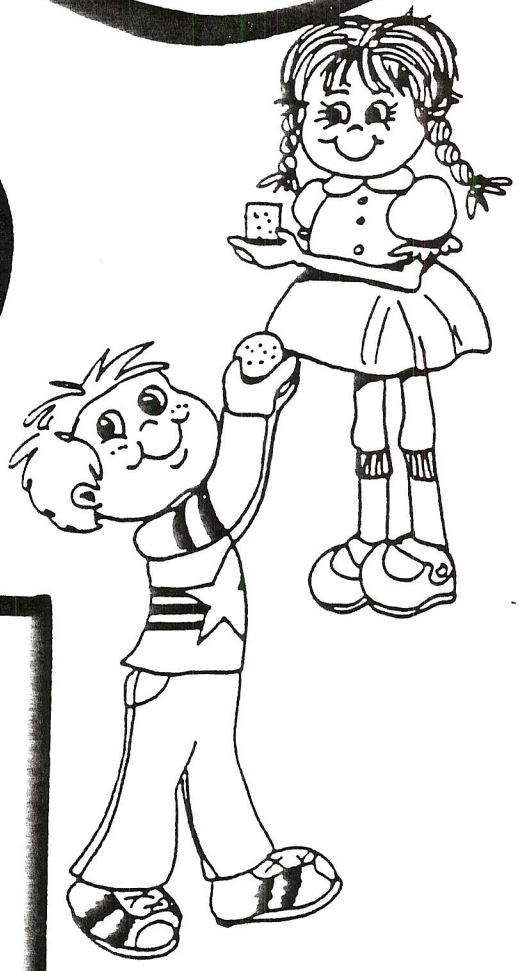
name: _____

Sorting Sheet

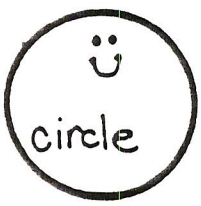
square

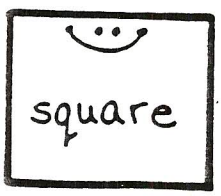
circle

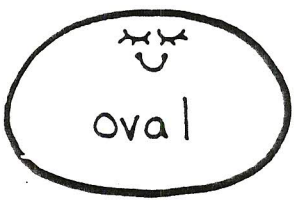
oval

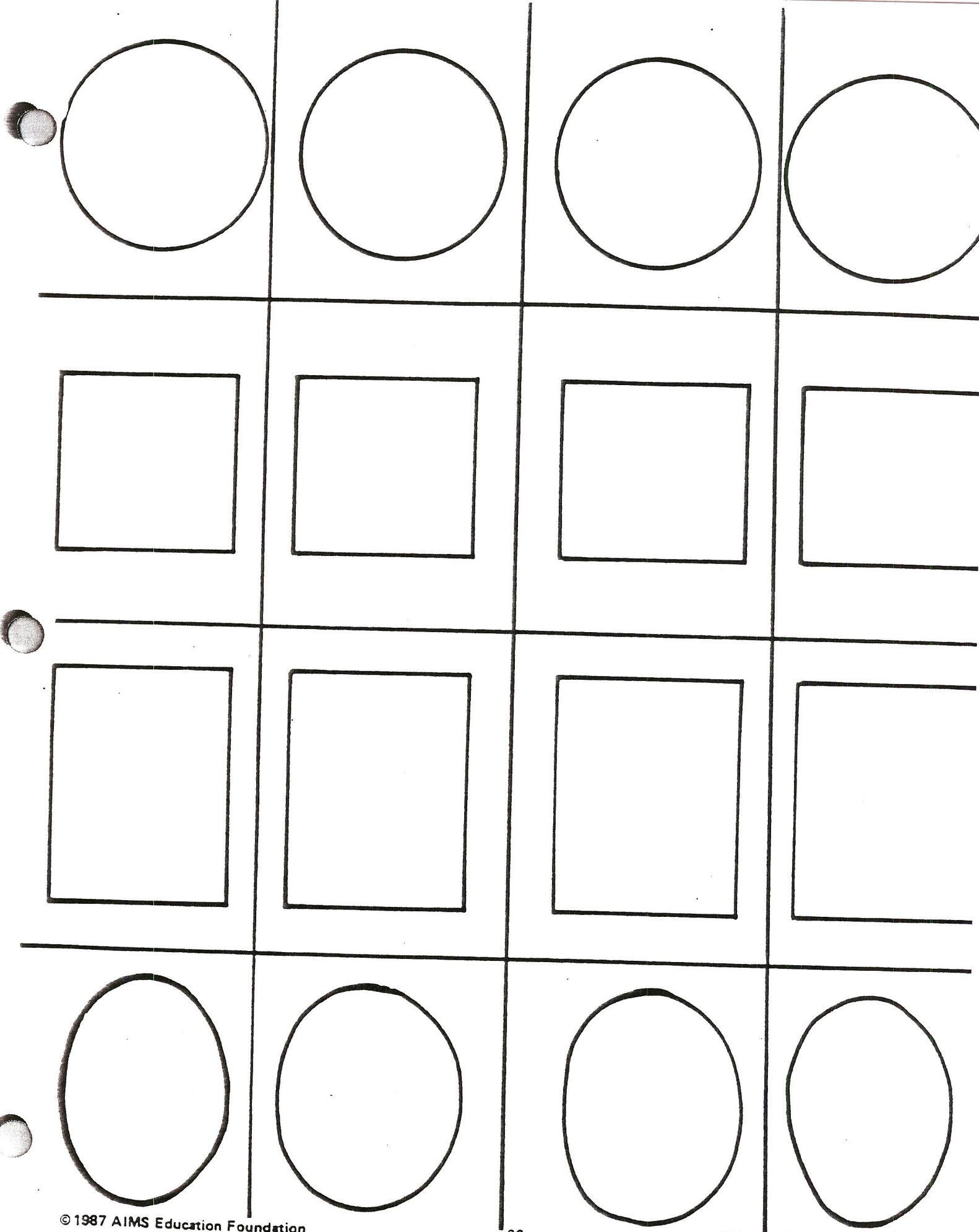


rectangle









Virginia Standards: K.13 The student will identify, describe, and make plane geometric figures (circle, triangle, square, and rectangle).

Virginia Standards: K.14 The student will identify representations of plane geometric figures (circle, triangle, square, and rectangle), regardless of their position and orientation in space.

