

Objective

Students will be able to...

- describe objects in the environment using names of shapes.
- describe the relative position of these objects using terms such as above, below, beside, in front of, and next to.

Materials

- Real-World Shapes (precut, one set for each group member)
- Real-world objects that correlate to the shape pictures in Real-World Shapes
- Two-Dimensional Geometric Shapes (one for teacher)
- sets of 8 crayons (each student should have access to the same eight colors, either on their own or shared)

Social and Emotional Learning

Relationship Skills: Develop speaking and listening skills, (e.g., how to ask questions, listen respectfully to others, and how to effectively seek help when one does not understand academic content). Develop the ability to collaborate to solve problems.

Responsible Decision Making: Use reasoning strategies to reflect on choices and goals in a way of developing strong decision-making skills.

Social Awareness: Develop awareness of positive classroom norms and an understanding of how students contribute to a positive classroom experience, respect for peers and teachers, and empathy and perspective-taking to apply mathematical reasoning to real-world problems and reviewing the reasoning of others.

Vocabulary

Positional word/terms – words or phrases that describe the location of an object

Circle – a two-dimensional curved shape with no sides and no corners

Square – a two-dimensional shape with four corners and four straight sides of equal length

Triangle – a two-dimensional shape with three sides and three corners

Rectangle – a two-dimensional shape with four corners and four straight sides. The opposite sides of a rectangle are equal in length.

Connect

Step 1



Ask students if anyone has ever played the game Simon Says. Allow students to briefly share their experiences and clarify the rules of the game. If time allows, play one or two quick rounds to ensure that all students understand the game.

Answer Key

- Players must listen to the leader and follow the directions given.
- Players are out if they do not follow the directions correctly or if they perform the task even if the leader does not say “Simon says...”.

Step 2

Play Simon Says using statements provided so that everyone understands both the game procedures and the specified positional terms. Clarify any misunderstandings about positional terms.

Example Statements

- Simon says, “Place your hands above your head.”
- Simon says, “Place your hands in front of your knees.”
- Simon says, “Place your hands below the table.”
- Simon says, “Place your hands beside your ears.”
- Simon says, “Place your hands next to your chair.”

Step 3

Tell students that they will be playing a new version of Simon Says today that will help them describe objects in the environment using the names of shapes. They will also be practicing the position words from this round of play but will use the positions to help identify certain shapes.

Demonstrate**Step 1**

First, display Two-Dimensional Shapes and discuss the names of each geometric shape — circle, square, rectangle, and triangle).

Next, display Real World Shapes and discuss the names of the pictured objects. Explain that even though these objects are not flat in real life, they look flat in pictures or drawings.

Step 2

Ask students to spread out the shape cards in front of them. Then pass out a set of shape cards and 8 crayons to each student.



Accommodation: Have students share the crayons by taking turns using a specific color.

Step 3

Choose the pizza card, compare it to the four shapes on Two-Dimensional Shapes. Ask students to determine which shape is best represented in the pizza picture. If necessary, describe the picture in detail. Once this is discussed and confirmed, ask students to use a blue crayon and outline the triangle on the pizza picture.

Repeat the process for the rest of the shape cards, using a different color for

each object.

Answer Key

- Pizza slice – triangle, blue
- Wedge of cheese – triangle, orange
- Window – square, green
- checkerboard – square, red
- clock – circle, yellow
- lollipop – circle, pink
- Door – rectangle, brown
- Mail – rectangle, purple

Step 4

Explain that since we have now identified the shapes found in these real-world objects, we can use them to play Shape Simon Says. Do a few warm-up rounds together. Read the following statements and make sure that all students place one of the specified shapes in the correct position. There will be more than one correct answer choice as color does not matter in this warm-up round.

Simon says, “Put a circle above your head.”

Simon says, “Put a square below the table.”

Practice

Step 1



Play Shape Simon Says using all the shape cards. Play additional rounds with the group as time allows. If students choose the wrong shape or use an incorrect position, they are out for that round of play. The winner of each round of Shape Simon Says is the last person remaining after everyone else is out.

Accommodation: Reduce the number of shape options and increase the number of shapes as students demonstrate proficiency.

Accommodation: Play one or two rounds without penalty for incorrect responses. In these rounds, allow children to self-correct their answer choice.

