



## **K-1 Mathematics Shapes on the Green**

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### **Overall Goal for the Lesson:**

Students will become familiar with shapes and 3-D shapes in their environments.

### **Description of Setting, Grade Level, and Students:**

This activity can be used for kindergarten or 1<sup>st</sup> grade students (varied standards listed) and can be executed as a whole group or with whole group instruction followed by group or partner work. This activity is best executed after the initial instruction about shapes and 3-D shapes and their attributes.

### **Student Objectives for the Lesson:**

Students will apply their knowledge of shapes and 3-D shapes to their environment, locating and describing shapes and 3-D shapes in the park and the immediate vicinity.

### **Length of Activity:**

Total time: 45 minutes – 1 hour

### **Schedule of Activities:**

1. Preparation: Copies of attached Shape Scavenger Hunt must be made in advance. Students must already be familiar with shapes and attributes of shapes through previous instruction. This activity is an application activity and can be used to assess students' understanding of shapes and their attributes.
2. Execution:
  - a. Teacher frontloading: Teacher explains to students that shapes and 3D shapes can be found in our environment and gives an example of one shape or 3D shape in the park. Teacher introduces Scavenger Hunt concept and worksheet.
  - b. Students explore the park, finding shapes and 3D shapes and drawing them on their worksheet, labeling them with names (stairs, fountain, etc).
  - c. For more rigorous execution, have students label attributes (corners, sides) or find multiples of the same shape and explain why they are both that shape (even though the stage and this stair are different sizes, they are both rectangular prisms because they both have eight corners, etc)

### **Common Core Standards Addressed:**

- CCSS.Math.Content.K.G.B.4 Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).
- CCSS.Math.Content.1.G.A.1 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.

### **Assessment:**

Students will be assessed on the completion of their Scavenger Hunt worksheet, as well as verbally assessed for their understanding of shapes and their attributes.

**Accommodations:**

Some students may need accommodation in spelling (phonetic spelling is acceptable for the purposes of this activity) and may need additional support surrounding shapes. It may be helpful to bring any materials already used to teach shapes and 3D shapes (models, drawings, posters) for students to reference.

**Materials Needed:**

Scavenger Hunt Worksheet

Writing materials

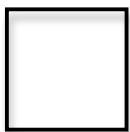
Clipboards (optional)

Shapes materials from previous lessons

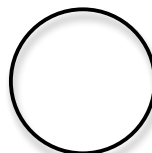
Name \_\_\_\_\_

## Shape Scavenger Hunt at Guthrie Green Kindergarten

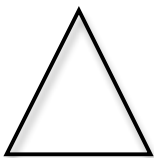
Square



Circle



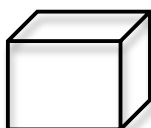
Triangle



Rectangle



Cube



Name \_\_\_\_\_

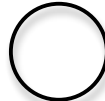
# Shape Scavenger Hunt at Guthrie Green

## First Grade

Square



Circle



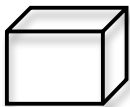
Triangle



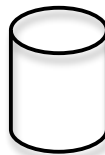
Rectangle



Cube



Cylinder



Rectangular Prism