Virginia Standards: K.15 The student will compare the size (larger/smaller) and shape of plane geometric figures (circle, triangle, square, and rectangle).

SHAPE HOKEY POKEY !!

Use attribute blocks. "Act" out the traditional song but use blocks instead of body parts:

"You put a circle in, you take a circle out
you put a circle in and you shake it all about...
you do the hokey-pokey and you turn your block around
That's what it's all about!"

(Repeat with other attribute blocks.)

GUESS WHAT?

Place an attribute block in a paper bag so that it cannot be seen. Give clues until students hold up a block that matches.

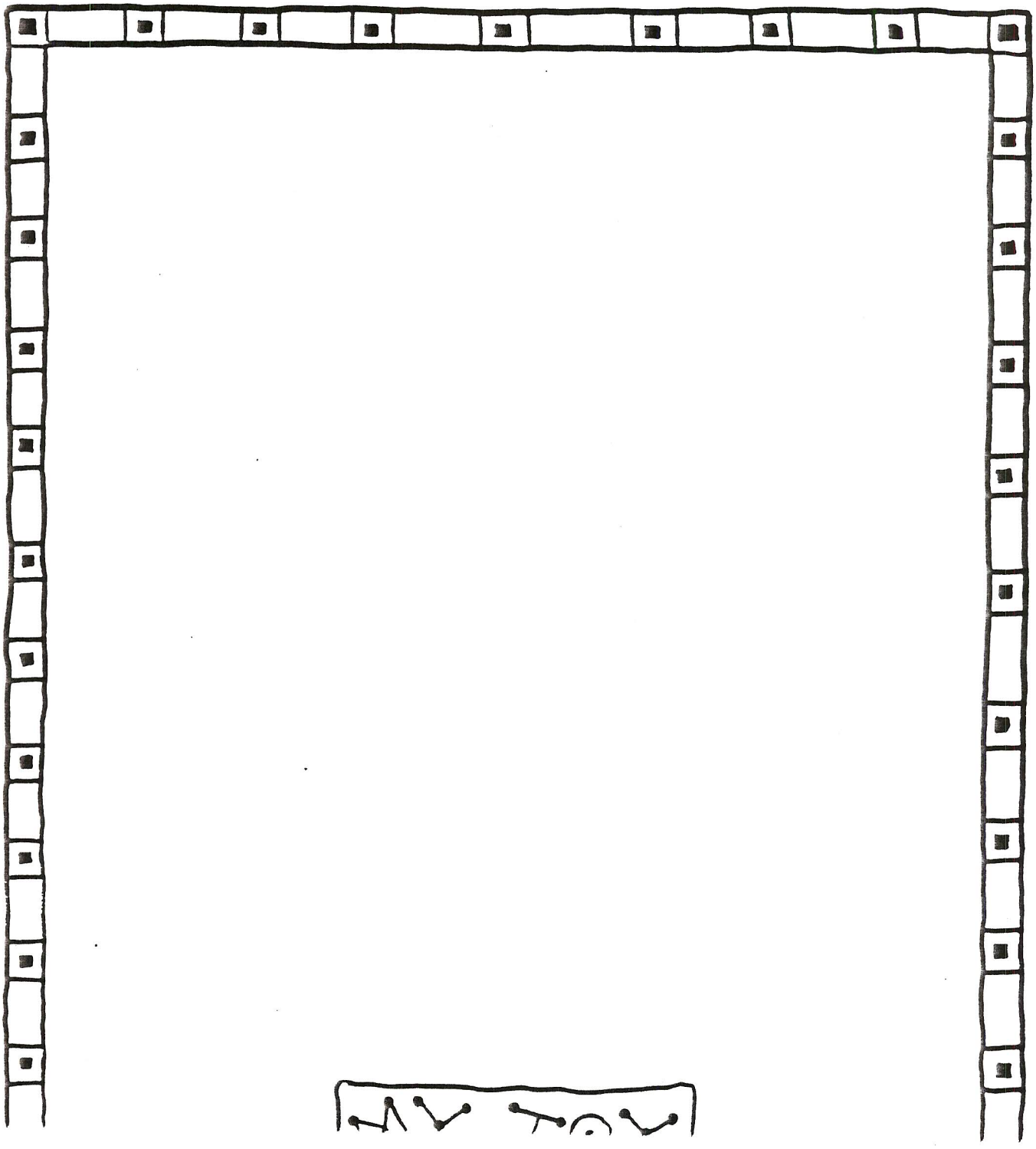
Variation: Let students ask "yes" or "no" questions until someone guesses the block in the bag.

