**Title:** The Shape of Things

**Grade level:** 1st Grade

**Objectives:**

1. The students will be able to identify basic shape names by writing down the shapes that are in the playground scene.
2. The students will be able to recognize the differences between specific shapes (e.g. a hexagon is different from a square because it is six-sided).
3. The students will be able to recognize defining and non-defining attributes of shapes.

**Common Core Standards Addressed:**

1.G: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.

**Materials:**

Playground Scene (http://insidemathematics.org/problems-of-the-month/pom-theshapeofthings.pdf)

Paper, pencils, crayons, markers

Pattern Blocks

**Procedure:**

1. Show students the playground scene and ask them questions about it, e.g. what do you notice about the playground, do you see any shapes in the playground, etc.
2. Ask students if there are shapes in the playground that they do not know about, such as the name of a specific shape, and explain any misconceptions.
3. Give students a bag/box of pattern blocks to work with and ask them to find a shape within their pattern blocks that is also in the playground scene. Ask questions after they have compared, e.g. how do you know that is the same shape, what information did you use to compare the pattern blocks to the shapes in the playground.
4. Divide students into small groups and give each group a playground scene. Explain to students that their task is to find shapes within the playground and draw the shapes that they find along with writing the name of the shape and describing how they know what the shape is.
5. After students have been given time to find as many shapes as they can come back together as a whole group and discuss what groups found. Make a list of shapes that were found on chart paper along with the descriptions that students give for why they know what shape it is.

**Assessment:**

Collect student drawings and written descriptions to check if they can correctly draw the shape and explain their reasoning as to why a specific shape is the shape that it is.

**Differentiation:**

For low level learners have them identify two to three shapes in the picture and write the descriptions for them. For high level learners have them think of other objects or places where the shapes that they found in the playground scene can be found and create a picture if the objects and places they think of.