

# 6: Shapes, Shapes Everywhere!



## OBJECTIVES

Students will identify basic geometric shapes. Students will locate shapes in their environment.



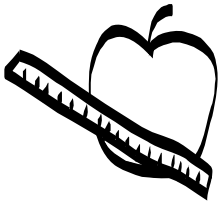
## MATERIALS

- 1 overhead projector (optional)
- 1 overhead transparency of the “Shapes, Shapes Everywhere!” worksheet
- 1 image of your state quarter reverse page, if available
- 1 image of the quarter obverse
- “Quarter and Dollar Bill” worksheet
- “Shapes, Shapes Everywhere” worksheet
- 1 class map of the United States
- 1 copy of a text that gives information about shapes, such as:
  - *Shape of Things* by Dayle Ann Dodds
  - *Shapes, Shapes, Shapes* by Tana Hoban
  - *When A Line Bends...A Shape Begins* by James Kaczman
- Chart paper
- Markers
- Pencils
- Crayons
- Attribute blocks



## PREPARATIONS

- Make an overhead transparency (or photocopy) of each of the following:
  - Quarter reverse
  - Quarter obverse
  - “Shapes, Shapes Everywhere!” worksheet
  - “Quarter and Dollar Bill” worksheet
- Make copies of each of the following:
  - “Shapes, Shapes Everywhere!” worksheet (1 per student)
  - “Quarter and Dollar Bill” worksheet (1 per student)
- Locate a text that gives information about shapes (see examples under “Materials”).
- Gather a class set of attribute blocks.



# Shapes, Shapes Everywhere!



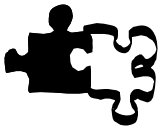
## GROUPINGS

- Whole group
- Pairs
- Individual work



## CLASS TIME

Two 20- to 30-minute sessions



## CONNECTIONS

- Mathematics
- Language Arts
- Art



## TERMS AND CONCEPTS

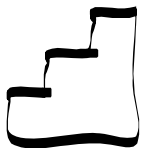
- Quarter
- Obverse (front)
- Reverse (back)



## BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

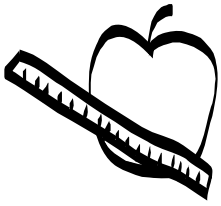
- Shape
- Circle
- Rectangle
- Attribute blocks
- Square
- Triangle



## STEPS

### Session 1

1. Introduce the students to the selected text on shapes. Preview the text and illustrations and allow students to generate observations about shapes.
2. Read the text. During the reading, attend to any unfamiliar vocabulary.
3. After the reading, discuss shapes again and have the students list examples of where they find shapes in the classroom. Record responses on a piece of chart paper.

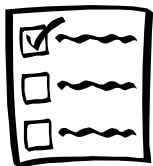


# Shapes, Shapes Everywhere!

4. Describe the 50 State Quarters® Program for background information, if necessary, using the example of your own state, if available. Then display the transparency or photocopy of the quarter reverse.
5. Display an overhead transparency of a quarter obverse (front) and ask the students to identify what they see. Students should respond that they see the front (obverse) of a quarter.
6. Have students identify what is on the quarter. The students should respond that there are words, numbers, and a picture on the quarter.
7. Display the “Quarter and Dollar Bill” transparency. Ask the students what shapes they see on the transparency.
8. Distribute a copy of the “Quarter and Dollar Bill” worksheet to each student and direct them to label each shape with its name (for example: circle, square, rectangle, triangle) and also practice drawing that shape next to it.
9. Explain to the students that in the next session they will be using shapes to create their own drawings.

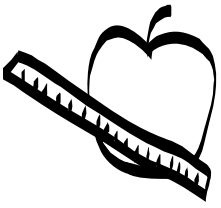
## Session 2

1. Review the previous session and the chart paper.
2. Display the “Shapes, Shapes Everywhere!” transparency. Explain to the students that they are to work in pairs with attribute blocks to create pictures with their shapes. Model this for the students on the overhead.
3. Tell the students that once they have created a picture they will show it to the teacher. They will then each receive a worksheet, where they will draw their picture and label one example of each shape. Remind them that they are to draw their own shapes, not trace them.
4. Divide the students into pairs. Distribute attribute blocks to each pair.
5. Allow an appropriate amount of time for the students to complete the activity. Have them share their drawings with the class.



## ASSESSMENT

- Take anecdotal notes about the students’ participation in class discussions.
- Review the students’ worksheets to evaluate whether they have met the lesson objectives.

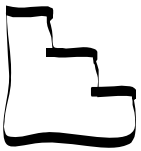


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## ENRICHMENT/EXTENSION

- Have students create a picture illustrating shapes without using the attribute blocks as a guide.



## DIFFERENTIATED LEARNING OPTIONS

- Allow students to work in pairs.
- Allow students to use attribute blocks to trace the shapes of their picture.



## CONNECTION TO [WWW.USMINT.GOV/KIDS](http://WWW.USMINT.GOV/KIDS)

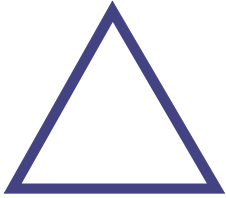
Have students learn more about coins by visiting the “Coin Motion” lesson plan from the 2003 set of 50 State Quarters lesson plans at [www.usmint.gov/kids/components/50sqLessonPlans/pdf/2003k1-6.pdf](http://www.usmint.gov/kids/components/50sqLessonPlans/pdf/2003k1-6.pdf).



Name \_\_\_\_\_

# Quarter and Dollar Bill

**Directions:** Trace the name of each shape. Then practice drawing each shape in the box next to the name.



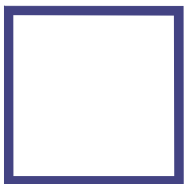
triangle



rectangle



circle



square




Name \_\_\_\_\_

# Shapes, Shapes Everywhere!

**Directions:** Draw the picture you made with attribute blocks and label one triangle, circle, square, and rectangle. On the lines below, write how many of each shape you used.

 triangle \_\_\_\_\_

 circle \_\_\_\_\_

 rectangle \_\_\_\_\_

 square \_\_\_\_\_