WHAT AM I?

Place shapes in circles by attribute. Do not tell students how you are sorting. As soon as they think they know the sorting rule, they should hold up an attribute block which they think fits the rule. Call on a student to place a block in a circle. Confirm the match or move the block. Continue until almost all hands are raised before sharing the rule.

K.13 , K.14

Use these shapes to draw a toy: ◯ △ □ ▭ You can use the shapes as many times as you like.



Name _____ K.11

Shapes
Identifying circles

"Circle-osaurus"

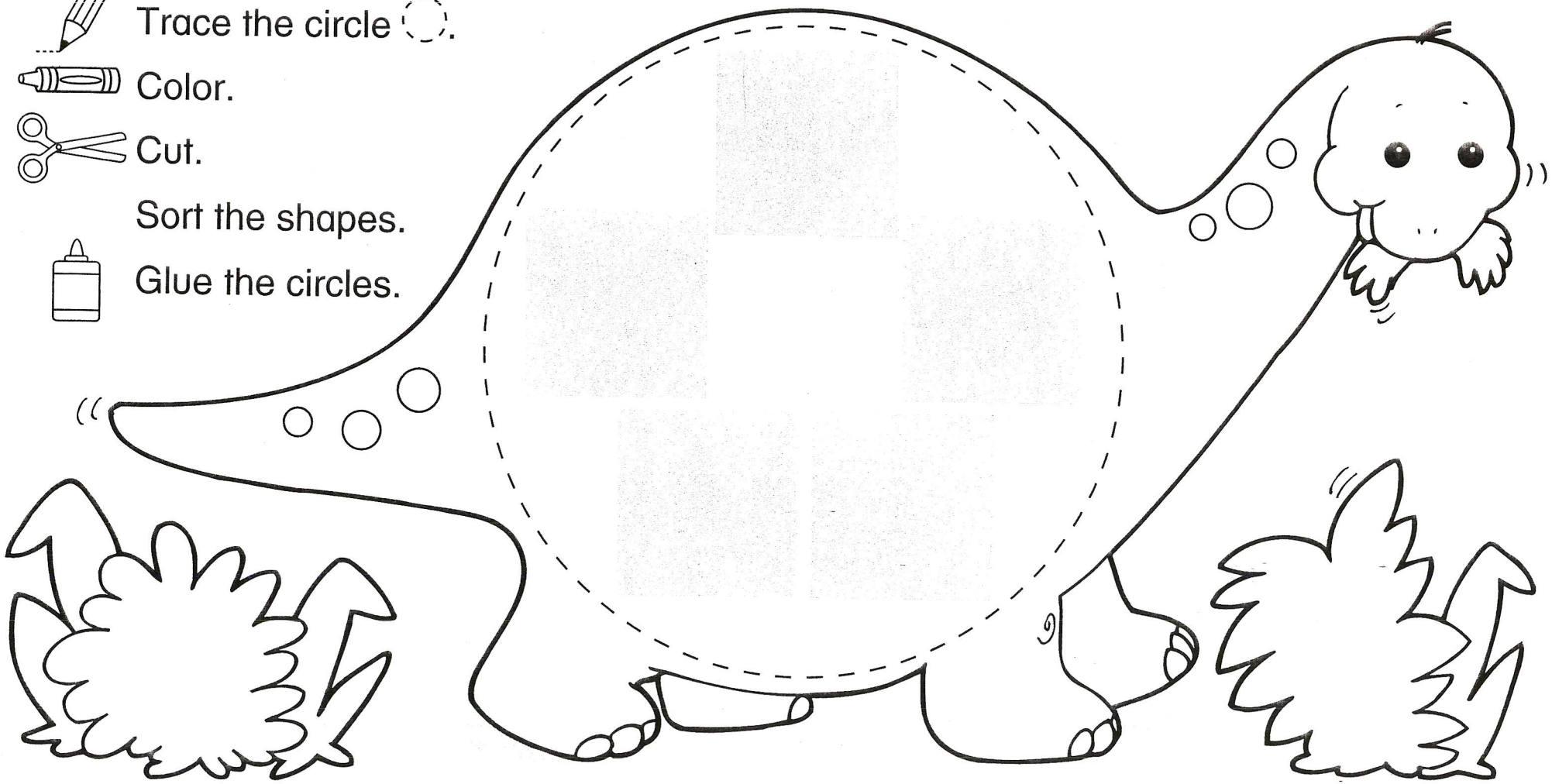
Trace the circle ◌.