Step 2

Continue rounds of play to ensure that all students demonstrate understanding of both geometric shapes and positional terms. Congratulate the last person standing from each round of play as well as all students for their mathematical understanding.

Extension: Add the element of color to the direction (e.g., Simon says, “Put the red square in front of you.”).

Extension: Introduce additional positional terms into game play.

Extension: Ask students to locate two different shapes in two different positions in one turn (e.g., Simon says, “Put the red square beside the door and the purple triangle behind your chair.”).

Extension: Position one shape card where students can see it. Say the name and color of the object. Have students state the positional term.

Extension: Expand game play area if possible. Allow students to move around the room to place the shape cards in the specified position. Students should stand next to their card until called on by the teacher. Student will say shape name and use correct positional term.

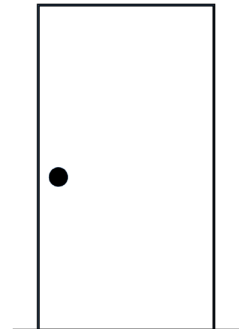
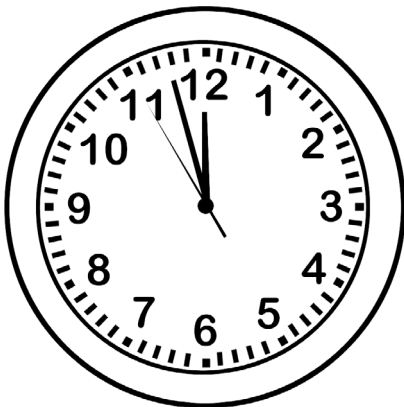
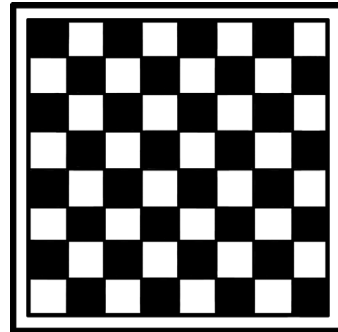
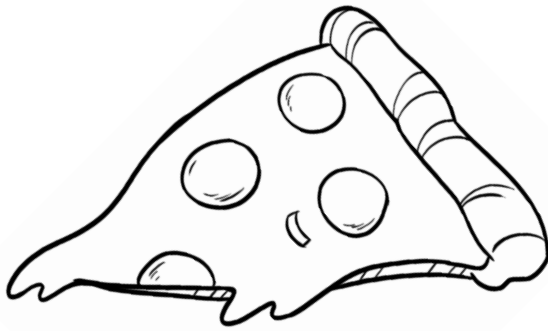
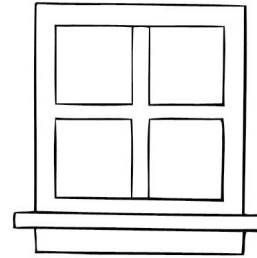
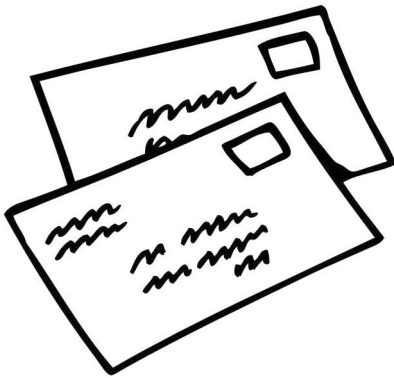
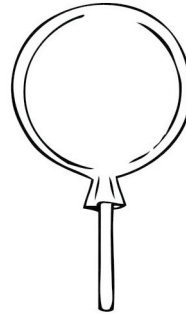
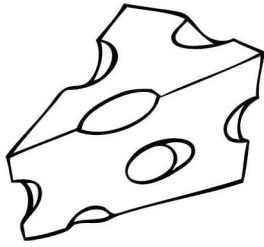
Step 3

Review observations of SEL from the activity.

SEL discussion

- Relationship Skills – Students spoke clearly and listened attentively to their partners. Students encouraged their partners’ reasoning about geometry skills.
- Responsible Decision-Making – Students used reasoning strategies to recognize shapes during the lesson.
- Social Awareness – Students contributed to a positive classroom experience by showing respect for partners by playing fairly and/or waiting their turn during game play.

Real-World Shapes



Two-Dimensional Shapes

