

# **SHAPES, SHAPES EVERYWHERE!**

## **GRADE LEVEL(S) 1-4**

## **LESSON OBJECTIVE**

Students will understand and be able to identify real world geometric shapes.

## **BACKGROUND/PRIOR KNOWLEDGE NEEDED**

Students should have some basic knowledge of geometric shapes including multi-dimensional shapes and prisms.

## **EDUCATION STANDARD(S)**

Grade 1-2: Measurement & Geometry – 2.0, 2.1

Grade 3: Measurement & Geometry – 2.0, 2.1, 2.2, 2.3, 2.4, 2.5

Grade 4: Measurement & Geometry – 3.0, 3.1, 3.3, 3.4, 3.6

## **MATERIALS NEEDED**

Geometric Shapes worksheet, pencil/pen

## **MOTIVATION**

To motivate students share video segments or clips on geometric shapes. Discuss and review what the shapes are called and what they look like. Have students find shapes in the classroom environment. These shapes can be discussed, drawn, posted in the class, sketched in a journal, or charted on the Smart Board. Say to students, “Like our classroom, shapes can be found everywhere. We are going to go to the Santa Monica Pier to see what shapes we can find there.”

## **DIRECT INSTRUCTION**

- Discuss and define geometric shapes.
- Have students find shapes in the classroom environment. Draw, post-on the bulletin board, sketch in a journal or write on the Smart Board various shapes and/or examples from the classroom.
- Discuss the field trip to the Santa Monica Pier. Say, “Now that we have found so many geometric shapes in our classroom, we are going to go on a field trip to the Santa Monica Pier and see what shapes we can find there.” Have students come up with a couple of examples of shapes they might find at the Pier.

(Ex. Ferris wheel; circle or between the spokes acute angles)

- Take a field trip to the Santa Monica Pier.
- At the Pier, students will use the 'Shapes, Shapes, Everywhere' chart (see attached) to find various shapes that match the shapes on the chart. Once a child has found a shape that fits, he/she will sketch and label the shape.
- How many shapes students find and sketch at the Pier should depend on the level of the students' abilities and the preference of the teacher. Suggestion of two sketches for each shape would be ideal.
- Students should share their shape findings once back in the classroom.

### **GROUP/INDEPENDENT WORK**

Students can work independently or in varying groups or teams depending on the level of ability, class size, and/or teacher's preference.

### **ACCOMMODATIONS AND MODIFICATIONS**

- Add or subtract geometric terms/shapes for grade level appropriateness.
- Vary the number of sketches drawn for each shape
- Limit or expand the area around the Pier where students can look and find shapes

### **ASSESSMENT/WRAP UP**

Assess the geometric charts of the students to determine their understanding and completion of the project. Students should share their work with classmates, and work should be posted in the classroom.

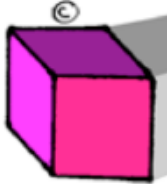
# Shapes, Shapes, Everywhere!

## how many shapes can you find?

DIRECTIONS: LOOK FOR AS MANY 'REAL WORLD' SHAPES ON THE SANTA MONICA PIER AS YOU CAN FIND THAT MATCH THE SHAPES ON THIS WORKSHEET. ONCE YOU HAVE FOUND SOME FROM THE PIER, DRAW/SKETCH A FEW SHAPES IN EACH OF THE BOXES PROVIDED. DON'T FORGET TO LABEL EACH PICTURE YOU DRAW. ONCE YOU RETURN BACK TO CLASS, DETAILS AND COLOR MAY BE ADDED.



**SPHERE**



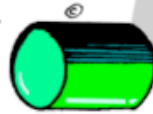
**CUBE**



**RECTANGULAR PRISM**



**CONE**



**CYLINDER**



**PYRAMID**