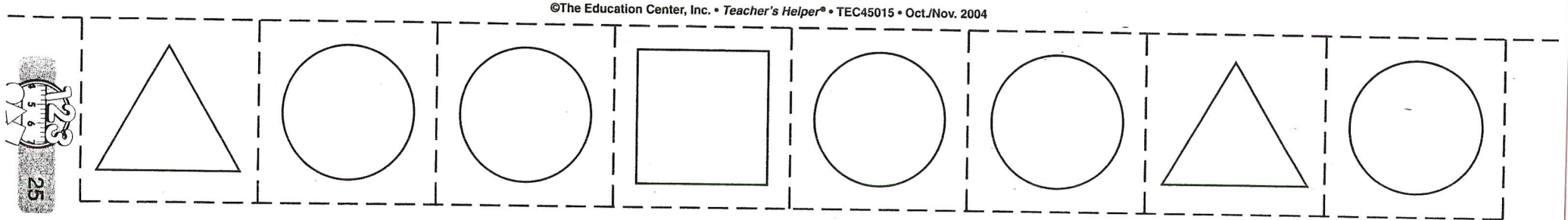
Color.

Cut.

Sort the shapes.

Glue the circles.





Name _____ K, 1, 1

Shapes Review

Shape-Sorting Dino

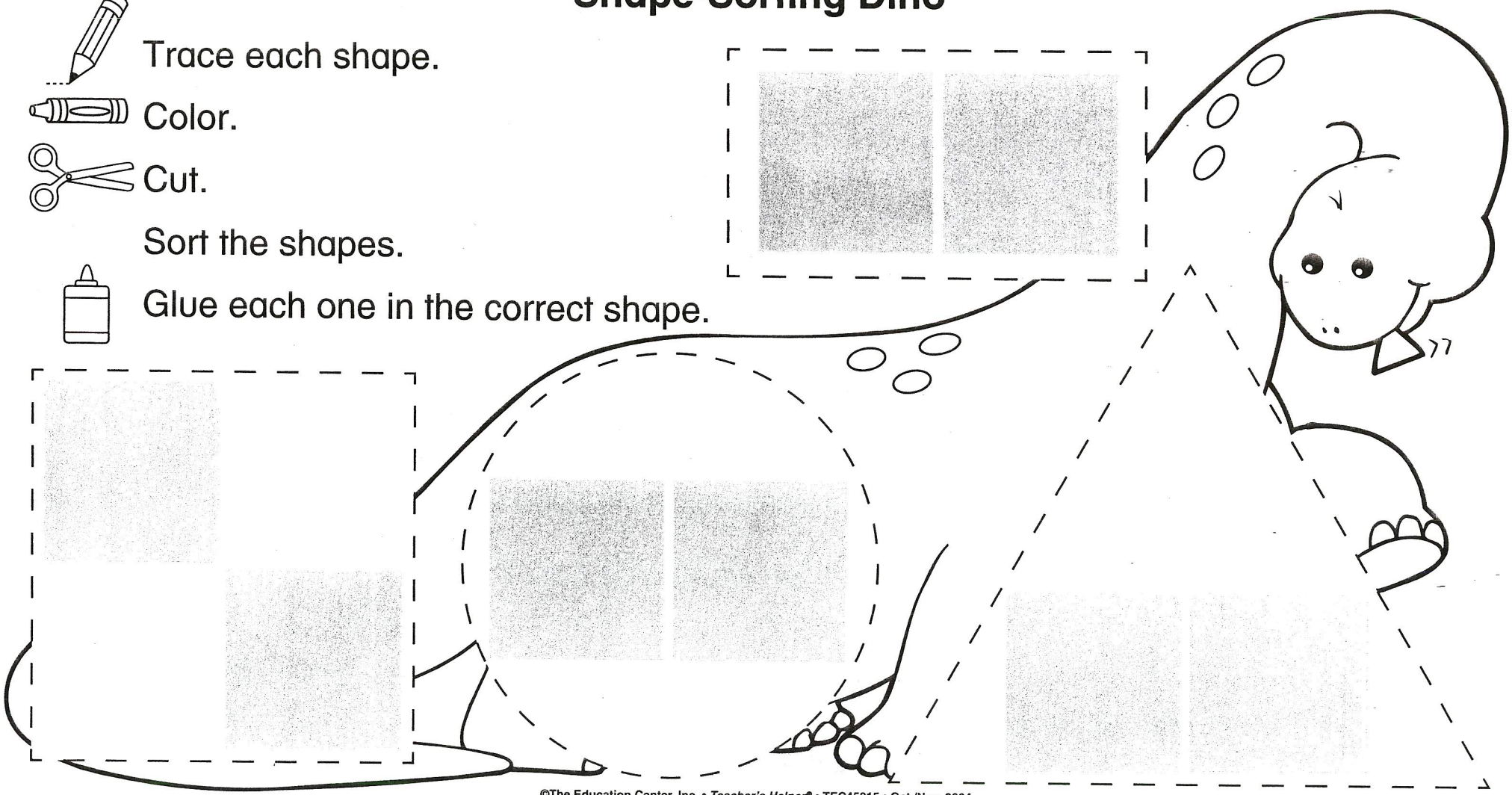
Trace each shape.

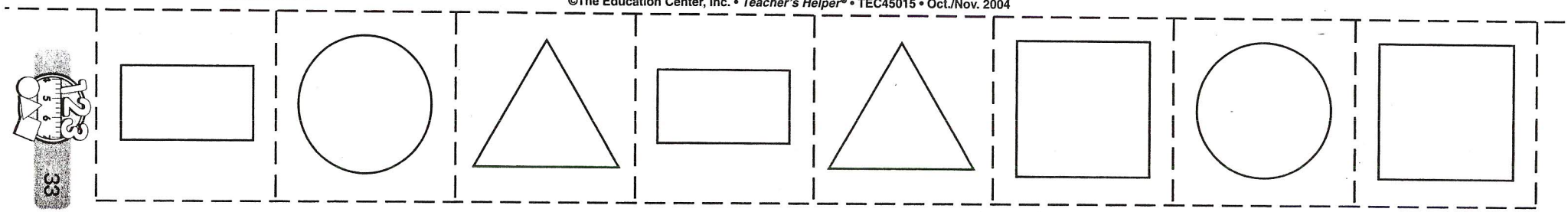
Color.

Cut.

Sort the shapes.

Glue each one in the correct shape.





Name _____

K, 1 Shapes
Identifying rectangles

"Dino-rific" Rectangles

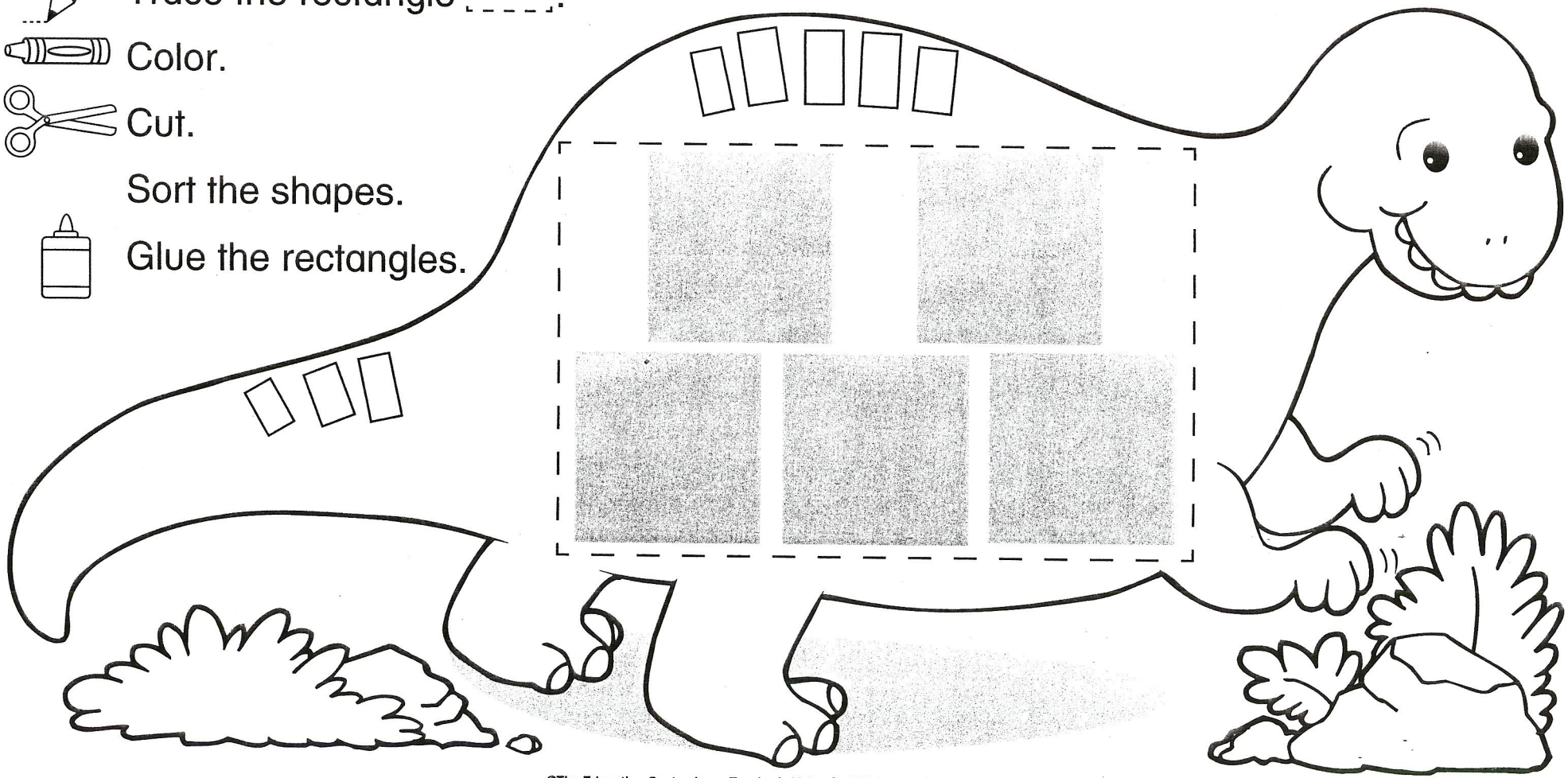
Trace the rectangle ▭.

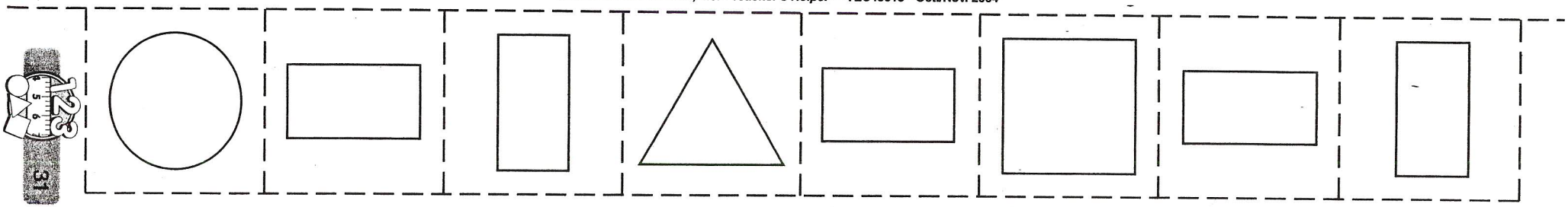
Color.

Cut.

Sort the shapes.

Glue the rectangles.





Name _____

K.11 Shapes
Identifying triangles

Triceratops Triangles

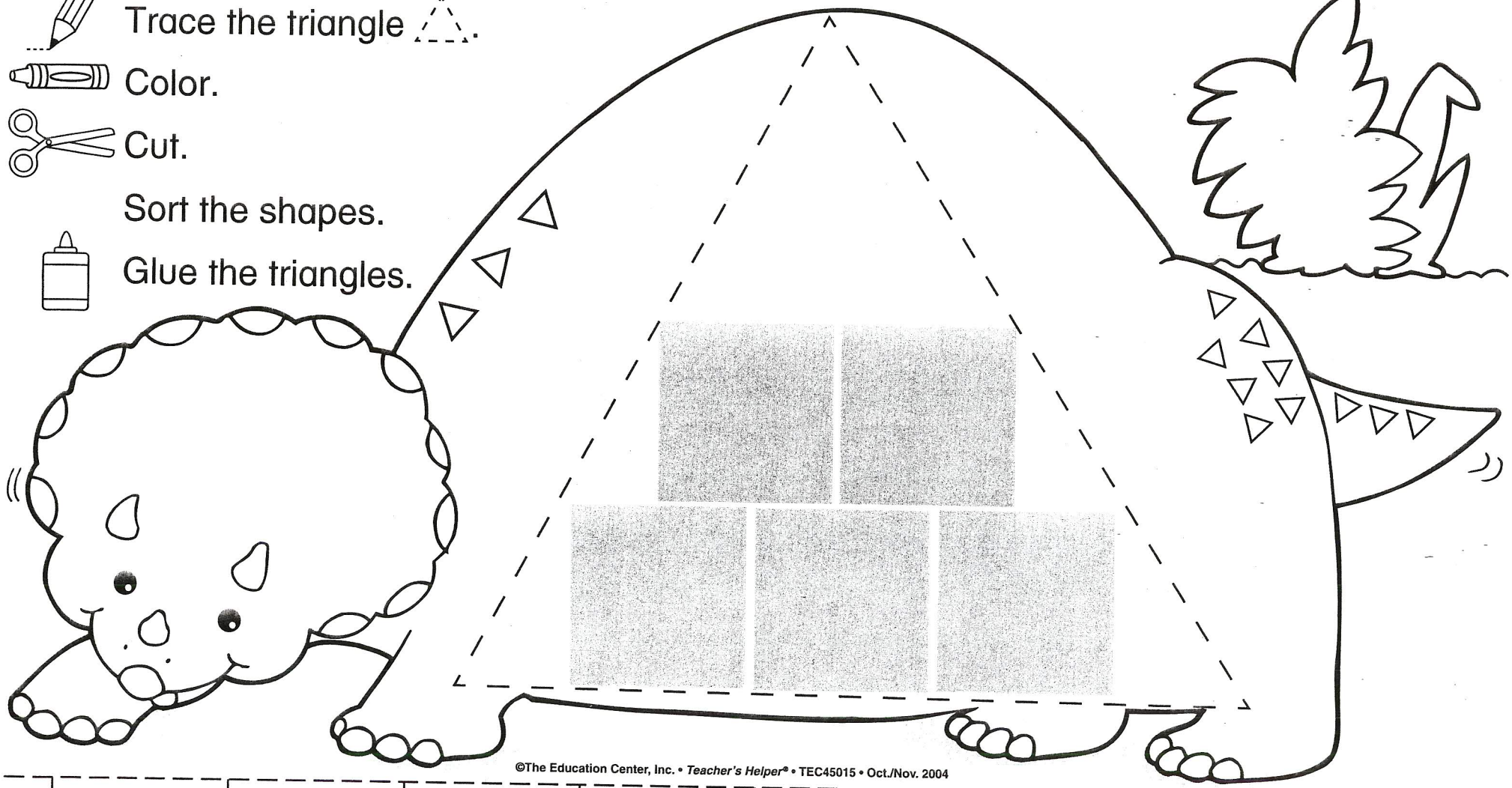
Trace the triangle △.

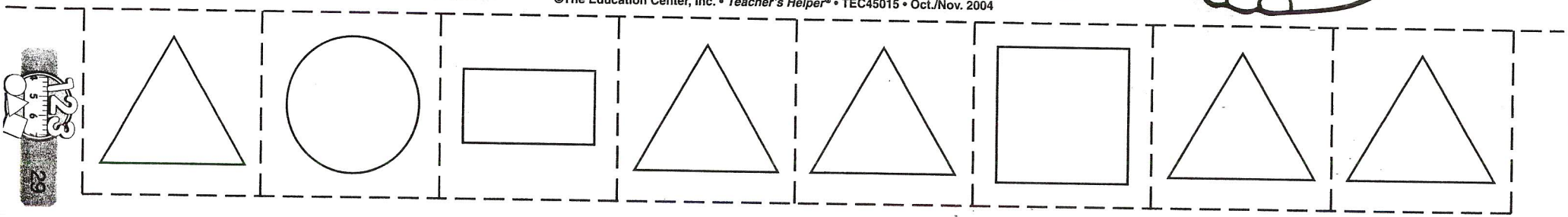
Color.

Cut.

Sort the shapes.

Glue the triangles.





Name _____

K11

Shapes
Identifying squares

Stegosaurus Square

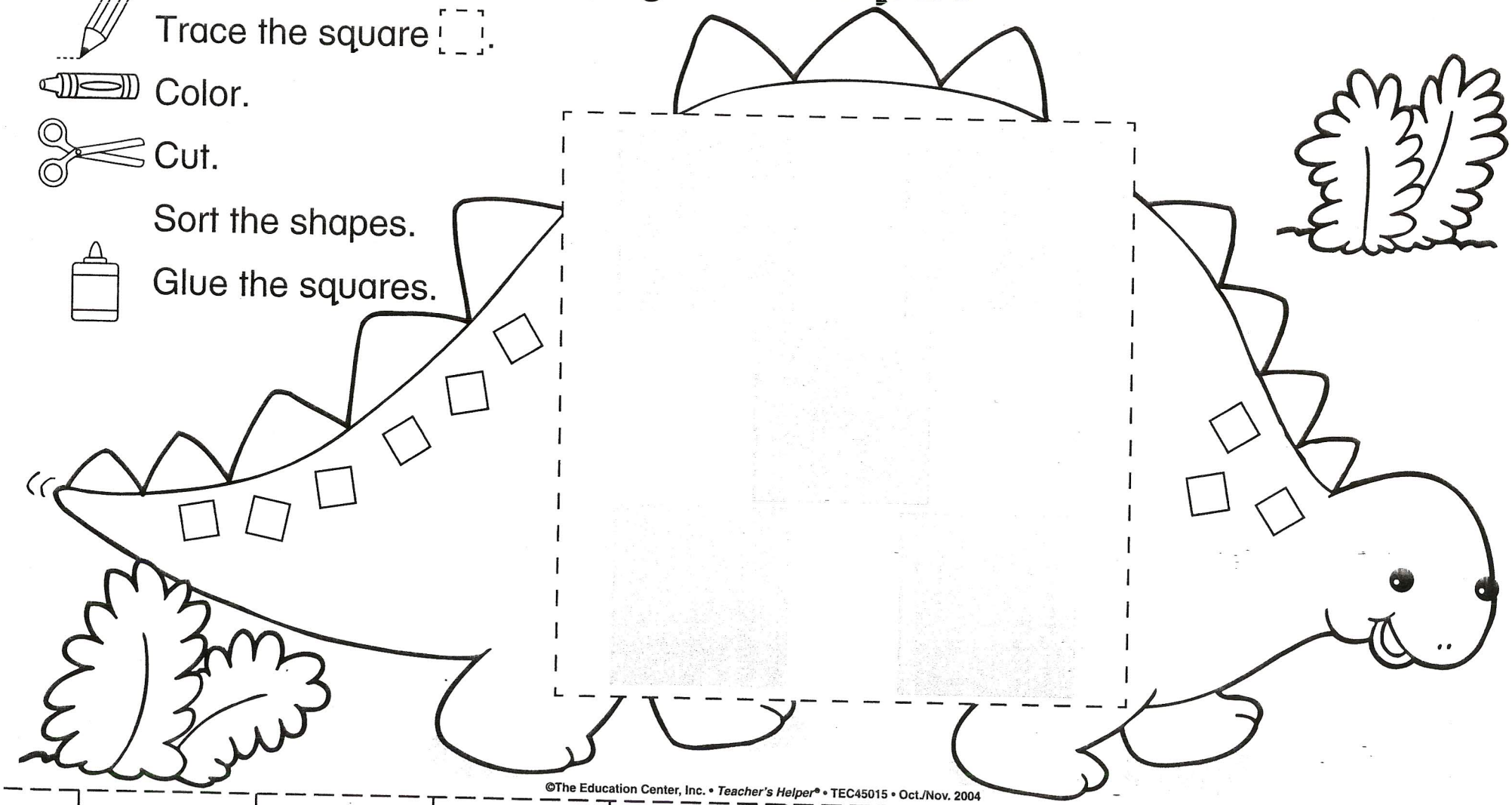
Trace the square ⬚.

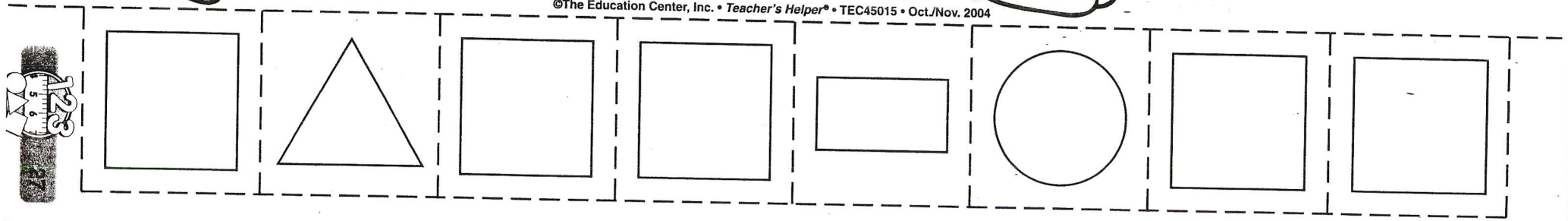
Color.

Cut.

Sort the shapes.

Glue the squares.





Classify the square and circle shaped objects:

Square Shapes	

Circle Shapes